



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

Tri-County
Literacy Network
Linking Literacy To Life



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.

10 Fifth Street, South
2nd Floor
Chatham, ON N7M 4V4
Tel: 519-355-1771 or 1-877-333-4833
Fax: 519-355-1998
tcln@teksavvy.com
www.tcln.on.ca

For more information contained in this report, please contact
Tri-County Literacy Network.

**EMPLOYMENT
ONTARIO**

Ontario's employment & training network

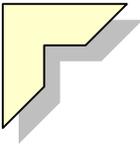
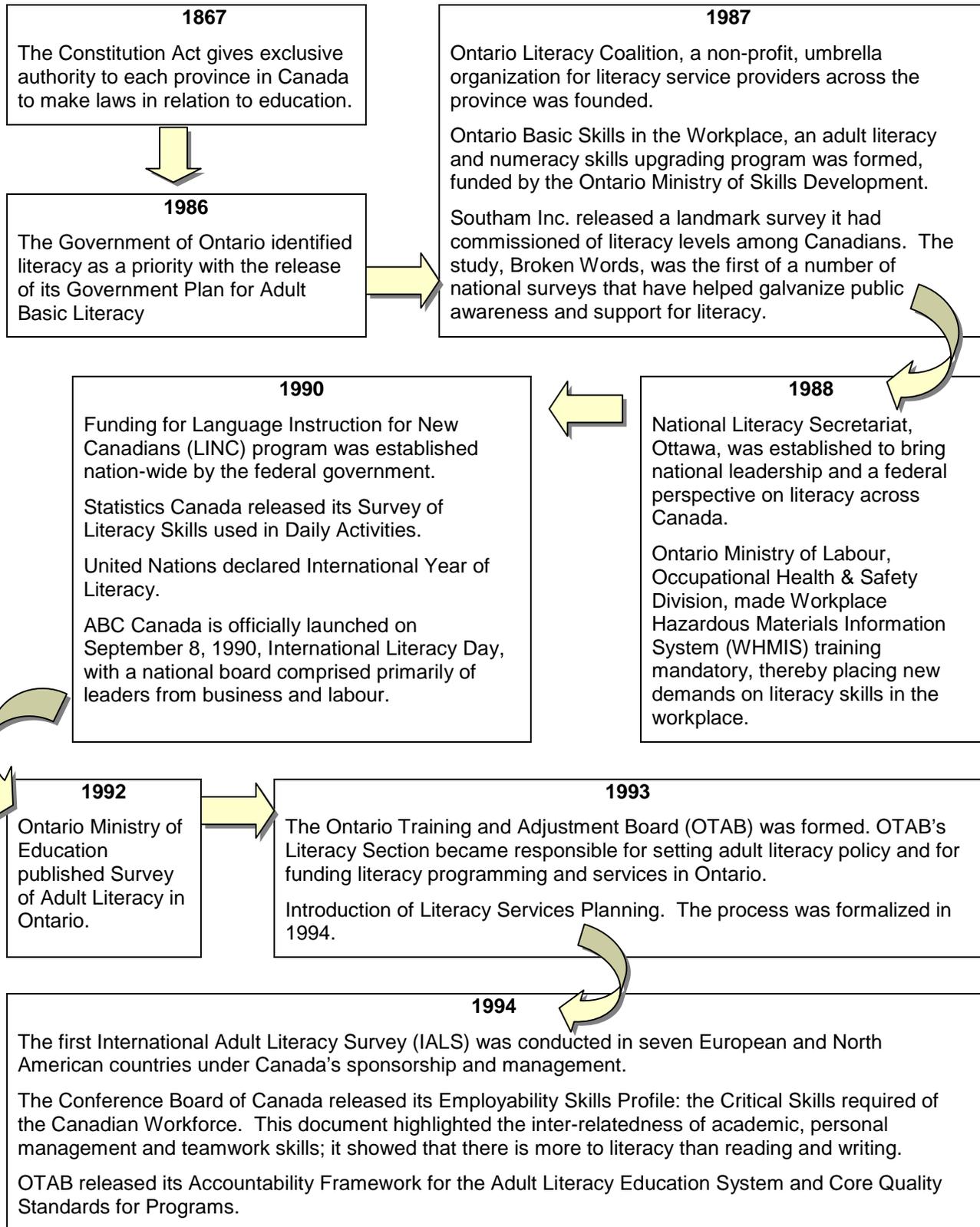


