

*The 2008/2009 Literacy Services Plan has been compiled by:*



***Mission Statement:***

The Tri-County Literacy Network is a non-profit organization that promotes literacy as an important part of life-long learning. We provide support to adult literacy programs and develop community partnerships with other promoters of learning in Chatham-Kent, Sarnia-Lambton and Windsor-Essex.

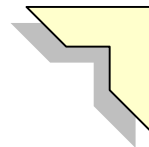
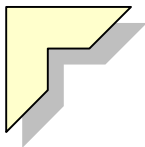
***Vision Statement:***

We envision a community in which literacy and life-long learning are highly valued.

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**EMPLOYMENT  
ONTARIO**  
Ontario's employment & training network

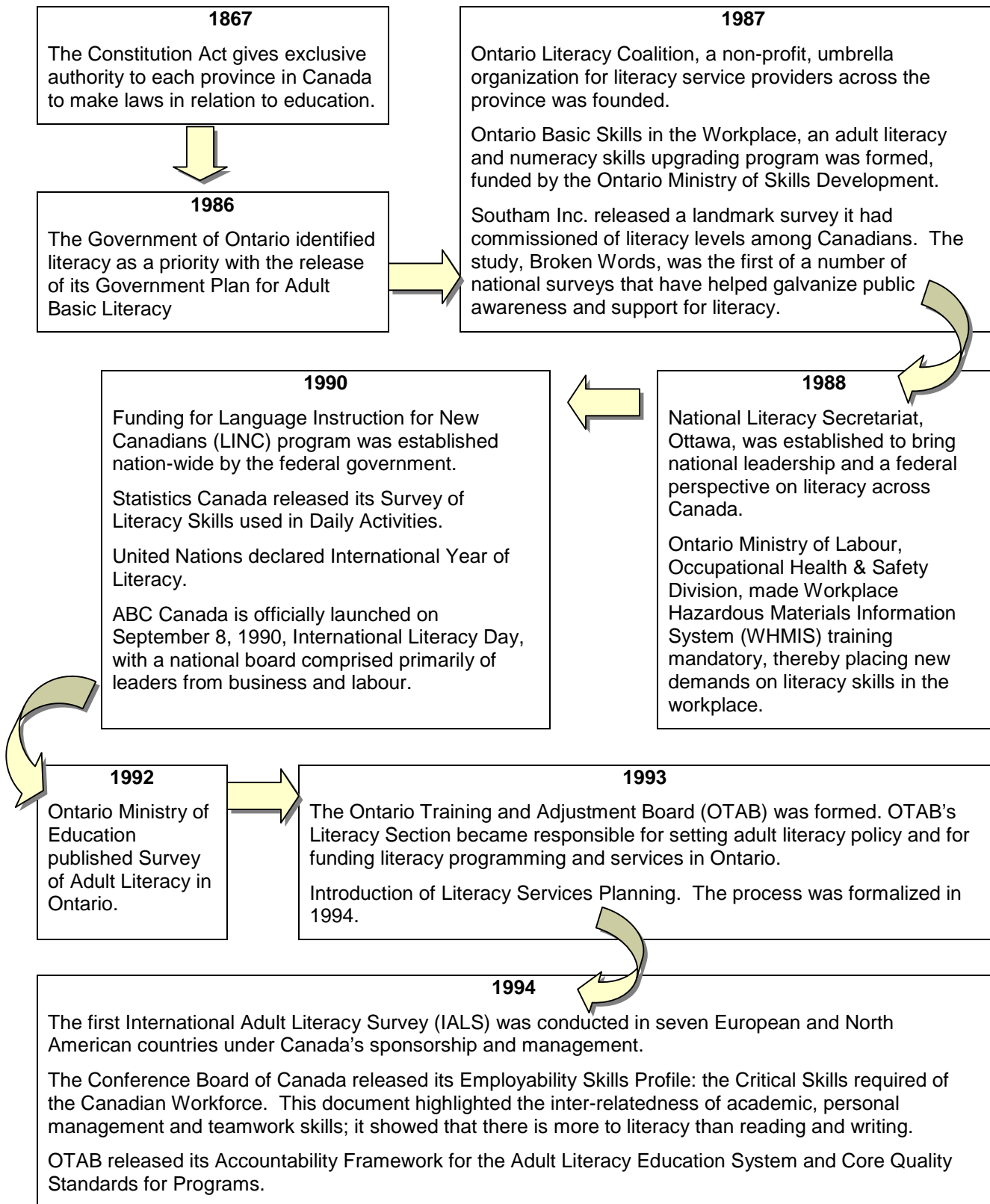


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# Timeline

## Significant Events in the History of Adult Literacy in Ontario



**1995**

W/WEBS (Workplace/Workforce Employment Basic Skills) was formed under OTAB. W/WEBS integrated three previous programs on a province-wide basis: the Multicultural Workplace Program, Labour Adjustment Preparatory Program and employer-initiated Ontario Basic Skills in the Workplace.

**1998**

Introduction of Learning Outcomes.

**1999**

The Ministry of Education and Training separates into 2 separate ministries: 'Education' and 'Training, Colleges and Universities'.

**1996**

The results of the Canadian-led IALS report were released. IALS divided literacy into a continuum of five different levels. Although not every job requires the highest level of literacy skills, it was found that a significant majority of Canadians (over 40%) do not have the reading skill requirements for the modern workplace. IALS also reported a strong link between income, employment status and literacy levels among Canadians.

OTAB responsibilities were transferred to the Ontario Ministry of Education and Training, including responsibility for workplace literacy.

**2001**

Mandatory literacy testing and training for Ontario Works participants whose literacy skills may be a barrier to employment was introduced October 1, 2001 and was implemented province-wide by April/May 2002.

**2002**

Action for Family Literacy Ontario (AFLO) came into existence as a response to the Family Literacy Matters! Symposium hosted by the Ontario Literacy Coalition (OLC) in October.

**2005**

On November 23, Canada and Ontario sign Labour Market Development and Labour Market Partnership Agreements.

**2004**

In June, the Association of Colleges of Applied Arts and Technology (ACAATO) officially approved the ACE program (Academic and Career Entrance) replacing what had been known for years in Ontario as the BTSD program (Basic Training for Skills Development).

**2006**

On September 25, the Government of Canada announced \$17.7 million in spending cuts otherwise available to literacy organizations through Human Resources and Social Development (HRSD).

On November 6, MTCU launched Employment Ontario, its new, integrated gateway to training and employment services in Ontario.

**2007**

On January 1, the Canada-Ontario Labour Market Development Agreement came into effect, which transfers many federal training and employment programs, resources and staff to the province.

April 1 – the new service categories for LBS Support Organizations came into effect along with the new Business Plan process.

# What is Literacy?

Literacy is an ever expanding term and the definition of literacy tends to change to reflect the context in which literacy skills are used. The literacy skills required to be successful in 2007 are quite different from the skills that were needed twenty or even ten years ago.

The International Adult Literacy Survey (IALS) defines literacy as “the ability to understand and employ printed information in daily activities at home, at work and in the community - to achieve one’s goals, and to develop one’s knowledge and potential.” Literacy has clearly moved from a skill set that is nice to have to one that is necessary for people to have if they are to meet their personal and economic goals.

The link between literacy and economic success is being closely examined. With a global economy, an aging workforce and an increasing reliance upon immigration to address skills shortages, the literacy level of Ontarians is a growing issue. The goal of Employment Ontario is for Ontario to “have the most educated people and highly skilled workforce in North America in order to build the province’s competitive advantage.” Literacy is now being recognized as the foundation upon which such a workforce will rest.

Through the development and promotion of the Essential Skills (see sidebar), literacy is recognized as being more than the ability to read, write and do math. Literacy is also about the ability to think, to communicate, to problem solve, to continually learn and to use technology.

With a fully literate population, Ontario will not only be able to effectively meet its labour demands; it will also be a province in which Ontarians can effectively contribute to their families and to their communities.

Essential Skills are the skills needed for work, learning and life. They provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change.

Through extensive research, the Government of Canada and other national and international agencies have identified and validated nine Essential Skills.

These Essential Skills are:

- Reading Text
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Continuous Learning
- Thinking Skills
- Computer Use

[http://srv108.services.gc.ca/english/general/Understanding\\_ES\\_e.shtml](http://srv108.services.gc.ca/english/general/Understanding_ES_e.shtml)



## Economic and Social Implications

- 42% of Canadians, age 16-65 do not have the minimum literacy skills for coping with everyday life and work.
- Among that 42%, 15% score the lowest literacy levels and have serious difficulty dealing with any printed material.

### Justice

- Offenders experience literacy problems at a rate 3 times that of the general population
- The average education level of newly admitted offenders serving two years or more is Grade 7.

### Health

- Canadians classified among the most healthy have the higher average literacy and numeracy skills, while those among the least healthy have the lowest average skills.
- Some direct effects of living with low literacy include increased hospitalizations and misinterpreted medication instructions.

### Work

- People with low literacy skills are about twice as likely to be unemployed for 6 or more months, than those with higher skills.
- 50% of Canadian adults score low numeracy levels and are 2.5 times more likely to receive social assistance, compared with those scoring higher levels.

### Poverty

- Between 22% and 50% of adults with lower levels of literacy live in low-income households, compared with only 8% of those with high-level literacy skills.

Source: Adult Literacy and Life Skills survey (Statistics Canada and Organization for Economic Cooperation and Development, 2005)

# Community Development

Literacy programs across Ontario make every effort to be as responsive to the needs of their individual communities as possible. Utilizing annual service planning, these programs partner with not only with their Employment Ontario stakeholders (Job Connect, Apprenticeship, Local Training Boards) but with other community stakeholders such as mental health agencies, local community development councils, public health organizations, Ontario Works and associations for community living. It is recognized that literacy intersects with most areas of community development and as such it plays a significant role in meeting the essential skills needs of any community

## Literacy and Essential Skills

Literacy and Basic Skills are skills necessary to function as a contributing member of the community. These skills include everything from reading and writing to math to participating in society. Literacy and Basic Skills look at skills from an academic lens.

Essential Skills are the skills people need for work, learning and life. They include literacy and are the basis for learning all other skills. Essential Skills underlie the performance of most workplace tasks. Essential Skills look at skills from a workplace lens.

This chart outlines how Literacy and Essential Skills are connected.

**Literacy and Basic Skills**

|                         |                                  | Read with understanding for various purposes | Write Clearly to express ideas | Speak and Listen Effectively | Perform Basic Operations with Numbers | Use measurement for Various Purposes | Solve Geometric Problems | Manage Data and Probability | Use Patterning and Algebra |
|-------------------------|----------------------------------|--|--------------------------------|------------------------------|---------------------------------------|--------------------------------------|--------------------------|-----------------------------|----------------------------|
|                         |                                  | Communications                               |                                |                              | Numeracy                              |                                      |                          |                             |                            |
| <b>Essential Skills</b> | Reading Text                     | ✓  | ✓                              |                              |                                       |                                      |                          |                             |                            |
|                         | Writing                          | ✓  | ✓                              |                              |                                       |                                      |                          | ✓                           |                            |
|                         | Document Use                     | ✓  |                                |                              |                                       |                                      |                          |                             |                            |
|                         | Oral Communication               | ✓  |                                | ✓                            |                                       |                                      |                          |                             |                            |
|                         | Numeracy                         |  |                                |                              | ✓                                     | ✓                                    | ✓                        | ✓                           | ✓                          |
|                         | Computer Use                     | ✓  | ✓                              |                              |                                       |                                      | ✓                        | ✓                           |                            |
|                         | Working with Others              | ✓  |                                | ✓                            |                                       |                                      |                          | ✓                           |                            |
|                         | Continuous Learning              |  | ✓                              |                              |                                       |                                      |                          |                             |                            |
|                         | Problem Solving                  | ✓  | ✓                              | ✓                            | ✓                                     | ✓                                    | ✓                        | ✓                           | ✓                          |
|                         | Decision Making                  | ✓  | ✓                              | ✓                            | ✓                                     |                                      |                          | ✓                           | ✓                          |
|                         | Critical Thinking                |  |                                |                              |                                       |                                      |                          |                             |                            |
|                         | Job Task Planning and Organizing | ✓  |                                |                              |                                       |                                      |                          | ✓                           |                            |
|                         | Significant Use of Memory        | ✓  | ✓                              | ✓                            | ✓                                     |                                      |                          | ✓                           |                            |
|                         | Finding Information              | ✓  | ✓                              |                              |                                       |                                      |                          | ✓                           |                            |

Literacy and Essential Skills can be considered the glue that skills stick to!

Literacy and Basic Skills programs also assist learners with Self-Management/ Self-Direction skills which include:

- Concentration/memory skills
- Goal-setting skills
- Personal advocacy and self-motivation skills
- Self-assessment/ self-reflection skills
- Self-confidence building skills
- Thinking skills
- Time management/ organizational skills
- Understanding of personal learning style
- Working with others skills

Self-management/self-direction skills address all areas of Essential Skills





## What is Literacy and Basic Skills (LBS)?

Literacy and Basic Skills Programs are funded across Ontario by the Ministry of Training, Colleges and Universities (MTCU). MTCU's vision in setting up these programs was "to establish a training system relevant to the needs of workers and employers, one that will help Ontarians find and keep jobs in increasingly competitive markets."

To dissect the literacy training system further, there are 300 LBS programs in Ontario, serving Anglophone, Francophone, Native and Deaf learners.

**Since 1997, each Literacy and Basic Skills Program has received funding from MTCU to deliver five services:**

**Information and Referral** – Literacy agencies are expected to conduct promotional and outreach activities that are consistent with the learner focus of the agency's services. Agencies also implement a systemic approach to tracking, reporting and analyzing information and referral activity and follow-up.

**Literacy Assessment** – Literacy assessments occur at each stage of a person's participation in a literacy program (initial, ongoing, and exit). The purpose of literacy assessments is to assess a client's existing literacy and basic skills. Literacy practitioners then work with clients to identify specific goals and the skills that are needed to achieve those goals.

**Training Plan Development** – through the process of developing a training plan, learners map out a possible sequence for training and the time necessary to achieve their goals. The training plan is portable and belongs to the learner. It is a very valuable tool, especially when literacy may only be part of the training needed for clients to meet their goals

**Training** - The focus of Literacy and Basic Skills programs is the actual literacy instruction provided to adult learners. All other LBS activities support this service. Different training approaches and methods are used, but all must lead to measurable learning outcomes.

**Evaluation and Follow-up** – This delivery service helps demonstrate the value and effectiveness of the four other delivery services in meeting the literacy needs of learners.

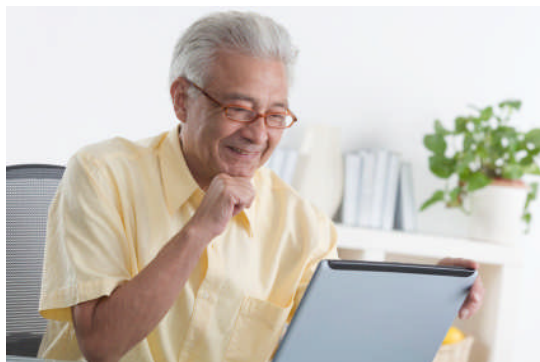
Literacy and Basic Skills programs are incorporating Essential Skills into assessment and evaluation practices. This will help literacy programs to document and promote the success of adult literacy programs.



## What is Literacy and Basic Skills (LBS)? Continued

People who want to improve their literacy skills come from all different kinds of social and economic backgrounds and they all bring individual challenges, histories and learning styles to the learning process. Because of this, MTCU funds three different literacy sectors or types of literacy programs: community-based, school board, and college programs. Where possible, a mix of literacy programs exists in each community to meet individuals' goals. Regional literacy networks (16 across Ontario) network with literacy programs and with each other in order to strengthen and improve the literacy system within Ontario.

**Eligibility:** LBS programs are open to all Ontarians provided they are over the age of 18 and out of school.



# The Role of Regional Literacy Networks

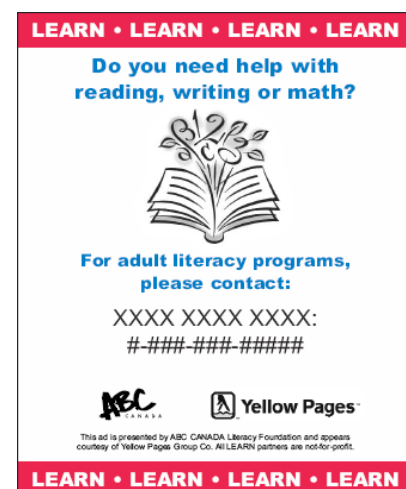
Regional literacy networks play an important role in documenting and guiding the development of literacy services within their region. They bring literacy programs and literacy stakeholders together within each community to talk about literacy and to create literacy pathways. These pathways help people who have developed their literacy skills to take that next step – to work, to further education and training, or to personal independence.

Regional literacy networks also coordinate information and referral by helping agencies to promote literacy and by promoting a systematic approach to tracking, reporting and analyzing information and referral activity.

## Regional literacy networks also:

- Enhance communication among literacy programs and between literacy programs and the Ministry of Training, Colleges and Universities
- Assist literacy programs in understanding and implementing government initiatives
- Apply for and manage literacy development projects
- Raise awareness of literacy, its effects and literacy programs
- Plan and provide professional development opportunities for literacy practitioners and other community partners
- Coordinate literacy service planning and the development and promotion of an annual literacy services plan

“Look under Learn in the Yellow Pages” is a national campaign of ABC CANADA, which directs the general public to phone numbers of local literacy services. The ad is in every yellow pages directory in the country and is part of a national information and referral system.

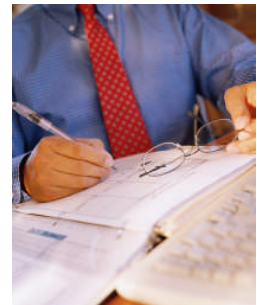


## What is Literacy Service Planning (LSP)?

Since 1993, literacy networks have been funded by government (currently by MTCU) to coordinate literacy service planning. In the earlier days, the focus of literacy service planning was on understanding local demographics and then examining local literacy programs within each community to see if there were gaps or duplication in services. Literacy networks helped literacy agencies determine what services should be offered.

Over the years, the focus of literacy service planning has changed slightly. With new technology and statistical programs, regional networks can now work at the community level to help programs determine the effectiveness of their programming – to set targets as a community and then monitor results.

It is also the role of regional literacy networks to bring community partners to the planning table. Literacy is an issue that touches many employment and educational goals and it's important to talk to community partners about the skills that clients need in order to succeed in employment and educational programs. The range and level of literacy services offered in a community may depend upon what other community services exist.



### Links to Adjustment Services and Local Boards

The Ministry of Training, Colleges and Universities, in collaboration with other Provincial government ministries, leads the development of a Service Action Plan within communities that are experiencing labour market adjustment situations such as layoffs and plant closures. One goal of a Service Action Plan is to identify services that will assist in the rapid re-employment and training of affected workers.

The annual Literacy Service Planning (LSP) process is coordinated by Regional LBS Networks throughout Ontario. The LSP process includes active participation and input from LBS agencies and a wide range of key community stakeholders, which results in the development of detailed Literacy Services Plans that highlight the Literacy and Basic Skills and Academic Upgrading programs and services that are available to affected workers in a specific region. In addition to preparing the Literacy Services Plans, LSP partners attend local Rapid Re-development and Training meetings and play a role in the development of the Service Action Plans.

Literacy Service Plans and information are then given to Local Boards for inclusion into the TOPS reports (Trends, Opportunities and Priorities).

# Accountability

## CIPMS – Continuous Improvement Performance Management System

Literacy programs in Ontario have been working with a statistical training system called an Information Management System (IMS) for 6 years. The IMS has helped literacy programs to track information that is important to the ongoing evaluation of literacy programming. In addition, for the past two years, Literacy and Basic Skills programs have been moving towards CIPMS in order to:

- Support a results-based agenda and public commitment to efficient and effective use of tax dollars
- Allow delivery sites to consistently provide high quality service across Ontario
- Translate strategic directions into detailed activities
- Measure the results of practice, continuously improve practice and support innovation
- Integrate CIPMS into daily operations of LBS-funded agencies and the LBS Section

### CIPMS has three areas of focus:

- Effectiveness
- Customer Service
- Efficiency

In order to develop the means to assess efficiency, the literacy field is developing better ways to document learner progress.



## Learner Skill Attainment

For the past several years, the literacy field has been working to improve its system for documenting the skills that adults acquire within adult literacy programs. This initiative is called Learner Skill Attainment (LSA) and the intent of LSA is to assist literacy programs in communicating learner gains in a reliable, valid and more transparent way.

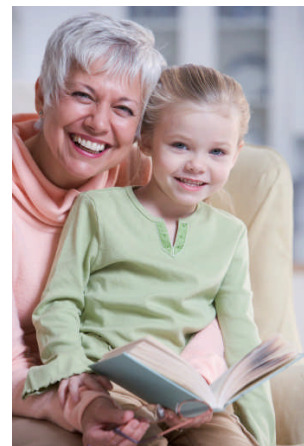
### **Learner Skill Attainment will:**

- Describe learning outcomes in terms of what a learner will be able to do or where a learner will be able to go at the completion of their training
- Describe gains in skills and knowledge in a meaningful way to key stakeholders such as Apprenticeship, JobConnect, Adjustment Advisory and Ontario Works.

The framework will include the critical skills needed in reading text, document use and numeracy for the following goal paths:

- Secondary school credit study
- Postsecondary education
- Apprenticeship
- Employment
- Foundations for independence

The LSA framework will also explore the use of Essential Skills/IALS scales which are nationally recognized and would therefore provide a common assessment language for all stakeholders.





## Outcomes and Pathways

Literacy learners want to improve their communications for a variety of reasons. Programs are keen to ensure that learners obtain the type of instruction they require to achieve their learning goals – this is referred to as an “outcomes-based” approach to learning. While this process is supported by a complex system of training plans, demonstrations and benchmarking, what is most critical is that the literacy programs deliver the individualized instruction that each learner requires to achieve their learning goal or outcome.

Community based, school board and college providers are the traditional settings that offer literacy programs. In each case, these sectors have developed expertise to deliver services in specific goal path areas.

For the past 10 years, literacy programs have carefully monitored the various learning objectives stated by learners and have grouped these into three rough goal categories: further education and training, workforce and independence.

### **Further education and training**

This pathway enables learners to obtain the literacy skills they require to continue in their future studies. This may mean completing a high school or equivalent diploma or possibly pursuing skills training and post secondary education. While any sector may offer this goal path, the predominant service providers are colleges and school boards. For this goal path, literacy programs may partner with a variety of Employment Ontario stakeholders such as the Apprenticeship branch to ensure a smooth transition to skills training.

### **Workforce**

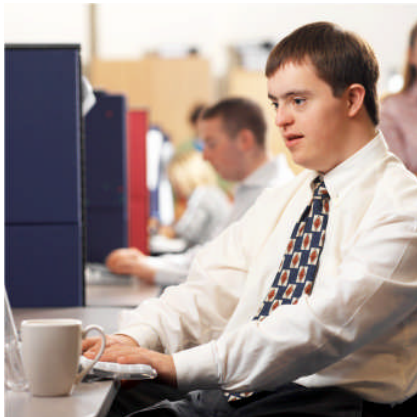
This goal path takes the learner directly from a literacy program to the workforce. In some cases, learners are already employed but wish to apply their literacy learning to their current work situation. In other cases, learners are attempting to obtain employment. Literacy programs in all three sectors offer this type of direction and they actively partner with or refer to Employment Ontario Job Connect agencies to promote movement from literacy learning to employment.



## Independence

This traditional approach to literacy outcomes is based on the personal life goals of the learner. These may include learning to read to a child, keeping a journal or improving leisure reading skills. Community based programs have considerable expertise delivering this type of programming. In the case of learners who wish to pursue independence learning outcomes, natural partners tend to include community agencies such as centers for community living, mental health agencies and the Ontario Early Years centers. Often, independence goals lead to further education or workplace participation in a learner's life by virtue of literacy learning's positive affects.

Again, the goal of any literacy program, whether it is community based, school board or college, is to help learners identify the relevance of literacy learning in their lives and create a curricular approach that is responsive to these goals. Programs evaluate themselves on their customer service and certainly learning outcomes and pathways are a significant factor in a learner's sense of satisfaction with a program.



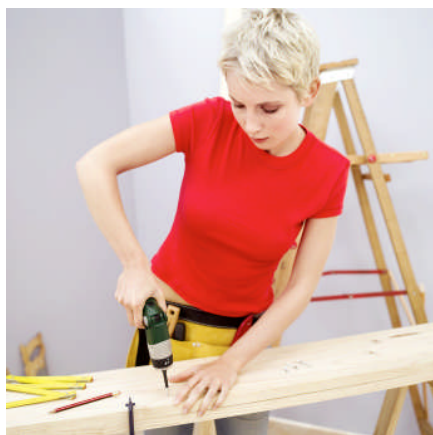


## Client Profiles

Literacy learners frequently leave programs with goals that take them on to other Employment Ontario stakeholder programs. Depending on a learner's desired destination, literacy programs leverage the relationships they have nurtured with other Employment Ontario stakeholders such as Job Connect and Apprenticeship to create a seamless pathway towards the learner's goal. These pathways are maintained through a common referral protocol that encourages all stakeholders to engage clients in the most appropriate combination of services.

### Job Connect

Job Connect is an Employment Ontario program that provides employment assistance to both employers and job seekers. Job Connect and literacy staff often cross-refer clients to ensure that those who are experiencing literacy as a barrier to employment get the basic skills and employment supports they need to be successful. In addition to information and resource services, Job Connect offers employment planning and preparation and job development and placement supports to both job seekers and employers.



### Apprenticeship

Literacy learners who wish to pursue further education and training frequently move on to complete high school diplomas or equivalents and then post secondary studies. The Apprenticeship pathway represents an important partner in the Employment Ontario continuum of service and provides hands on training in a number of different sectors. In some cases, literacy programs partner with Apprenticeship to assist students in that stream who require some basic skills upgrading in order to complete their post secondary studies.

### Training Supports

Literacy programs funded by Employment Ontario (the Ministry of Training, Colleges & Universities) do not charge fees for their service delivery. In some cases, learners must pay a book deposit and supply their own supplies such as pens, notebooks and so on.

Funded programs may offer training supports to learners. These may be in the form of bus tickets or passes, childcare allowances or related learning material or supplies. These allowances are carefully tracked and accounted for and are intended to help low income learners to access literacy training. Where possible, literacy programs coordinate these training supports with those also offered by Ontario Works or other support agencies.

Details on training supports are provided by the individual program and vary from agency to agency. All training supports are covered by agency policy.

# LBS in Chatham-Kent and Sarnia-Lambton

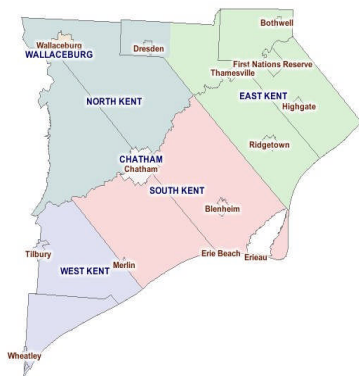
## Introduction

There are sixteen regional literacy network areas across the province of Ontario. Each of these areas has local geographic, community and economic impacts to consider when planning for future literacy service. While the functions of all literacy programs and networks are the same, the manner in which these agencies address local needs differs from region to region.

The articulation of literacy service is a result of considering local trends, impacts, gaps and needs. The following section provides details not only on the makeup of your community, but also on the variety of literacy services provide and highlights of some of the key pieces of information that shaped the planning of local delivery.

Within the Tri-County Literacy Network, there are 13 Literacy and Basic Skills programs, 7 of which are located in Chatham-Kent and Sarnia-Lambton. These programs deliver programming in a variety of sites around Chatham-Kent and Sarnia-Lambton, providing multiple points of access for adult learners.

## Chatham-Kent



## Sarnia-Lambton



## 2006/2007 Highlights and Results

The Chatham-Kent and Sarnia-Lambton Literacy and Basic Skills Local (LBS) Planning and Coordination committee discussed and analyzed the results of the Information Management System's (IMS) information on the programs in Chatham-Kent and Sarnia-Lambton from the past three fiscal years to identify any trends and areas of interest or concern.

Chatham-Kent and Sarnia-Lambton are very distinct communities but due to the fact that two programs (the two school boards) are both single sites that cover both geographic areas, it was necessary for us to combine the IMS statistics for both areas. This does not show some of the differences that exist between these areas and is one limitation that we identified in using the IMS statistics for this purpose. Nevertheless, it did provide the opportunity to discuss the results as a group.

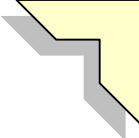
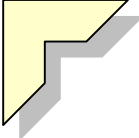
We reviewed each chart related to gender, age group, LBS levels, learner goal and income source. Please refer to charts attached for visual information on these topics.

As far as **gender of learners**, we identified that Chatham-Kent and Sarnia-Lambton literacy programs are successful in marketing to both men and women. The ratio of males to females in adult literacy programs is almost equal. The percentage and ratio is also very consistent over the three year timeframe.