Table of Contents

Timeline	4
What is Literacy	6
- Economic and Social Implications	
- Community Development	
What is Literacy and Basic Skills (LBS)	9
- The Role of Regional Literacy Networks	
What is Literacy Service Planning (LSP)	12
Accountability	13
Learner Skill Attainment	14
Outcomes and Pathways	15
Client Profiles	16
- Training Supports	
LBS in Windsor-Essex	17
Local Literacy Program Highlights and Results for 2006/2007	18
Responding to Community Needs	24
Range of Literacy Services	28
Service Delivery	30
Information and Referral Steps	36
- Windsor-Essex	
Literacy Leads to Success	38
Literacy and Employment Ontario	40
Literacy Programs	41
Glossary	42

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



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 and 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

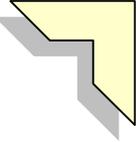
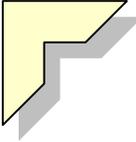
		Read with understanding for various purposes	Write Clearly to express ideas	Speak and Listen Effectively	Perform Basic Operations with Numbers	Use measurement for Various Purposes	Solve Geometric Problems	Manage Data and Probability	Use Patterning and Algebra	
		Communications			Numeracy					
Essential Skills	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.

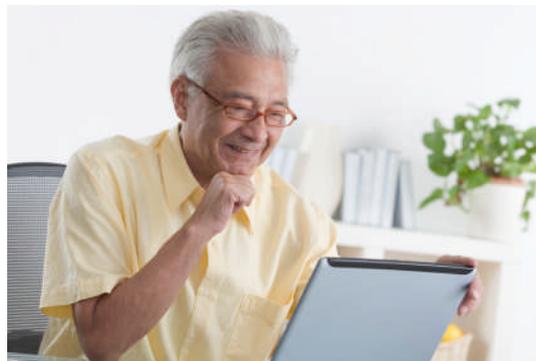
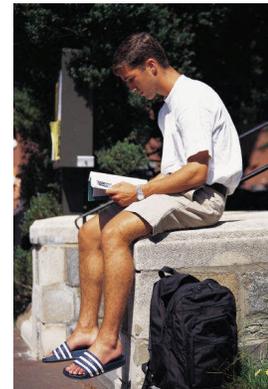
Evaluation and Follow-up – This delivery service helps demonstrate the value and effectiveness of the four other delivery services in meeting the literacy needs of learners.

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.



LEARN • LEARN • LEARN • LEARN

Do you need help with reading, writing or math?



For adult literacy programs, please contact:

XXXX XXXX XXXX:
#-###-###-####

ABC CANADA **Yellow Pages**

This ad is presented by ABC CANADA Literacy Foundation and appears courtesy of Yellow Pages Group Co. All LEARN partners are not-for-profit.

LEARN • LEARN • LEARN • LEARN

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

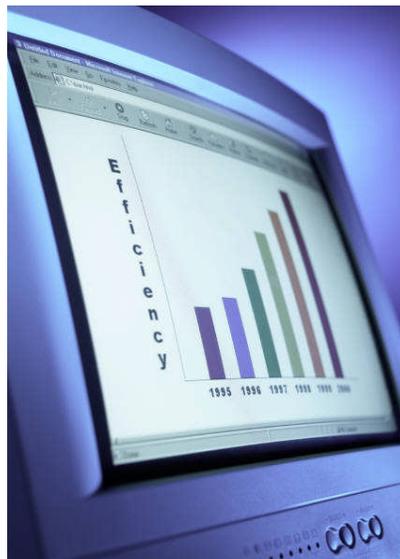
Literacy programs in Ontario have been working with a statistical training system called an Information Management System (IMS) for 6 years. The IMS has helped literacy programs to track information that is important to the ongoing evaluation of literacy programming. In addition, for the past two years,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

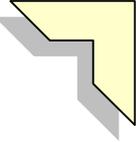
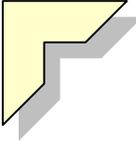
- Describe learning outcomes in terms of what a learner will be able to do or where a learner will be able to go at the completion of their training
- Describe gains in skills and knowledge in a meaningful way to key stakeholders such as Apprenticeship, JobConnect, Adjustment Advisory and Ontario Works.

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 the 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.

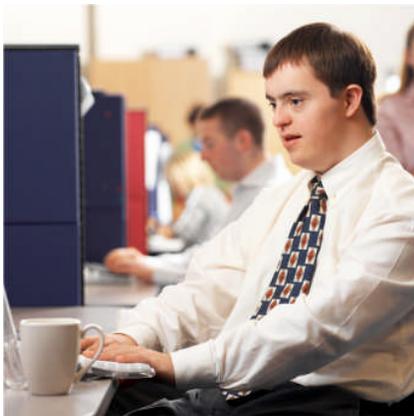
Workforce

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.