When we looked at the **age of learners**, we found that the percentages and ratios were also very consistent over the past three years. In 2006-2007, the majority of learners (45%) were in the 25 to 44 years old age bracket. These adults can expect to spend about 20 to 30 more years in the labour market. In 2006-2007, 24% of adult learners in the programs were 19 to 24 years of age and 23% were 45 to 64 years of age.

In terms of the **level of learners**, Chatham-Kent and Sarnia-Lambton literacy programs work collaboratively to offer literacy instruction across the learning continuum (Level 1 to Academic and Career Entrance (ACE)). We did see a significant change in the level of learners with a decrease of level one and two learners (14% decrease over 3 years) and an increase in ACE learners (15% increase over 3 years) in the adult literacy programs in Sarnia-Lambton and Chatham-Kent. This was a result of new funding for ACE with the provincial government focus on higher level learners.

We also looked at **learner goals**. In 2006-2007, 38% identified employment as their goal. These learners want to improve their literacy and numeracy skills to get a job, keep a job or get a better job. There were 41% who identified training and education as their goal. These learners want to improve their literacy and numeracy skills to move on to other forms of education and training such as high school, GED, post secondary and apprenticeship. There were 21% who identified independence as their goal. These learners want to improve their literacy and numeracy skills to have improved quality of life. Overall, 79% of the Chatham-Kent and Sarnia-Lambton adult literacy program learners use LBS services as a stepping stone to new or better employment and further



education and training. There was a slight increase in this percentage in the past three years (4%).

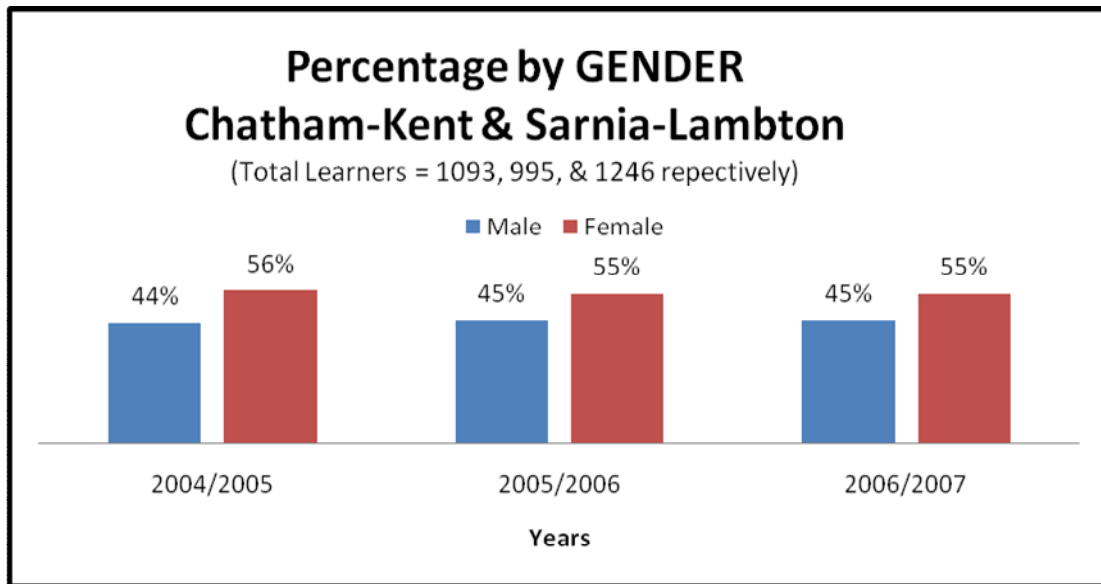
LBS programs in Chatham-Kent and Sarnia-Lambton are available to serve all adults, regardless of **income source**. Programs in Chatham-Kent and Sarnia-Lambton are successful in attracting learners from a variety of income sources. In 2006-2007 the majority of learners are from Ontario Works (30%) with the second largest category being other individuals (26%) then employed individuals (18%) and ODSP clients (17%). Over the past three years there has been a significant shift from fewer Ontario Works (OW) clients (a decrease of 19% over 3 years) to increased employed learners and other learners (an increase of 16% over 3 years). In Chatham-Kent, the majority of learners at Adult Language and Learning are OW clients and the percentage of clients has actually increased over the years (from 56% of learners in 2004-2005 to 64% in 2006-2007). Sarnia-Lambton programs indicated that they have seen a decrease in OW clients. Programs identified that plant closures and layoffs may contribute to higher numbers in Chatham-Kent and that a decrease and change in the Sarnia-Lambton OW caseload (fewer on the caseload may be ready for employment) may contribute to the reduced numbers in Sarnia-Lambton.

Adults access all levels of **training delivery** in Chatham-Kent and Sarnia-Lambton. The greatest percentage of total contact hours is for the highest level of literacy instruction (ACE) at 28%. The second highest percentage is for LBS level 1, the lowest level of literacy instruction, at 21%.

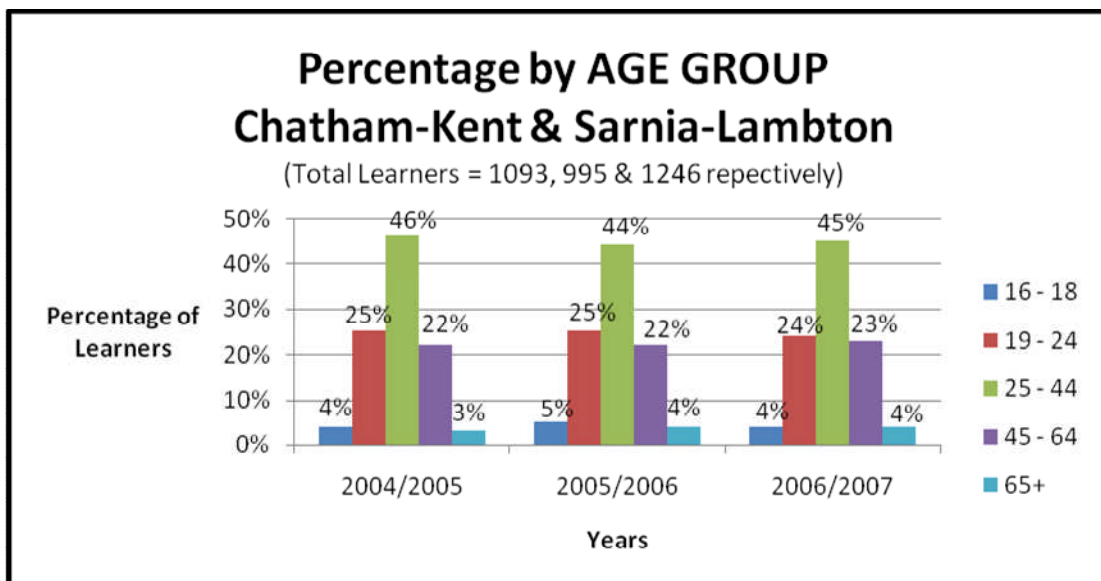
The majority of learners' **status at exit** is employed at 42%. Over the years literacy programs have developed and improved their ability to teach adult literacy and numeracy skills for the workplace. The second highest percentage is learners pursuing further training and education at 29%. Literacy programs are also working well in terms of their ability to track clients with lost contact at 5%.



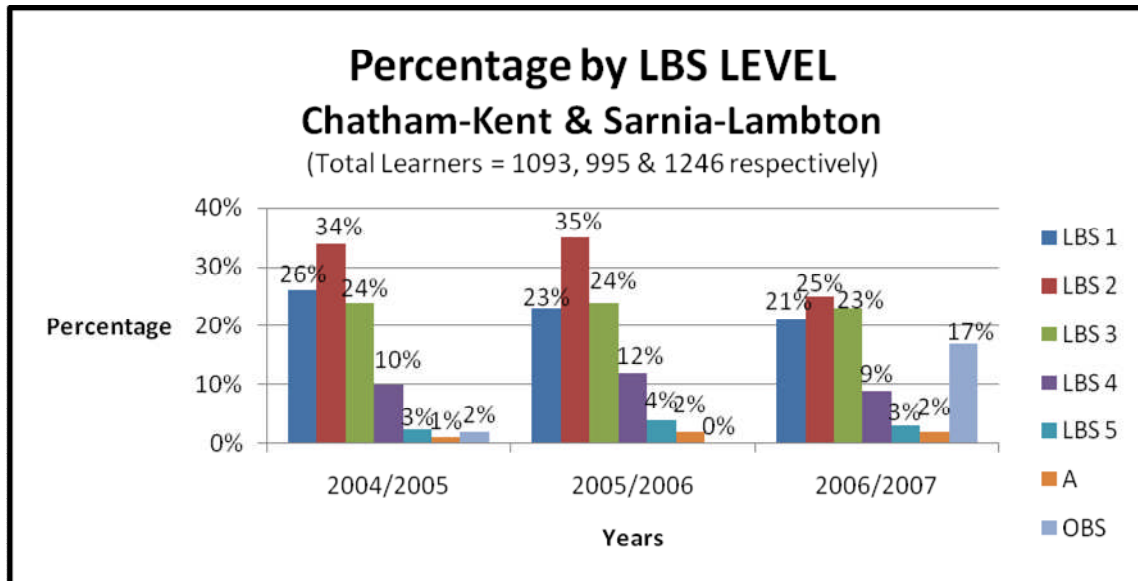
# Gender of Learners



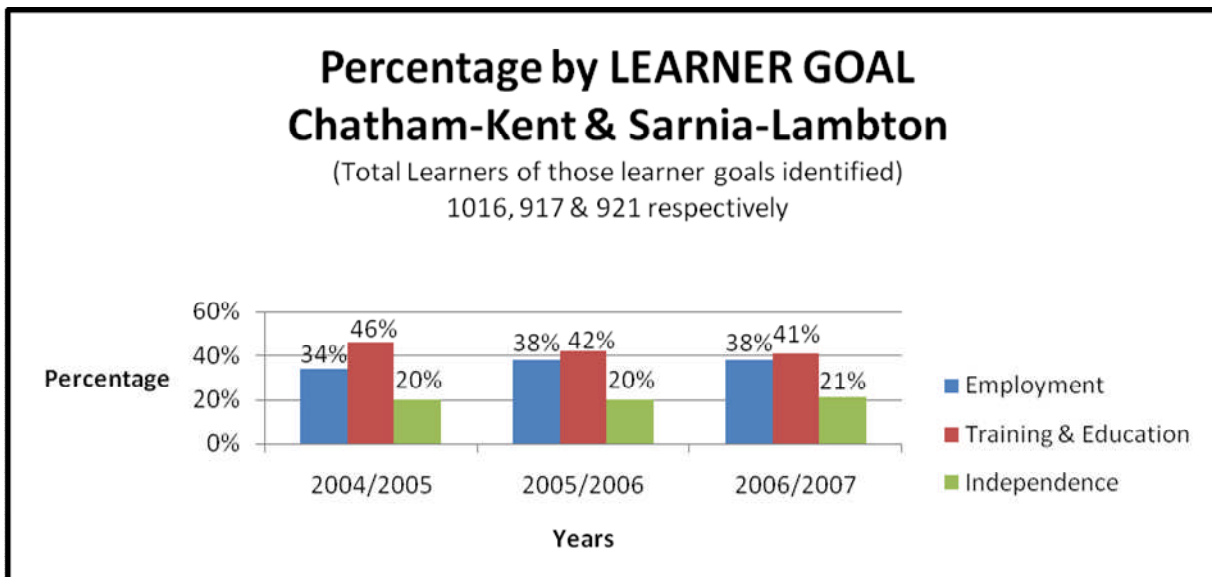
# Age of Learners



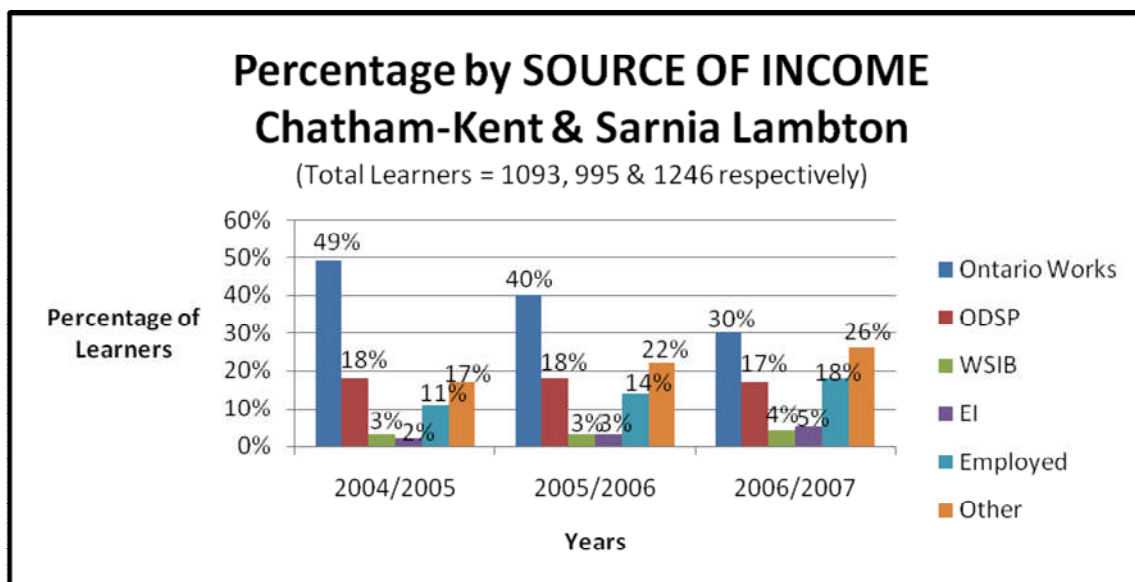
# Level of Learners



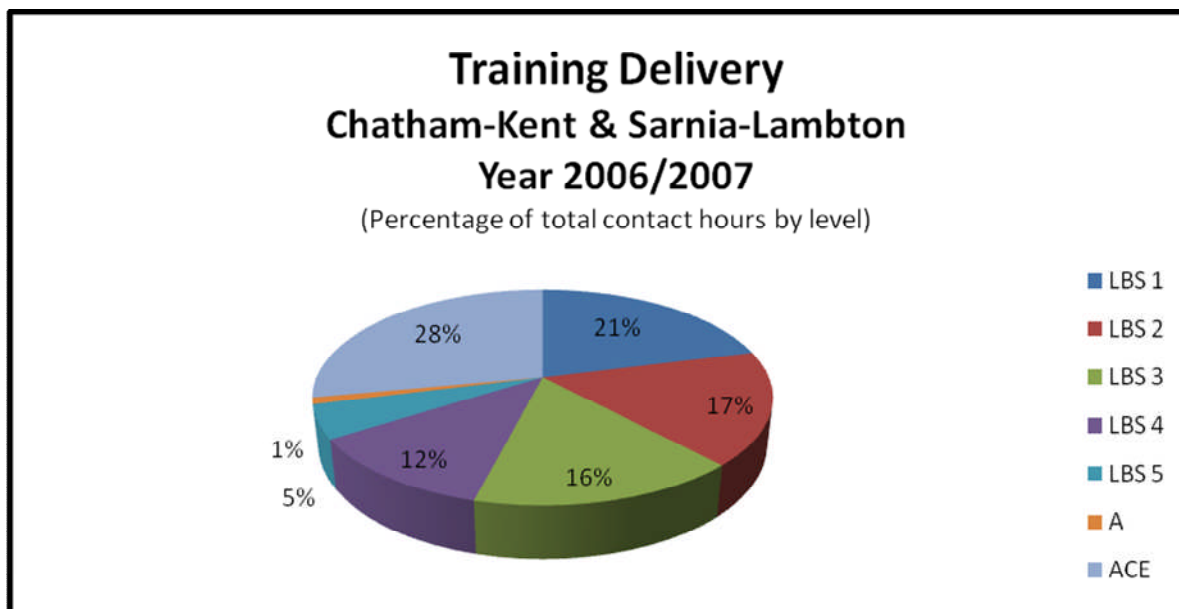
# Learner Goals



# Sources of Learner Income

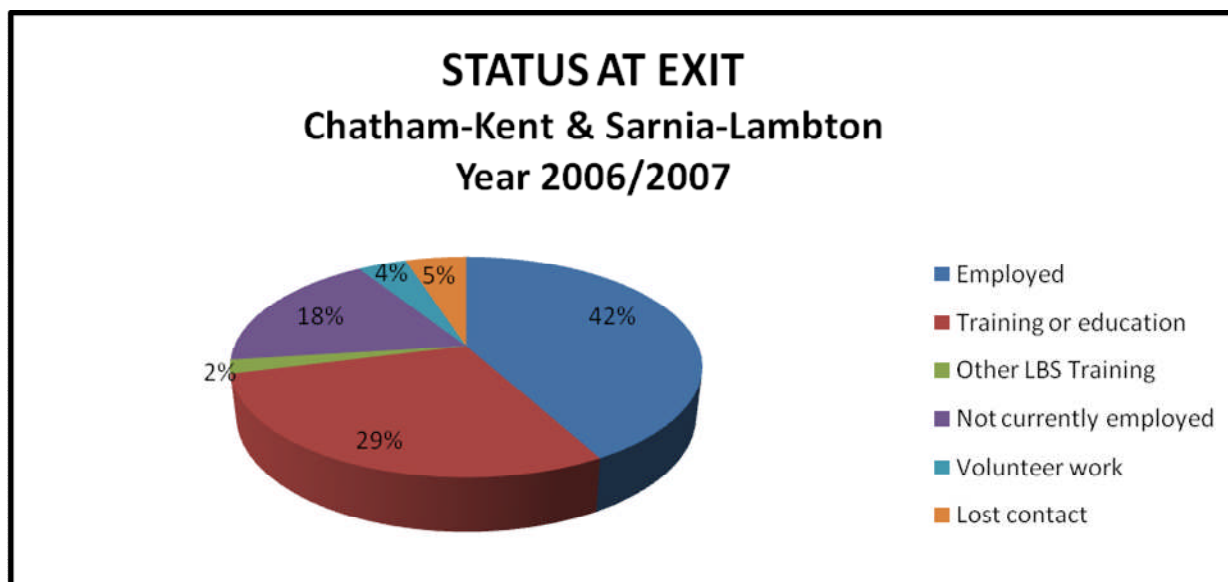


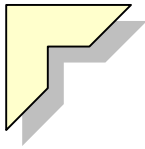
## Training Delivery





# Status at Exit





## **Sarnia-Lambton**

### **Responding To Community Needs**

The Tri-County Literacy Network organizes the Sarnia-Lambton and Chatham-Kent Literacy and Basic Skills (LBS) Local Planning and Coordination (LPC) meetings to facilitate the Literacy Service Planning process. The Sarnia-Lambton and Chatham-Kent LBS programs attend the LPC meetings on a regular basis to coordinate services and respond to community needs. This section will show how the literacy community is responding to community needs.

In preparation for the Strategic Partnerships for Action: A Focus on Workplace and Workforce Literacy in Ontario forum (held on November 1, 2007 in Sarnia as one of five forums across the province), the Ontario Literacy Coalition and the Tri-County Literacy Network prepared a Briefing Paper Summary in consultation with the regional committee which included representation from the Sarnia Lambton Workforce Development Board, the Sarnia Lambton Chamber of Commerce, Literacy and Basic Skills, Job Connect, Apprenticeship, Communication, Energy and Paperworkers Union of Canada and learner representation.

In the section on the profile of Sarnia-Lambton, there is information on the current economic and social situation of the area and the response of the Sarnia-Lambton Literacy and Basic Skills programs.

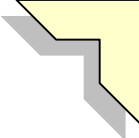
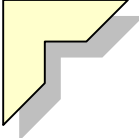
### **Skills, Education and Adult Literacy**

Compared to the provincial averages, Sarnia-Lambton has a higher percentage of people with trades certificates and post secondary (not including university)(42.9%). There is also a higher percentage of people with high school diplomas (17.1%). However, the county has a higher percentage of people with less than high school (30.5%) and a lower percentage of people with university degrees (14.4%).

According to the Adult Literacy and Life Skills survey results of 2003, which were released by Statistics Canada in 2005 (the most current statistics), 42% of adult Canadians aged 16 to 65 do not have the literacy skills they need to meet the ever-increasing demands of modern life, where skills are the key to success in our knowledge-based economy. This context sets the backdrop in terms of the literacy needs of adults in Sarnia-Lambton.

### **Employment**

The major private-sector occupations in Sarnia-Lambton are in the trades, skilled transportation, equipment operation and retail sales and service in a wide variety of sectors. Chemical plants (e.g., Shell, Imperial, Nova) now account for the largest number of employees in the county. Construction of homes and apartment buildings has increased to accommodate the influx of workers. Two call centres operate in the area and are significant employers. Agriculture is also well-established in the local economy



with Sarnia-Lambton as the province's major producer of soybeans and wheat. Growth in the private sector is expected to continue in chemicals, construction and also in retail as big box stores open in the county. The county is also trying to attract businesses in bio-products and in alternative energy technology such as hydrogen fuelled vehicles and other commercial applications.

In the public sector, two school boards, a college and a hospital provide employment with the hospital as the largest single employer in the area despite recent downsizing.

The unemployment rate for the county is above the provincial average and youth unemployment increased from 2004 to 2006.

## **The Workforce**

Sarnia-Lambton has both an aging local workforce (average age is 55) and a shortage of skilled workers. In October 2005 alone, 2,000 permits and travellers' cards were issued to cover trades work in the county.

## **Workforce Development Challenges**

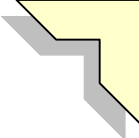
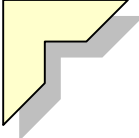
In Sarnia-Lambton, an important workforce development issue is the shortage of workers in skilled trades for manufacturing and construction as well as in health care, especially in mental health and family practice. Compounding and contributing to these critical shortages are an aging population, an aging workforce in city and rural areas, and youth unemployment and retention.

Although the employment market is booming, workers or potential workers who have limited literacy skills face substantial difficulties in entering the market even in retail. Many jobs now require a grade 12 certificate, especially those in manufacturing. More employers are demanding entry level tests for lucrative jobs such as in trades or manufacturing and some employers are now using the TOWES (Test of Workplace Essential Skills) test to screen applicants.

Tri-County Literacy Network facilitates the local planning and coordination of literacy services in Sarnia-Lambton to help meet the needs of people with limited literacy skills.

## **Workforce and Workplace Literacy Initiatives**

A new focus for a number of the Sarnia-Lambton literacy programs and Tri-County Literacy Network is on apprenticeships, helping people prepare for these programs and supporting people with upgrading during their program. The main target population is a new generation (or first generation) of skilled tradespeople. Link To Apprenticeship, a sixteen week course designed to prepare adults with a high school diploma for a possible apprenticeship placement which requires a senior level math, is a partnership of Lambton Kent District School Board and Lambton College.



Tri-County Literacy Network has promoted the national essential skills strategy to employers and developed learning activities related to work tasks based on the Applications of Working and Learning (AWAL) workshops in fall 2005.

Several organizations in Sarnia-Lambton are offering programs that integrate literacy into work-related training for a variety of positions. Lambton College in partnership with Ontario Works, offers F.O.C.U.S. (Finding, Organizing, Creating, Understanding Self) to assist Ontario Works participants with employment/career readiness. Organization for Literacy in Lambton developed a community heritage garden program with funding from the Lochiel Kiwanis Community Centre.

Information was shared on these initiatives and programs with those in attendance at the forum and an action plan was developed for further response to these needs.





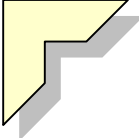
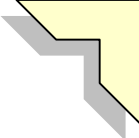
## Trends, Opportunities and Priorities



The Sarnia Lambton Workforce Development Board held a Community Consultation in Sarnia on September 26, 2007 which was attended by the Tri-County Literacy Network and Sarnia-Lambton literacy programs. This meeting was part of the process in preparation for the 2007-2008 Trends, Opportunities and Priorities (TOP) Report for Sarnia-Lambton which will be published in January 2008.

The presentation on **Trends** indicated the key areas for further action. The six areas identified were:

- ❖ Workforce Shortages
  - The Sarnia-Lambton area population and workforce are aging more rapidly, and post secondary aged youth (20 to 29 years) are leaving to a degree greater than the provincial average
  - The province is showing significant overall population growth, while the local population remains relatively stagnant and shows decline in the 0-9 and 20-39 age groups
- ❖ Skilled trades shortages
  - Substantial increase in major construction projects combined with plant shutdowns are requiring large numbers of skilled trades people
  - Shortages of local skilled trades people – provinces competing for skilled labour
  - There is a Skilled Trades Training Centre at Lambton College
- ❖ Rising skill requirements and barriers to accessing training
  - Employers are looking for higher levels of education
  - Employers are demanding higher levels of essential skills
  - Segment of the population are finding it difficult to get access to training dollars
- ❖ Economic diversification in Sarnia Lambton
  - Energy sector offers continued growth opportunities – Shell plant could have a big impact if a positive decision for the project is made
  - Bio-Industrial Innovation Centre – expected to attract \$1 billion in private sector investment by 2014 and support up to 1,000 jobs in research and engineering
  - Largest solar power station in North America to be built in Sarnia Lambton
- ❖ Shortages of dissemination of information in rural communities
  - Aging workforce – average age of full-time farmers is over the age of 50
  - Economic challenges – high fuel prices, low commodity prices, subsidies in competing markets
  - Full-time farming less realistic option for younger family members due to the economic challenges
  - Transportation and access to training and technology are barriers

- 
- 
- ❖ Shortages in health care professions
    - Staff retention issue
    - Demand for health care will increase with the aging population

**Literacy and Basic Skills** are responding to these trends and community needs.

With regards to the **skilled trades shortage**, LBS programs that offer higher levels of literacy instruction (Level 4, 5 and ACE) provide literacy learners with information about apprenticeship. Where learners identify apprenticeship as a goal, literacy practitioners use learning materials that build literacy skills within an apprenticeship context. These learning materials focus on Essential Skills required to be successful within apprenticeships. The Link To Apprenticeship program (described on page 25) is another way of preparing people for apprenticeships and responding to this issue.

In terms of **rising skills requirements**, preparing adults for employment is one of the goals of LBS programs. Even LBS programs that assist adults with the lowest levels of literacy prepare adults for employment – to find a job, get a job or keep a job.

The Sarnia Lambton Workforce Development Board (SLWDB) has copies of “Making Cent\$ of Literacy”. This document was produced during the Celebrating Literacy campaign early in 2007. The literacy community has been working with the SLWDB to distribute this document to local employers. Through this kind of promotion, local employers will better understand the link between literacy, recruitment and retention.

LBS programs are working to integrate Essential Skills language within instruction materials and approaches. LBS programs work with adult literacy learners to improve learners’ skills in reading Text, Document Use and Numeracy. LBS programs also assist learners in developing soft skills like problem solving, working with others, continuous learning and oral communication.

As far as the needs of the **rural communities**, LBS programming is offered throughout the rural communities by the Organization for Literacy in Lambton through the one-to-one tutoring program. The Lambton Kent District School Board also offers small group upgrading programs in Corunna, Forest and Petrolia and the St. Clair Catholic District School Board offers a literacy program for adults with a developmental disability in Petrolia.



## Local Literacy Gaps in Sarnia Lambton

Through the Literacy Service Planning process facilitated by the Tri-County Literacy Network, one NEW area was identified for inclusion on the Literacy Service Plan for Sarnia-Lambton.

The Lambton Kent District School Board identified a need for upgrading of math skills for individuals with a goal of obtaining an apprenticeship. This would respond to a need to improve individual's math skills for grade 10 equivalency or for employment or apprenticeship. This would help respond to the skills trades shortage identified in the TOPs community consultation (as described on page 27). New funding is required for this.

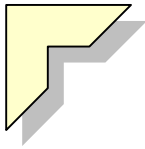
Over the past few years, additional funding has been invested in literacy for the higher level learner. A need that has been identified at the Local Planning and Coordination table is for additional funding for programs that work with lower-mid level literacy clients in order to sustain and expand these programs.

Increasing awareness of literacy programs has been identified as a need by the literacy programs as well as numerous stakeholders in the Sarnia-Lambton community. The action plan developed at the Ontario Literacy Coalition forum in Sarnia by employers, labour, community groups including Employment Ontario stakeholders and literacy includes spreading awareness through success stories shared within all sectors of the community. This included funding for a booklet of success stories and employer breakfasts. There was also a common interest and desire for funding for further forums similar to the one that was held in order to continue the work that was started at the forum in November 2007.

In our work plan, we also identified a need for further Getting Connected opportunities for professional development and networking with other partners in the Employment Ontario training system. The goal would be to raise awareness of the literacy system that exists in Sarnia-Lambton and to increase referrals to literacy programs.

Other outreach activities to reach the general public, such as the Need to Read Festival and Showcase Literacy, would benefit from ongoing funding to help raise awareness of literacy and literacy programs in Sarnia –Lambton.





## Chatham-Kent

### Responding To Community Needs

The Tri-County Literacy Network organizes the Sarnia-Lambton and Chatham-Kent Literacy and Basic Skills (LBS) Local Planning and Coordination (LPC) meetings to facilitate the Literacy Service Planning process. The Sarnia-Lambton and Chatham-Kent LBS programs attend the LPC meetings on a regular basis to coordinate services and respond to community needs. This section will show how the literacy community is responding to community needs.