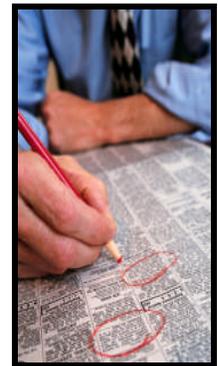


Client Profiles

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 Windsor-Essex

Introduction

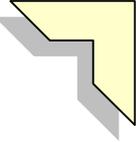
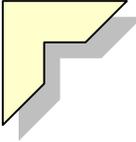
There are sixteen regional literacy network areas across the province of Ontario. Each of these areas has local geographic, community and economic impacts to consider when planning for future literacy service. While the functions of all literacy programs and networks are the same, the manner in which 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 Windsor-Essex. These programs deliver programming in a variety of sites around Windsor-Essex, providing multiple points of access for adult learners.

Windsor-Essex





2006/2007 Highlights and Results

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

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.

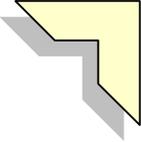
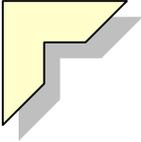
As far as **gender of learners**, we identified that Windsor-Essex literacy programs are successful in marketing to both men and women. The ratio of males to females in adult literacy programs is almost equal. The percentage and ratio is also very consistent over the three year timeframe.

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 (56%) 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, 23% of adult learners in the programs were 19 to 24 years of age and 20% were 45 to 64 years of age.

In terms of the **level of learners**, Windsor-Essex 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 learners (15% decrease over 3 years) and an increase in ACE learners (12% increase over 3 years) in the adult literacy programs in Windsor-Essex over the past three years. 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, 34% 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 52% 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 14% who identified independence as their goal. These learners want to improve their literacy and numeracy skills to have improved quality of life. Overall, 86% of the Windsor-Essex 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 (2%).

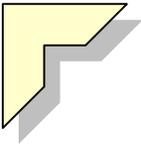
LBS programs in Windsor-Essex are available to serve all adults, regardless of **income source**. Programs in Windsor-Essex are successful in attracting learners from a variety of income sources. In 2006-2007 the majority of learners are from Ontario Works (34%) with the second largest category being employed individuals (27%). Over the past three years there has been a significant shift from fewer Ontario Works clients (a decrease of 14% over 3 years) to increased employed learners and other learners (an increase of 14% over 3 years). Programs plan to meet with Ontario Works in 2008 to discuss these changes.



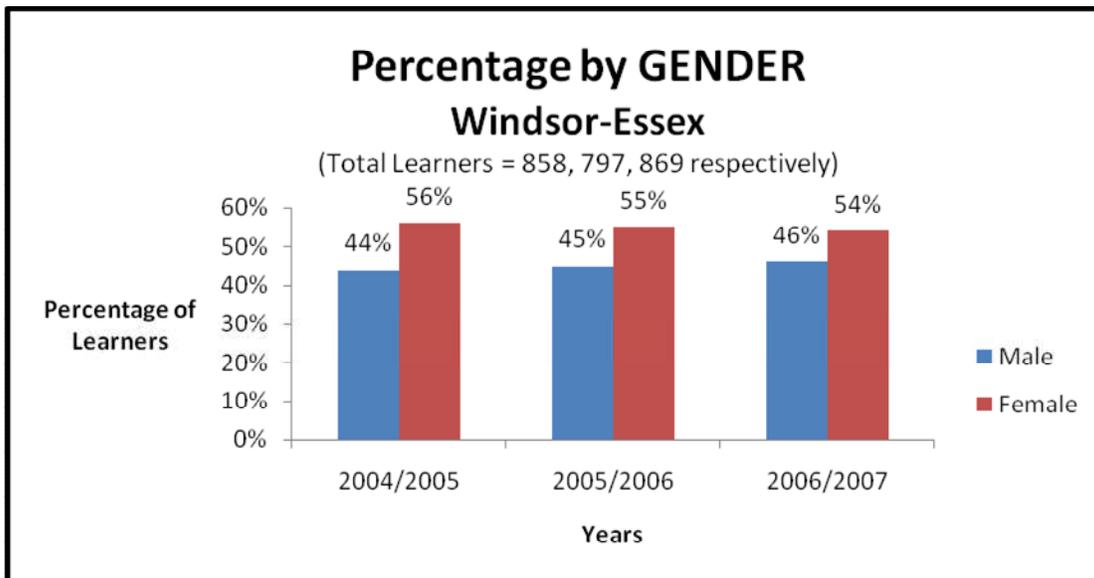
Adults access all levels of **training delivery** in Windsor-Essex. The greatest percentage of total contact hours is for LBS level 3 at 29%. The second highest percentage is for LBS level 1 and LBS level 2, the lowest levels of literacy instruction, at 23% respectively.