In this section on Chatham-Kent, there is information on the current economic and social situation of the area and the response of the Chatham-Kent Literacy and Basic Skills programs.

### Trends, Opportunities and Priorities

The Chatham Kent Workforce Development Council held a Community Consultation in Chatham on October 3, 2007 which was attended by the Tri-County Literacy Network and Chatham-Kent literacy programs. This meeting was part of the process in preparation for the 2007-2008 Trends, Opportunities and Priorities (TOP) Report for Chatham-Kent which will be published in January 2008.

The presentation on **Trends** indicated the key areas for further action. There were five workforce development trends identified in Southwestern Ontario:

- ❖ An aging workforce placing emphasis on the development and retention of area youth as well as the retention of older workers in the workforce
- ❖ A growing immigrant population mandating the need to integrate and leverage the expertise immigrants offer
- ❖ Rising skill requirements to meet the needs of emerging and existing business and industry striving to succeed in a global marketplace
- ❖ A shrinking manufacturing economic base leading a focus on economic diversification
- ❖ A structural economic shift taking place in a region largely dependant on automotive manufacturing

The structural economic shift was identified as the most significant change that has taken place in the region over the past year.



## Profile for Chatham-Kent



Based on the TOP 2007 information at the community consultation, as of 2006, the population of Chatham-Kent was 108,177. The median age in Chatham-Kent is 41.2 or 2.2 years older than the provincial median with 24% in the 45 to 64 age bracket.

As far as education, 25.9% have less than grade 12 (compared to 19.3% for Ontario). The percentage of people without a high school diploma varies by age with 45 to 64 years old having the highest percentage at 34.4% then 35 to 44 years old at 24.0% and 20 to 34 years old at 19.2%. This is a positive trend but also reflects the needs of displaced older workers for upgrading.

Current unemployment rate in Chatham-Kent is about 7.0% compared to Ontario's 5.7% (unadjusted 3 month moving average for October, November and December 2006). Of the 107,000 manufacturing jobs lost in Ontario, Southwestern Ontario has lost 17,000 manufacturing jobs (16%). As of February 2007, the 2-year percent change in manufacturing employment is -7.5%. Manufacturing leads regional employment with 11,595 workers – 23% of the workforce.

There are emerging occupations in Chatham-Kent such as other financial intermediary industries, wood industries, wholesale farm product industries, industrial & heavy construction, other manufacturing, transportation, food and beverage service, etc.

**Literacy and Basic Skills** are responding to these trends and community needs.


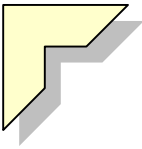
In terms of **rising skills requirements**, preparing adults for employment is one of the goals of LBS programs. Even LBS programs that assist adults with the lowest levels of literacy prepare adults for employment – to find a job, get a job or keep a job.

The Tri-County Literacy Network has copies of "Making Cent\$ of Literacy". This document was produced during the Celebrating Literacy campaign early in 2007. The literacy programs have been working with the Tri-County Literacy Network to distribute this document to local employers. Through this kind of promotion, local employers will better understand the link between literacy, recruitment and retention.

LBS programs are working to integrate Essential Skills language with instruction materials and approaches. LBS programs work with adult literacy learners to improve learners' skills in reading Text, Document Use and Numeracy. LBS programs also assist learners in developing soft skills like problem solving, working with others continuous learning and oral communication.

Tri-County Literacy Network has promoted the national essential skills strategy to employers and developed learning activities related to work tasks based on the Applications of Working and Learning (AWAL) workshops in fall 2005.

Also, to assist people increasing their skills as well as to respond to the **shrinking manufacturing economic base** and **structural economic shift**, the LBS programs that offer higher levels of literacy instruction (Level 4, 5 and ACE) provide literacy



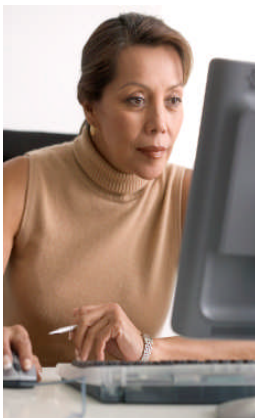
learners with information about apprenticeship. Where learners identify apprenticeship as a goal, literacy practitioners use learning materials that build literacy skills within an apprenticeship context. These learning materials focus on Essential Skills required to be successful within apprenticeships.

A new focus for a number of the Chatham-Kent literacy programs and Tri-County Literacy Network is on apprenticeships, helping people prepare for these programs and supporting people with upgrading during their program. The main target population is a new generation (or first generation) of skilled tradespeople. Link To Apprenticeship, a sixteen week course designed to prepare adults with a high school diploma for a possible apprenticeship placement which requires a senior level math, is a partnership of Lambton Kent District School Board and St. Clair College. It is currently offered in Chatham and Wallaceburg.

The Computer Job Readiness Program is assisting individuals who have lost jobs through plant closures and layoffs. This is an eight week course designed to prepare people for work. It offered through the Lambton Kent District School Board and is currently offered in Chatham and Wallaceburg.

Chatham-Kent literacy programs and the Tri-County Literacy Network have met with the Labour Adjustment Advisor for the region and have met with Adjustment Committees in Chatham-Kent to respond to these community needs.

Adult Language and Learning (ALL) has joined the Chatham Kent Workforce Development Board and are currently planning a workshop for employers. ALL informs the Network and other LBS programs at the Local Planning and Coordination meetings.



## Local Literacy Gaps in Chatham-Kent

Through the Literacy Service Planning process facilitated by the Tri-County Literacy Network, one NEW area was identified for inclusion on the Literacy Service Plan for Chatham-Kent.

The Community Transitions Project (labour adjustment) has identified a need for additional assistance to address the gaps in the community of Wallaceburg. The LBS program is currently at capacity and there is no other group service available in the community to meet the high demand for service. The Lambton Kent District School Board has listed a small group program in the Literacy Service Plan to respond to this need. New funding is required for this. Blenheim has also identified a need for this.

Over the past few years, additional funding has been invested in literacy for the higher level learner. A need that has been identified at the Local Planning and Coordination table and by key community stakeholders is for additional funding for programs that work with lower-mid level literacy clients in order to sustain and expand these programs.

In our work plan, we identified a need for further Getting Connected opportunities for professional development and networking with other partners in the Employment Ontario training system. The goal would be to raise awareness of the literacy system that exists in Chatham-Kent and to increase referrals to literacy programs.

Increasing awareness of literacy programs has been identified as a need by the literacy programs as well as numerous stakeholders in Chatham-Kent. Outreach activities to reach the general public, such as the Need to Read Festival and International Literacy Day, would benefit from ongoing funding to help raise awareness of literacy and literacy programs in Chatham-Kent.



## **Range of Literacy Services**

Projected Distribution of LBS Services in **Chatham-Kent** by **Program**

December 1, 2007 – March 31, 2009

| Type of Service                       | Adult<br>Language &<br>Learning | Lambton Kent<br>District School<br>Board | St. Clair<br>Catholic<br>District School<br>Board | St. Clair<br>College,<br>Thames<br>Campus |
|---------------------------------------|---------------------------------|--|---|---|
| One-to-one                            | X                               |  |   |   |
| Small group (2-10)                    | X                               | X  | X   |   |
| Large group (10+)                     | X                               | X  |   |   |
| Classroom                             |                                 |  |   | X   |
| Individualized                        | X                               | X  | X   | X   |
| Computer Literacy/Flexible Learning   | X                               | X  | X   | X   |
| LBS Level 1                           | X                               | X  | X   |   |
| LBS Level 2                           | X                               | X  | X   |   |
| LBS Level 3                           | X                               | X  |   |   |
| LBS Level 4                           | X                               | X  |   |   |
| LBS Level 5                           | X                               | X  |   |   |
| OBS/ACE                               |                                 | X  |   | X   |
| Employment Goal                       | X                               | X  | X   |   |
| Training/educational goal             | X                               | X  | X   | X   |
| Independence goal                     | X                               | X  | X   |   |
| Special needs                         |                                 |  | X   |   |
| Skills training (Apprenticeship prep) |                                 | X  |   | X   |
| Francophone                           |                                 |  |   |   |
| Full Time **                          |                                 |  |   |   |
| Part Time                             | X                               | X  | X   | X   |
| Evening                               | X                               |  |   | X   |
| Weekend                               |                                 |  |   | X   |

\*Note that the term “special needs” refers to intellectual disabilities.

\*\*Full-time programming 20 hrs+/week

## **Range of Literacy Services**

Projected Distribution of LBS Services in **Chatham-Kent:**

December 1, 2007 – March 31, 2009

| <b>Type of Service</b>                    | <b>Blenheim</b> | <b>Chatham</b> | <b>Wallaceburg</b> |
|---|-----------------|----------------|--------------------|
| One-to-one                                | <b>X</b>        | <b>X</b>       | <b>X</b>           |
| Small group (2-10)                        | <b>X</b>        | <b>X</b>       | <b>X</b>           |
| Large group (10+)                         |                 | <b>X</b>       |                    |
| Classroom                                 |                 | <b>X</b>       |                    |
| Individualized                            | <b>X</b>        | <b>X</b>       | <b>X</b>           |
| Computer<br>Literacy/Flexible<br>Learning | <b>X</b>        | <b>X</b>       | <b>X</b>           |
| LBS Level 1                               | <b>X</b>        | <b>X</b>       | <b>X</b>           |
| LBS Level 2                               | <b>X</b>        | <b>X</b>       | <b>X</b>           |
| LBS Level 3                               | <b>X</b>        | <b>X</b>       | <b>X</b>           |
| LBS Level 4                               | <b>X</b>        | <b>X</b>       | <b>X</b>           |
| LBS Level 5                               | <b>X</b>        | <b>X</b>       | <b>X</b>           |
| OBS/ACE                                   |                 | <b>X</b>       |                    |
| Employment Goal                           | <b>X</b>        | <b>X</b>       | <b>X</b>           |
| Training/<br>educational goal             | <b>X</b>        | <b>X</b>       | <b>X</b>           |
| Independence goal                         | <b>X</b>        | <b>X</b>       | <b>X</b>           |
| Special needs                             |                 | <b>X</b>       | <b>X</b>           |
| Skills training<br>(Apprenticeship prep)  |                 | <b>X</b>       |                    |
| Francophone                               |                 |                |                    |
| Native                                    |                 |                |                    |
| Full Time **                              |                 |                |                    |
| Part Time                                 | <b>X</b>        | <b>X</b>       | <b>X</b>           |
| Evening                                   | <b>X</b>        | <b>X</b>       | <b>X</b>           |
| Weekend                                   |                 |                |                    |

\*Note that the term “special needs” refers to intellectual disabilities.

\*\*Full-time programming 20 hrs+/week

## **Range of Literacy Services**

Projected Distribution of LBS Services in **Sarnia-Lambton** by **Program**

December 1, 2007 – March 31, 2009

| Type of Service                       | Lambton College | Lambton Kent District School Board | Aamjiwnaang Alternative and Continuing Education Program | Organization for Literacy in Lambton | St. Clair Catholic District School Board |
|---------------------------------------|-----------------|------------------------------------|--|--------------------------------------|--|
| One-to-one                            |                 |                                    | X  | X                                    |  |
| Small group (2-10)                    |                 | X                                  | X  | X                                    | X  |
| Large group (10+)                     | X               |                                    |  |                                      |  |
| Classroom                             | X               |                                    | X  |                                      |  |
| Individualized                        | X               | X                                  | X  | X                                    | X  |
| Computer Literacy/Flexible Learning   | X               | X                                  | X  | X                                    | X  |
| LBS Level 1                           |                 |                                    | X  | X                                    | X  |
| LBS Level 2                           |                 | X                                  | X  | X                                    | X  |
| LBS Level 3                           | X               | X                                  | X  | X                                    |  |
| LBS Level 4                           | X               | X                                  | X  | X                                    |  |
| LBS Level 5                           | X               | X                                  | X  |                                      |  |
| OBS/ACE                               | X               | X                                  |  |                                      |  |
| Employment Goal                       | X               | X                                  | X  | X                                    | X  |
| Training/educational goal             | X               | X                                  | X  | X                                    | X  |
| Independence goal                     | X               | X                                  | X  | X                                    | X  |
| Special needs                         |                 |                                    |  |                                      | X  |
| Skills training (Apprenticeship prep) | X               | X                                  |  |                                      |  |
| Francophone                           |                 |                                    |  |                                      |  |
| Full Time **                          | X               | X                                  |  |                                      |  |
| Part Time                             | X               | X                                  | X  | X                                    | X  |
| Evening                               | X               | X                                  |  | X                                    |  |
| Weekend                               |                 |                                    |  |                                      |  |

\*Note that the term “special needs” refers to intellectual disabilities.

\*\*Full-time programming 20 hrs+/week



## **Range of Literacy Services**

Projected Distribution of LBS Services in **Sarnia-Lambton**:  
December 1, 2007 – March 31, 2009

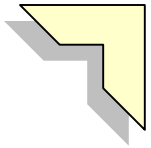
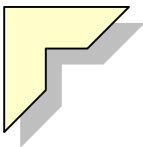
| <b>Type of Service</b>                    | <b>Corunna</b> | <b>Forest</b> | <b>Petrolia</b> | <b>Sarnia</b> |
|---|----------------|---------------|-----------------|---------------|
| One-to-one                                | X              | X             | X               | X             |
| Small group (2-10)                        | X              | X             | X               | X             |
| Large group (10+)                         |                |               |                 | X             |
| Classroom                                 |                |               |                 | X             |
| Individualized                            | X              | X             | X               | X             |
| Computer<br>Literacy/Flexible<br>Learning | X              | X             | X               | X             |
| LBS Level 1                               | X              | X             | X               | X             |
| LBS Level 2                               | X              | X             | X               | X             |
| LBS Level 3                               | X              | X             | X               | X             |
| LBS Level 4                               | X              | X             | X               | X             |
| LBS Level 5                               |                |               |                 | X             |
| OBS/ACE                                   |                |               |                 | X             |
| Employment Goal                           | X              | X             | X               | X             |
| Training/educational<br>goal              | X              | X             | X               | X             |
| Independence goal                         | X              | X             | X               | X             |
| Special needs                             |                |               | X               | X             |
| Skills training<br>(Apprenticeship prep)  |                |               |                 | X             |
| Francophone                               |                |               |                 |               |
| Native                                    |                |               |                 | X             |
| Full Time **                              |                |               |                 | X             |
| Part Time                                 | X              | X             | X               | X             |
| Evening                                   | X              | X             | X               | X             |
| Weekend                                   |                |               |                 |               |

\*Note that the term “special needs” refers to intellectual disabilities.

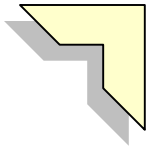
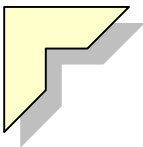
\*\*Full-time programming 20 hrs+/-week

# Chatham-Kent Literacy Service Planning 2008-2009

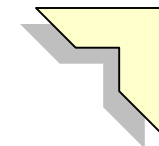
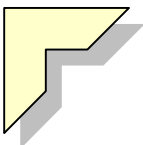
| Client Focus   | Program Outcome                             |  |              | Training Delivery               |                                      | Delivery Agent(s)     | Address  | Continued, Revised or New                | Activity                                |          | Maximum Capacity                 |   | Advantage/Rationale   |
|--|---|--|--------------|---------------------------------|--------------------------------------|-----------------------|--|--|---|----------|----------------------------------|---|---|
| Client Group Focus<br>(relates to the priorities identified in the community profile)  | What is the programs outcome focus by:      |  |              | Model<br>(1:1; sm group; class) | Level<br>(LBS 1, 2, 3, 4, 5, OBS IV) | Which agency/agencies | Include address of delivery location if possible                   | Is the program continued, revised or new | Annual Projection for Business Planning |          | Estimates (see attachment)       |   | Relate the delivery information in the plan to the needs and gaps identified in the planning process                                |
|  | Employment<br>(direct work force readiness) | Train/Ed.<br>(indirect work force readiness) | Independence |                                 |                                      |                       |  |  | Contact Hours                           | Learners | # of learners at one time (avg.) | Total # of learners (for the entire year) |   |
| Seasonal employment<br>Hard to serve clients<br>Working toward employment and school board credit program<br>Some underemployment wanting to upgrade (evening)<br>OW clients | 30%   | 50%  | 20%          | Small group                     | LBS 1-4                              | LKDSB                 | Blenheim United Church<br>Blenheim, ON                             | Continued                                | 3,645                                   | 25       | 6                                | 18  | Close to Ridgetown which was identified as a high need area with 6% of the population. Only small group deliverer in Blenheim area. |
| OW information and referral provided<br>(Designing Your Future Workshop)   | 50%   | 50%  |              | Small group                     | LBS 1-5                              | LKDSB                 | Wallaceburg Rotary Building<br>507 Elizabeth St<br>Wallaceburg, ON | Continued                                |   |          |                                  |   | LKDSB will facilitate DYF sessions in Wallaceburg (information & referral) on behalf of all LBS providers.                          |
| Same as above<br>OW clients  | 22%   | 57%  | 21%          | Small group                     | LBS 1-5                              | LKDSB                 | Wallaceburg Rotary Building<br>507 Elizabeth St<br>Wallaceburg, ON | Continued                                | 5,900                                   | 60       | 13                               | 88  | No other group services.  |



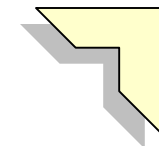
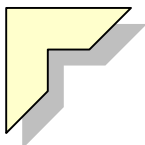
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|   | Employment<br>(direct work force readiness) | Train/Ed.<br>(indirect work force readiness) | Independence |                                 |                                      |                       |  |  | Contact Hours                           | Learners | # of learners at one time (avg.) | Total # of learners (for the entire year) |   |
| Hard to serve clients working toward employment and school board credit program.<br>Some underemployment wanting to upgrade (evening)<br>OW clients | 50%   | 50%  |              | Small group                     | LBS 1-5                              | LKDSB                 | To be determined                                 | NEW                                      | 6,000                                   | 50       | 15                               | 50  | The Community Transitions Project (labour adjustment) has identified a need for additional assistance to address the gaps in the community of Wallaceburg. The LBS program is currently at capacity and there is no other group service available in the community to meet the high demand for service. |
| Hard to serve OW clients and displaced workers  | 50%   | 50%  |              | Small group                     | LBS 2-5                              | LKDSB                 | 35 Creek Road Chatham, ON                        | Continued                                | 4,055                                   | 30       | 7                                | 35  | Offer workforce specific, modular training (Computer Job Readiness) for learners with employment goals.   |



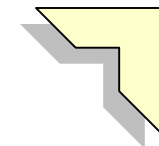
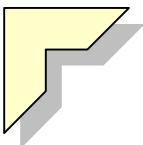
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|---|---|--|--------------|---------------------------------|--------------------------------------|---|--|--|---|----------|----------------------------------|---|--|
| Client Group Focus<br>(relates to the priorities identified in the community profile) | What is the programs outcome focus by:      |  |              | Model<br>(1:1; sm group; class) | Level<br>(LBS 1, 2, 3, 4, 5, OBS IV) | Which agency/agencies                       | Include address of delivery location if possible | Is the program continued, revised or new | Annual Projection for Business Planning |          | Estimates (see attachment)       |   | Relate the delivery information in the plan to the needs and gaps identified in the planning process   |
|   | Employment<br>(direct work force readiness) | Train/Ed.<br>(indirect work force readiness) | Independence |                                 |                                      |   |  |  | Contact Hours                           | Learners | # of learners at one time (avg.) | Total # of learners (for the entire year) |  |
| First generation learners seeking apprenticeship opportunities                        | 100%  |  |              | Small group                     | OBS IV                               | LKDSB in partnership with St. Clair College | Wallaceburg, ON                                  | Continued                                | 3,000                                   | 14       | 10                               | 14  | Needs identified by OW and Job Connect. Provide Self-Management and Self-Direction training to learners who have an OSSD, but have not been able to access apprenticeship opportunities. St. Clair College will do the ACE core mathematics Academic Upgrading course. |
| First generation learners seeking apprenticeship opportunities                        | 100%  |  |              | Small group                     | OBS IV                               | LKDSB in partnership with St. Clair College | 35 Creek Road Chatham, ON                        | Continued                                | 4,000                                   | 15       | 10                               | 15  | Needs identified by OW and Job Connect. Provide Self-Management and Self-Direction training to learners who have an OSSD, but have not been able to access apprenticeship opportunities. St. Clair College will do the ACE core mathematics Academic Upgrading course. |



| Client Focus   | Program Outcome                             |  |              | Training Delivery               |                                      | Delivery Agent(s)           | Address  | Continued, Revised or New                | Activity                                |          | Maximum Capacity                 |   | Advantage/Rationale   |
|--|---|--|--------------|---------------------------------|--------------------------------------|-----------------------------|--|--|---|----------|----------------------------------|---|---|
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|  | Employment<br>(direct work force readiness) | Train/Ed.<br>(indirect work force readiness) | Independence |                                 |                                      |                             |  |  | Contact Hours                           | Learners | # of learners at one time (avg.) | Total # of learners (for the entire year) |   |
| Hard to serve<br>Seasonal employment<br>OW unemployed moving towards employment or improved employment                                   | 50%   | 25%  | 25%          | Small group                     | LBS 1-5                              | LKDSB                       | Tilbury, ON<br>Ridgetown, ON                     | NEW                                      | 1,000                                   | 5        | 3                                | 10  | The need for a small group in Ridgetown has been identified. The need for a small group in Tilbury will continue to be explored and resources re-allocated if required.                                   |
| OW information and referral provided. (Designing Your Future Workshop)   | 50%   | 50%  |              | Small group                     | LBS 1-5                              | Adult Language and Learning | 48 Fifth Street, Suite 310<br>Chatham, ON        | Continued                                |   |          |                                  |   | ALL will facilitate DYF session in Chatham (information & referral) on behalf of all LBS providers.   |
| Employed working towards employment, new learners, wanting to improve employability skills, self improvement and/or continued education. | 40%   | 19%  | 41%          | 1:1                             | LBS 1-5                              | Adult Language and Learning | 48 Fifth Street, Suite 310<br>Chatham, ON        | Continued                                | 2,400                                   | 30       | 30                               | 50  | Only one to one deliverer.<br>Provides flexibility for employed (including shift workers) and rural area.<br><br>Offer help to those with initial school phobia. With confidence can move to small group. |
| OW, hard to serve, unemployed, working towards employment and to improve employability skills  | 54%   | 19%  | 27%          | Large group                     | LBS 1-5                              | Adult Language and Learning | 48 Fifth Street, Suite 310<br>Chatham, ON        | Continued                                | 10,100                                  | 65       | 20                               | 90  | Primary delivery site in Chatham.<br>Continuous intake  |



| Client Focus   | Program Outcome                             |  |              | Training Delivery                                       |                                      | Delivery Agent(s)                        | Address  | Continued, Revised or New                | Activity                                |          | Maximum Capacity                 |   | Advantage/Rationale  |
|--|---|--|--------------|---|--------------------------------------|--|--|--|---|----------|----------------------------------|---|--|
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|  | Employment<br>(direct work force readiness) | Train/Ed.<br>(indirect work force readiness) | Independence |   |                                      |  |  |  | Contact Hours                           | Learners | # of learners at one time (avg.) | Total # of learners (for the entire year) |  |
| OW, unemployed and underemployed working towards specific employment goal and further education & training.            | 50%   | 50%  |              | Small group   | LBS 2-5                              | Adult Language and Learning              | 48 Fifth Street, Suite 310 Chatham, ON   | NEW (with existing funding)              | 2,400                                   | 15       | 7-10                             | 20  | Needs identified by Ontario Works. Employment specific academic preparation.   |
| For individuals wishing to make a transition to post-secondary studies but who do not meet the academic prerequisites. |   | 100%   |              | Teacher led classes, computer assisted (as appropriate) | OBS IV                               | St. Clair College, Thames Campus         | 1001 Grand Ave West Chatham, ON  | Continued                                | 8,640                                   | 72       | 24                               | 72  | Academic preparation for college, apprenticeship programs held at college campus. Evening courses to be expanded to daytime and weekend delivery.  |
| Developmentally disabled moving towards employment, improved employment, or independence                               | 43%   | 2%   | 55%          | Small group   | LBS 1-2                              | St. Clair Catholic District School Board | Community Resource Centre<br>939 Dufferin Ave Wallaceburg, ON<br><br>101 Stewart St. Chatham, ON | Continued                                | 7,650                                   | 37       | 6-16                             | 39  | Only provider for developmentally challenged adults in Wallaceburg and Chatham.<br><br>Links with high school special ed. programs which have been developed and are ongoing.<br><br>Links with supported employment programs that have been made and continue to be a strong asset. |

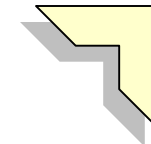
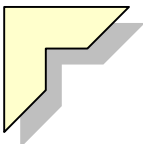


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|   | Employment<br>(direct work force readiness) | Train/Ed.<br>(indirect work force readiness) | Independence |  |                                      |                           |   |  | Contact Hours                           | Learners | # of learners at one time (avg.) | Total # of learners (for the entire year) |   |
| <p>French speaking population in Chatham-Kent over 19 requiring literacy and numeracy who wish to find employment, improve their current job, continue their schooling, become more independent of help their children with their homework.</p> <p>All target groups including learners from OW. Willing to help with assessment for OW in Francophone community.</p> | 100%  | 50%  | 50%          | <p>Small group</p> <p>1:1</p> <p>Day &amp; Evening</p> | LBS 1-5                              | Centre Alpha Mot de Passe | No definite place yet. Presently at French Catholic School Board – Satellite office on Baldoon Road Chatham, ON (for evening classes) | NEW                                      | 864                                     | 4        | 4                                | 15  | <p>Provision of literacy in reading, writing, math and work readiness to French-speaking learners.</p> <p>A needs assessment was started and is ongoing. There has been contact made with the Francophone community in June 2001 and the coordinator for the Centre has received positive feedback.</p> <p>More publicity is ongoing and is one of the priorities the Centre has identified for 2001-2002.</p> <p>We have spaces to accommodate learners from OW.</p> |

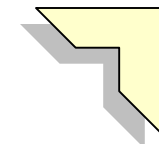
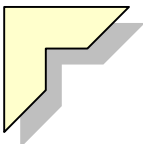


# Sarnia-Lambton Literacy Service Planning 2008-2009

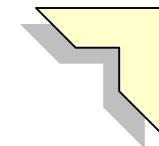
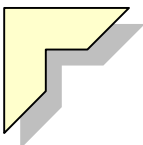
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|   | Employment<br>(direct work force readiness) | Train/Ed.<br>(indirect work force readiness) | Independence |   |                                      |                                      |  |  | Contact Hours                           | Learners | # of learners at one time (avg.)                    | Total # of learners (for the entire year) |  |
| OW hard to serve clients<br>Confidential clients wanting anonymity including evening employed.<br>Clients moving to small group credit after initial upgrading.<br>Rural clients with no transportation.<br>Clients hoping to upgrade for independence. | 48%   | 38%  | 14%          | 1:1<br><br>&<br><br>Small group<br><br>Mon. to Thurs. | LBS 1-4                              | Organization for Literacy in Lambton | 108 College Ave North, Rm. 103 Sarnia, ON        | Continued                                | 5,200                                   | 130      | 48<br><br>(approx # of learners active at one time) | 185                                       | Only one to one deliverer.<br><br>Offer help to those with initial school phobia. With confidence, can move to small group.<br><br>Office is close to central community services. Can provide information and help to choose correct program for client.<br><br>Work closely with LKDSB to prepare for credit readiness.<br><br>Evening flexibility for employed learners. |



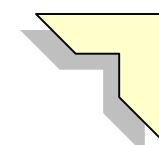
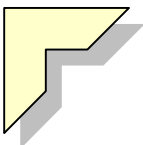
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|  | Employment<br>(direct work force readiness) | Train/Ed.<br>(indirect work force readiness) | Independence |                                 |                                      |                       |  |  | Contact Hours                           | Learners | # of learners at one time (avg.) | Total # of learners (for the entire year) |   |
| Hard to serve OW clients<br>Rural area and small town<br>Some seasonal employment<br>Working toward school board credit and employment | 25%   | 60%  | 15%          | Small group                     | LBS 2-5                              | LKDSB                 | Forest library<br>Forest, ON                       | Continued                                | 2,157.5                                 | 30       | 8                                | 35  | Only small group deliverer in Forest.   |
| OW clients<br>Seasonal employment and rural area.  | 30%   | 55%  | 15%          | Small group                     | LBS 2-5                              | LKDSB                 | Corunna Christ Church<br>Corunna, ON               | Continued                                | 1,053.5                                 | 18       | 7                                | 17  | Only small group deliverer in Corunna.  |
| Working toward credit and employment   | 25%   | 55%  | 20%          | Small group                     | LBS 2-5                              | LKDSB                 | Petrolia Centre<br>Petrolia, ON                    | Continued                                | 3,461.5                                 | 50       | 15                               | 51  | Only small group deliverer in Petrolia.   |
| Hard to serve OW clients<br>Employability skills   | 25%   | 40%  | 35%          | Small group                     | LBS 2-5                              | LKDSB                 | Alternative and Continuing Education<br>Sarnia, ON | Continued                                | 2799                                    | 41       | 18                               | 24  | Modular Customer Service and Computer Job Readiness courses offer workforce specific training for learners with employment goals.<br>Day Care is on site.<br>Parenting skills available.<br>Evening Computer Readiness classes (redistributed Thedford hours)<br>Links to credit. |



| Client Focus  | Program Outcome                             |  |              | Training Delivery               |                                      | Delivery Agent(s)                         | Address  | Continued, Revised or New                | Activity                                |          | Maximum Capacity                 |   | Advantage/Rationale  |
|---|---|--|--------------|---------------------------------|--------------------------------------|---|--|--|---|----------|----------------------------------|---|--|
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|   | Employment<br>(direct work force readiness) | Train/Ed.<br>(indirect work force readiness) | Independence |                                 |                                      |   |  |  | Contact Hours                           | Learners | # of learners at one time (avg.) | Total # of learners (for the entire year) |  |
| Jail program leading to credit  | 5%  | 85%  | 10%          | Small group                     | LBS 2-5                              | LKDSB                                     | Sarnia Jail Sarnia, ON                           | Continued                                | 803.5                                   | 23       | 10                               | 23  | Only deliverer in Sarnia Jail.   |
| Working toward credit and employment.   | 40%   | 50%  | 10%          | Small group                     | LBS 2-5                              | LKDSB                                     | Alternative and Continuing Education Sarnia, ON  | Continued                                | 4,214                                   | 75       | 20                               | 100                                       | On site with credit program. Counseling available.   |
| Upgrading of math skills for individuals with a goal of obtaining an apprenticeship.  | 50%   | 50%  |              | Small group                     | LBS 2-5                              | LKDSB                                     | Alternative and Continuing Education Sarnia, ON  | NEW                                      | 2,200                                   | 20       | 15                               | 40  | Night school classes twice a week responding to a need to improve an individual's math skills for grade 10 equivalency or for employment or apprenticeship.  |
| First generation learners seeking apprenticeship opportunities.                       | 100%  |  |              | Small group                     | OBS IV                               | LKDSB in partnership with Lambton College | Alternative and Continuing Education Sarnia, ON  | Continued                                | 4,000                                   | 15       | 10                               | 15  | Needs identified by OW and Job Connect. Provide Self-Management and Self-Direction training to learners who have an OSSD, but have not been able to access apprenticeship opportunities. Lambton College will do the ACE core mathematics Academic Upgrading course. |



| Client Focus  | Program Outcome                             |  |              | Training Delivery  |                                      | Delivery Agent(s)           | Address  | Continued, Revised or New                | Activity   |   | Maximum Capacity                 |   | Advantage/Rationale  |
|---|---|--|--------------|--|--------------------------------------|-----------------------------|--|--|--|---|----------------------------------|---|--|
| Client Group Focus<br>(relates to the priorities identified in the community profile)   | What is the programs outcome focus by:      |  |              | Model<br>(1:1; sm group; class)                                  | Level<br>(LBS 1, 2, 3, 4, 5, OBS IV) | Which agency/agencies       | Include address of delivery location if possible | Is the program continued, revised or new | Annual Projection for Business Planning  |   | Estimates (see attachment)       |   | Relate the delivery information in the plan to the needs and gaps identified in the planning process   |
|   | Employment<br>(direct work force readiness) | Train/Ed.<br>(indirect work force readiness) | Independence |  |                                      |                             |  |  | Contact Hours  | Learners  | # of learners at one time (avg.) | Total # of learners (for the entire year) |  |
| 19-50 age range (93% of clients)<br><br>Clients lacking skills for grade 12, unable to get jobs, wanting to enter college programs, apprenticeships or work.<br>40-50% OW         | 25%   | 65%  | 10%          | Individualized instruction within a classroom at Lambton College | LBS 3-5 OBS IV                       | Lambton College             | 1457 London Rd. Sarnia, ON                       | Continued                                | L3-3,000<br>L4-3,600<br>L5-8,000<br><br>Total LBS 14,600<br><br>Total OBS 34,680<br><br>46/48 weeks flexible indiv. timetables | 30<br>20<br>84<br><br>Total LBS 134<br><br>Total OBS 230<br><br>15-20 per class | 15-20                            | 364                                       | Can prepare for college, apprenticeship or work while developing essential skills. Summer programming in science will be offered in 2008 for flexibility to prepare for September admission. Evening programming in math, science, English and computers at the OBS level at Lambton College main campus September to May. Addresses the needs of employed learners. |
| Employed and shift workers looking to develop employability skills, obtain academic upgrading for apprenticeship opportunities and needing evening or flexible full time program. | 40%   | 60%  |              | Individualized instruction within a classroom setting            | LBS 3-5                              | Lambton College/Job Connect | 150 N. Christina Street Sarnia, ON               | Continued                                | 3,000  | 20  | 5-10                             | 27  | Lambton College will continue to deliver evening programming at Job Connect Bayside Campus site to ease the transition into college delivery.  |
| OW and unemployed moving towards employment   | 60%   | 40%  |              | Individualized instruction within a classroom setting            | LBS 3-5                              | Lambton College             | 1457 London Rd. Sarnia, ON                       | Continued                                | 2,550  | 30  | 10-15                            | 30  | Delivery of FOCUS in partnership with OW 6 times per year in 2008 focusing on moving from poverty to employment.   |



| Client Focus   | Program Outcome                             |  |              | Training Delivery                                     |                                      | Delivery Agent(s)   | Address  | Continued, Revised or New   | Activity                                |          | Maximum Capacity                 |   | Advantage/Rationale   |
|--|---|--|--------------|---|--------------------------------------|---|--|---|---|----------|----------------------------------|---|---|
| Client Group Focus<br>(relates to the priorities identified in the community profile)  | What is the programs outcome focus by:      |  |              | Model<br>(1:1; sm group; class)                       | Level<br>(LBS 1, 2, 3, 4, 5, OBS IV) | Which agency/agencies   | Include address of delivery location if possible                     | Is the program continued, revised or new  | Annual Projection for Business Planning |          | Estimates (see attachment)       |   | Relate the delivery information in the plan to the needs and gaps identified in the planning process  |
|  | Employment<br>(direct work force readiness) | Train/Ed.<br>(indirect work force readiness) | Independence |   |                                      |   |  |   | Contact Hours                           | Learners | # of learners at one time (avg.) | Total # of learners (for the entire year) |   |
| Native program incorporating culturally appropriate material for unemployed and underemployed  | 20%   | 65%  | 15%          | Individualized instruction within a classroom setting | LBS 1-5                              | Aamjiwnaang Alternative and Continuing Education                        | 978 Tashmoo Ave<br>Sarnia, ON  | Continued   | 3,900                                   | 25       | 8-10                             | 30  | Culturally based delivery on First Nations.   |
| Unemployed and underemployed moving towards employment, looking to develop employability skills, obtain academic upgrading and/or apprenticeship opportunities | 20%   | 80%  |              | 1:1<br>&<br>Small group                               | LBS 2-3                              | Aamjiwnaang Alternative and Continuing Education in partnership with OW | 978 Tashmoo Ave<br>Sarnia, ON  | NEW<br><br>(within the 3,900 contact hours i.e. within existing status quo funding) | 2,200                                   | 24       | 10-12                            | 24  | Culturally based preparation for learning in partnership with OW delivered on First Nations.  |
| Developmentally challenged working towards improved employability or self improvement.   | 42%   | 1%   | 57%          | Small group   | LBS 1-2                              | St. Clair Catholic District School Board                                | 251 Campbell St.<br>Sarnia, ON<br><br>339 Centre St.<br>Petrolia, ON | Continued   | 6,850                                   | 36       | 6-8                              | 36  | Only provider for developmentally challenged adults in Sarnia-Lambton.<br><br>Links with high school special ed. programs that have been developed and are on-going.<br><br>Links with supported employment programs that have been made and continue to be a strong asset. |

# Reference Chart for Adult Literacy Referrals in Chatham-Kent

For general information call the Tri-County Literacy Network  
Chatham-Kent area 519-355-1771 or Toll Free 1-877-333-4833

| Type of Program                                   | Service Provider   | Location   | Schedule (when?)   | Phone/Contact              | Additional Information  |
|---|--|--|--|----------------------------|---|
| One to one tutoring and large group               | Adult Language and Learning<br><br>(Formerly Adult Basic Education)      | Waymur Bldg,<br>48 Fifth St, 3 <sup>rd</sup> Floor<br>Chatham<br><br>Tutoring – across Chatham-Kent region | Day/Evening  | 519-354-7424               |   |
| *Large group                                      | St. Clair Catholic District School Board                                 | 101 Stewart St.<br>Chatham   | Daytime  | 1-866-336-6139<br>Ext. 237 |   |
| *Large group                                      | St. Clair Catholic District School Board                                 | 939 Dufferin Ave<br>Wallaceburg  | Daytime  | 1-866-336-6139<br>Ext. 237 |   |
| Small group                                       | Lambton Kent District School Board                                       | 35 Creek Road<br>Chatham   | 8 week Computer Job Readiness Programs<br>Mon.-Thurs.<br>9 a.m. – 12 p.m.  | 519-351-2689               | Assistance with transportation or daycare may be available.   |
| Small group                                       | Lambton Kent District School Board                                       | Rotary Building<br>507 Elizabeth St.<br>Wallaceburg  | Mon. to Fri.<br>9 a.m. to 12 p.m.  | 519-627-7452               | Assistance with transportation or daycare may be available.   |
| Small group                                       | Lambton Kent District School Board                                       | Blenheim United Church<br>Blenheim   | Mon. & Tues.<br>9 a.m. to 2 p.m.<br><br>Wed. & Thurs.<br>9 a.m. to 12 p.m. | 519-676-5574               | Assistance with transportation or daycare may be available.   |
| Small group                                       | Lambton Kent District School Board in partnership with St. Clair College | 35 Creek Road<br>Chatham   | 16 week program<br><br>Day/Evening   | 519-351-2689               | Assistance with transportation or daycare may be available.   |
| Individual courses offered in a classroom setting | St. Clair College, Thames Campus   | 1001 Grand Ave W.<br>Chatham   | Evenings   | 519-354-9100<br>Ext. 3260  | Academic Upgrading, Preparation for College programs and Apprenticeship, Preparation for employment |

**Age 19 and over**

**\* Age 19 and over (Native)**

**\*\* Age 19 and over with Developmental Disabilities**

**NOTE: Some age exceptions apply.**

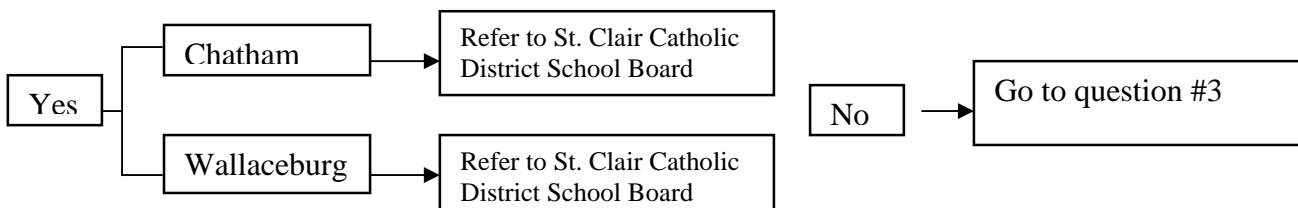
# Chatham-Kent Adult Literacy Information and Referral Steps

For general information call the Tri-County Literacy Network  
Chatham-Kent area 519-355-1771 or Toll Free 1-877-333-4833

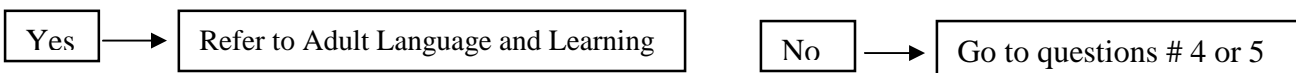
1. Does the client have low literacy skills and a willingness to improve them?



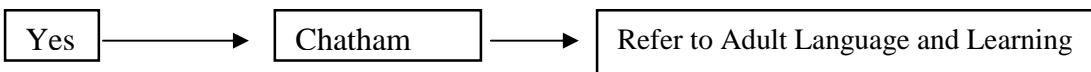
2. Does the client have a developmental disability?



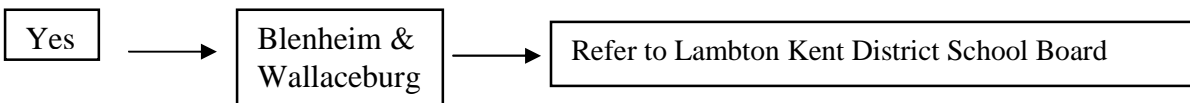
3. Does the client prefer or require one to one training?



4. Does the client prefer or require large group instruction in Chatham?



5. Does the client prefer or require small group instruction in Blenheim or Wallaceburg?



6. Is the client working towards College programs or High School credit?

Refer to Lambton Kent District School Board or St. Clair College or Adult Language and Learning

7. Does the client require workforce preparation skills?

Refer to Adult Language and Learning or Lambton Kent District School Board or St. Clair College

## Directory

|  |                         |
|--|-------------------------|
| Adult Language and Learning              | 519-354-7424            |
| Lambton Kent District School Board       | 519-351-2689            |
| St. Clair Catholic District School Board | 1-866-336-6139 Ext. 388 |
| St. Clair College, Thames Campus         | 519-354-9714            |
|  | Ext. 3260 or Ext. 3327  |



# Reference Chart for Adult Literacy Referrals in Sarnia-Lambton

For general information call the Organization for Literacy in Lambton  
Sarnia-Lambton area 519-332-4876 (Collect Calls accepted)

| Type of Program                                  | Service Provider   | Location   | Schedule (when?)   | Phone/Contact                                     | Additional Information   |
|--|--|--|--|---|--|
| One to one tutoring and small group              | Organization for Literacy in Lambton                                   | 180 N. College Ave<br>Sarnia   | Day/Evening  | 519-332-4876<br><br>Call collect                  | Small group and individual tutoring at a location to be determined.<br><br>Help with reading, writing, spelling, math and basic computers for employment or self-improvement.                    |
| **Individual programs offered in a group setting | St. Clair Catholic District School Board                               | 339 Centre St.<br>Petrolia<br><br>251 Campbell St.<br>Sarnia   | Daytime  | 1-866-336-6139<br>Ext. 237                        | Courses designed to increase literacy and numeracy skills to promote independent and daily living skills.  |
| Small group                                      | Lambton Kent District School Board                                     | Alternative and Continuing Education centre<br><br>660 Oakdale Ave<br>Sarnia & locations throughout Lambton County | Day/Evening  | 519-383-8787<br><br>Ask for Trish                 | Offered at numerous locations throughout Lambton County<br>Preparation for employment<br>Upgrading Math and English<br>Pre-credit<br>Assistance with transportation and daycare may be available |
| Small group                                      | Lambton Kent District School Board                                     | Alternative and Continuing Education centre<br><br>660 Oakdale Ave<br>Sarnia                                       | 8 week Computer Job Readiness Program<br><br>2 evenings per week | 519-383-8787<br><br>Ask for Trish                 | Preparation for employment.<br>Assistance with transportation and daycare may be available   |
| Small group                                      | Lambton Kent District School Board in partnership with Lambton College | Alternative and Continuing Education centre<br><br>660 Oakdale Ave<br>Sarnia                                       | 16 week program<br><br>Day/Evening                               | 519-383-8787<br><br>Ask for Trish                 | Assistance with transportation and daycare may be available  |
| Individual programs offered in a group setting   | Lambton College  | 1457 London Rd<br>Sarnia<br><br>150 N. Christina St,<br>Baysid Mall,<br>evening sessions                           | Day/Evening.   | 519-541-2404                                      | Preparation for college, apprenticeship and employment.  |
| *Small group or One to one                       | Chippewas of Sarnia First Nation                                       | Aamjiwnaang Alternative and Continuing Education 978<br>Tashmoo Ave<br>Sarnia                                      | Day/Evening.   | 519-336-8410<br><br>Ask for Resource Centre staff | Upgrading Math and English<br>Pr-Credit<br>Preparation for Employment<br>Assistance with transportation or daycare may be available.   |

**Age 19 and over**

**\* Age 19 and over (Native)**

**\*\* Age 19 and over with Developmental Disabilities**

**NOTE: Some age exceptions apply.**

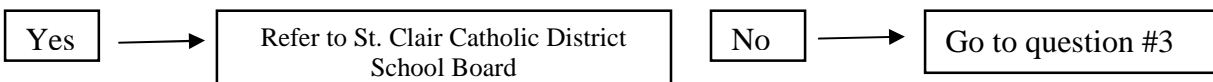
# Sarnia-Lambton Adult Literacy Information and Referral Steps

For general information in Sarnia-Lambton call 519-332-4876 - Call collect if necessary

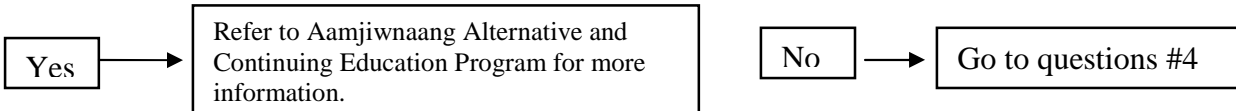
1. Does the client have low literacy skills and a willingness to improve them?



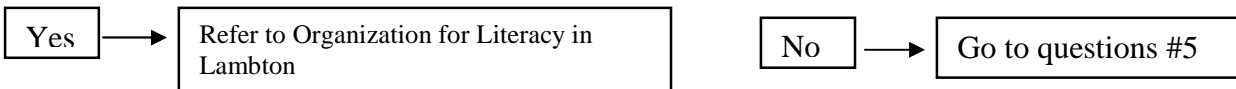
2. Does the client have a developmental disability?



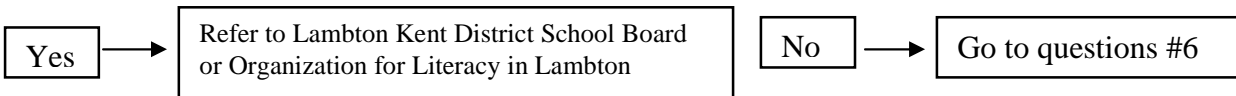
3. Is the client of Aboriginal ancestry?



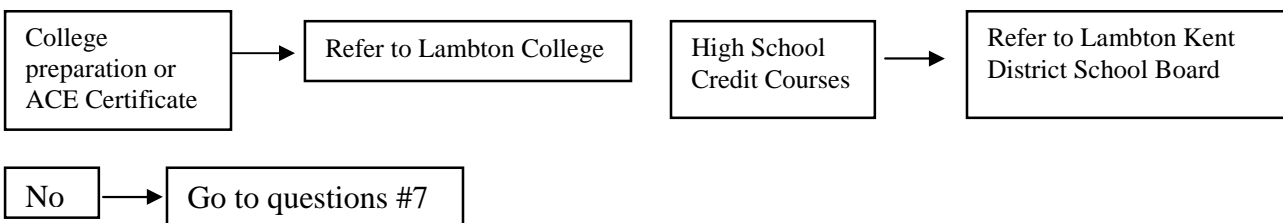
4. Does the client prefer or require one to one training?



5. Does the client live, or prefer to receive training outside of the Sarnia area (in Lambton County)?



6. Is the client working towards College programs or High School Credit?



7. Does the client require workforce preparation skills?

Refer to Lambton College or Lambton Kent District School Board or Organization for Literacy in Lambton

## Directory

|  |                         |
|--|-------------------------|
| Aamjiwnaang Alternative and Continuing Education Program | 519-336-8410            |
| Lambton College  | 519-541-2404            |
| Lambton Kent District School Board                       | 519-383-8787            |
| Organization for Literacy in Lambton                     | 519-332-4876            |
| St. Clair Catholic District School Board                 | 1-866-336-6139 Ext. 388 |



# Literacy Leads To Success

## Chatham-Kent & Sarnia-Lambton Learner Success Stories


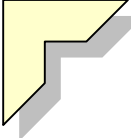
Dan is 56 years old. He was institutionalized as a very young boy. He lived in 3 different locations and not one of them offered him any type of schooling. When the opportunity came to move into a community, he did so. His great desire was to become independent enough to live on his own, With the assistance of a wonderful support team and his own determination, Dan began to blossom. He attended literacy classes to learn money skills and be able to shop independently. He also wanted to get better at telling time so he didn't always have to ask someone.

Dan is now living in his own apartment. The money and time management skills he learned in literacy have given him the independence he so greatly desired. He is now also a spokesperson for the People's First Self Advocacy Group and has made a number of presentations all over Central and Southwestern Ontario.

**Dan**, Learner, St. Clair Catholic District School Board

Scott needed a huge boost in self-esteem and the small group assisted him in that area. He brought his reading, writing and math skills up to the requirements for the ACE (Academic and Career Entrance Program). He now works and attends ACE. Scott has completed the Math portion of ACE. He is now three-quarters of the way through the English program. He then will do the Physics and Chemistry portion. His goal is third class engineering. He loves it at the college and feels so good about himself. Scott has expressed an interest in returning, when he has completed his courses, to tutor in the literacy program at Organization for Literacy in Lambton.

**Scott**, Learner, Organization for Literacy in Lambton



Richard came to the Link to Apprenticeship program with a clear goal to move from a job to a career as either a plumber or an electrician. These were the fields he felt he understood, and offered security as well as long-term stability.

As Richard began to learn more about apprenticeship he realized that there were many more options available for apprenticeship than he had realized. Coupled with the research into apprenticeship, the exploration of essential skills demonstrated to Richard that he could use many of the transferable skills he possessed in other apprenticeship opportunities as well. With his interest and knowledge about computer systems and software, Richard had been a “hobby” computer support and web development enthusiast. His skills in these areas led him to a completely different apprenticeship option than he had previously considered. As he researched training and employment opportunities, Richard began to focus his employment and apprenticeship search to the Information Technology Analyst profession. He became knowledgeable about the requirements and the training available and began to set skills and training goals based on what he was learning.

Richard’s research and goals met with success as he secured an interview with an employer in the field of Information Technology. The research, goal setting, essential skills, job search strategies and interviewing skills resulted in Richard being offered a job on the day of his graduation from the Link to Apprenticeship program in the field of Information Technology. He is currently working and following his goal path of Apprenticeship.

**Richard**, Learner, Lambton Kent District School Board – Link to Apprenticeship

Anjarajo Hambafehy (Hamba) is an ESL student from Madagascar who credits a large portion of his success to the Academic and Career Entrance (ACE) program at Lambton College and how it helped him prepare for post-secondary.

Hamba was with the ACE program in February 2006 until he began his Instrumentation program in September 2006. While with Lambton College, he completed two maths (Apprenticeship and Technical) as well as chemistry in that short time; achieving an “A” in all credits. He’s now in his second year of his program and has just received two academic awards from the college (International Society of Measurement Control Award – Year 1 and the BP Canada Energy Company Award – ICET).

**Hamba**, Learner, Lambton College (ACE)



# Literacy and Employment Ontario

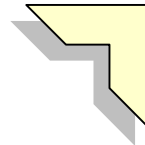
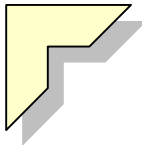


The literacy providers of Chatham-Kent and Sarnia-Lambton look forward to working with fellow Employment Ontario agencies in the coming year. Many literacy clients are seeking to improve their skills so that they can find a job, keep a job or get a better job. Some literacy clients are looking to improve their skills so that they can fulfill the academic requirements of the in-school portions of apprenticeship training. To help literacy clients meet their goals, literacy programs will hope to work collaboratively with other Employment Ontario programs with the goal of identifying and supporting clients who need to increase their literacy levels in order to meet goals.

Professional development of literacy staff was an important aspect of the work plans in 2006. During this time, we organized and offered the spring 2006 “Getting Connected” information sharing forums in Windsor (June 2, 2006 with 29 in attendance) and in Wallaceburg (June 16, 2006 with 44 in attendance) for Apprenticeship, Job Connect and Literacy and Basic Skills staff. Thanks go to the South Western Ontario Industry-Education Council, the Sarnia Lambton Workforce Development Board, the Windsor Public Library and the St. Clair Catholic District School Board for helping to sponsor these events. As follow up to these forums, we offered an Essential Skills workshop in Chatham (October 20, 2006) for the tri-county region by Karen Geraci with 62 participants in attendance from Apprenticeship, Job Connect, Literacy and Basic Skills and Ontario Works. We are thankful for the support of the Sarnia Lambton Workforce Development Board for this workshop too. As of fall 2006, we were part of Employment Ontario, Ontario’s employment and training network. Our activities of 2006 helped prepare us for this.

## **Employment Ontario agencies are encouraged to contact Tri-County Literacy Network if they would like to:**

- increase their awareness of literacy as a social issue
- learn more about the range of literacy programming available in Chatham-Kent and Sarnia-Lambton
- learn how to identify issues as they relate to clients
- explore literacy within the context of Essential Skills
- learn more about how literacy skills prepare clients for successful employment, apprenticeship or higher education and training.



# LITERACY PROGRAMS

## ❖ Adult Language and Learning

❖ Lambton College  
[www.lambton.on.ca](http://www.lambton.on.ca)

❖ Lambton Kent District School Board  
(Chatham-Kent and Sarnia-Lambton)  
[www.lkdsb.net](http://www.lkdsb.net)

## ❖ Aajiwnaang Alternative and Continuing Education Program

❖ Organization for Literacy in Lambton  
[www.readsarnia.com](http://www.readsarnia.com)

❖ St. Clair Catholic District School Board  
(Chatham-Kent and Sarnia-Lambton)  
[www.st-clair.net](http://www.st-clair.net)

❖ St. Clair College, Thames Campus  
[www.stclaircollege.ca](http://www.stclaircollege.ca)

## Tri-County Literacy Network Info

Linking Literacy to Life

Tri-County Literacy Network

10 Fifth Street South, 2<sup>nd</sup> Floor

Chatham, ON N7M 4V4

P. 519-355-1771

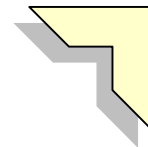
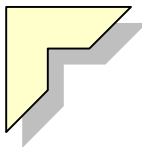
Toll Free: 1-877-333-4833

F. 519-355-1998

Email: [tcln@teksavvy.com](mailto:tcln@teksavvy.com)

Website: [www.tcln.on.ca](http://www.tcln.on.ca)

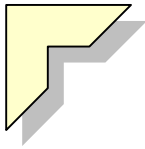
## 2008/2009



# Glossary

|        |  |
|--------|--|
| ACAATO | Association of Colleges of Applied Arts and Technology |
| ACE    | Academic and Career Entrance                           |
| AFLO   | Action for Family Literacy Ontario                     |
| ALL    | Adult Language and Learning                            |
| AWAL   | Applications for Working and Learning                  |
| BEST   | Basic Education Starts Today                           |
| BTSD   | Basic Training for Skills Development                  |
| CIPMS  | Continuous Improvement Performance Management System   |
| EO     | Employment Ontario                                     |
| FOCUS  | Finding, Organizing, Creating, Understanding Self      |
| GECDSB | Greater Essex County District School Board             |
| GED    | General High School Equivalency Diploma                |
| HRSD   | Human Resources and Social Development                 |
| IALS   | International Adult Literacy Survey                    |
| ILC    | Independent Learning Centre                            |
| IMS    | Information Management System                          |
| LBS    | Literacy and Basic Skills                              |
| LC     | Lambton College  |
| LINC   | Language Instruction for New Canadians                 |
| LKDSB  | Lambton Kent District School Board                     |
| LPC    | Local Planning and Coordination                        |
| LSA    | Learner Skill Attainment                               |
| LSP    | Literacy Service Plan                                  |
| MTCU   | Ministry of Training, Colleges and Universities        |
| OBS    | Ontario Basic Skills                                   |
| ODSP   | Ontario Disability Support Program                     |
| OLC    | Ontario Literacy Coalition                             |
| OLL    | Organization for Literacy in Lambton                   |
| OSSD   | Ontario Secondary School Diploma                       |
| OTAB   | Ontario Training and Adjustment Board                  |





|           |  |
|-----------|--|
| OW        | Ontario Works                                    |
| SECC      | South Essex Community Council                    |
| SLWDB     | Sarnia Lambton Workforce Development Board       |
| St. CC    | St. Clair College                                |
| St. CCDSB | St. Clair Catholic District School Board         |
| SWOIEC    | South Western Ontario Industry Education Council |
| TCLN      | Tri-County Literacy Network                      |
| TOP       | Trends, Opportunities and Priorities             |
| UHC       | Unemployed Help Centre                           |
| WHMIS     | Workplace Hazardous Materials Information System |
| WPL       | Windsor Public Library                           |
| WSIB      | Workplace Safety and Insurance Board             |
| W/WEBS    | Workplace/Workforce Employment Basic Skills      |