The majority of learners' **status at exit** is employed at 45%. Over the years literacy programs have developed and improved their ability to teach adults literacy and numeracy skills for the workplace. The second highest percentage is learners pursuing further training and education at 19%. Literacy programs are also working well in terms of their ability to track clients with lost contact at 7%.

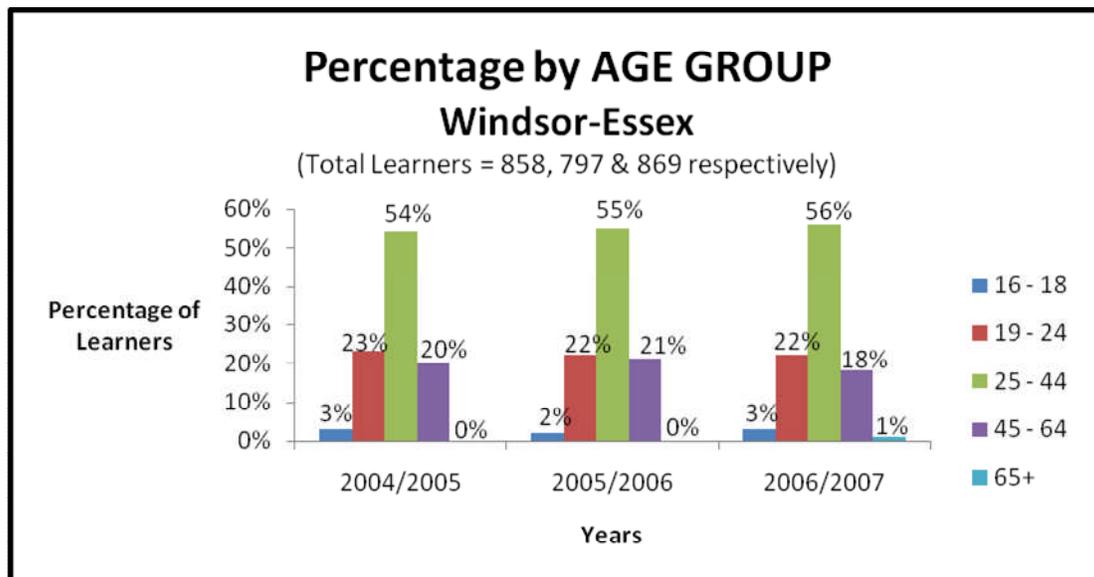




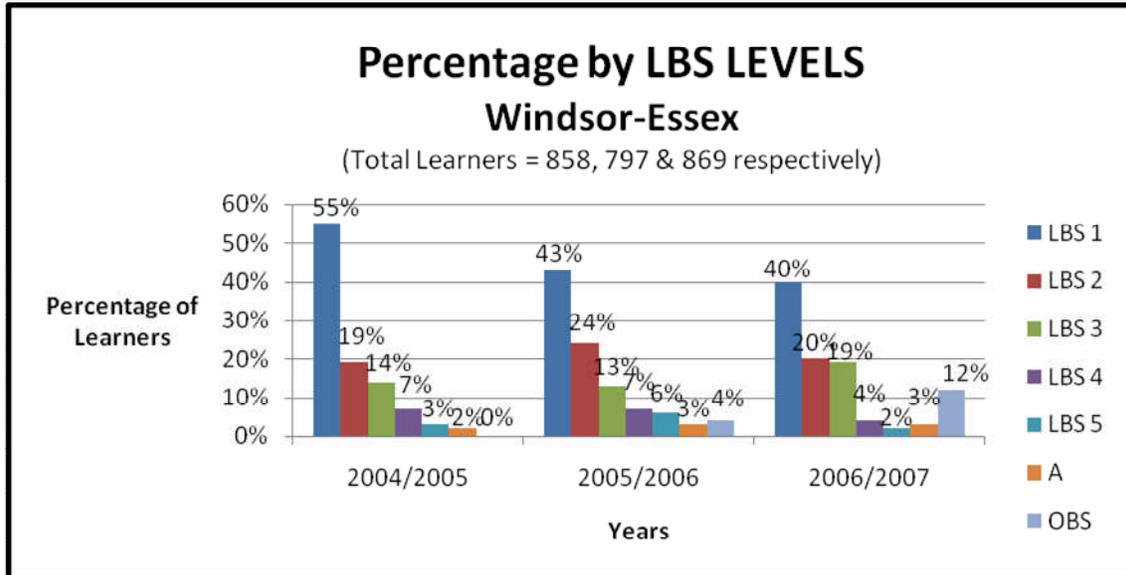
Gender of Learners



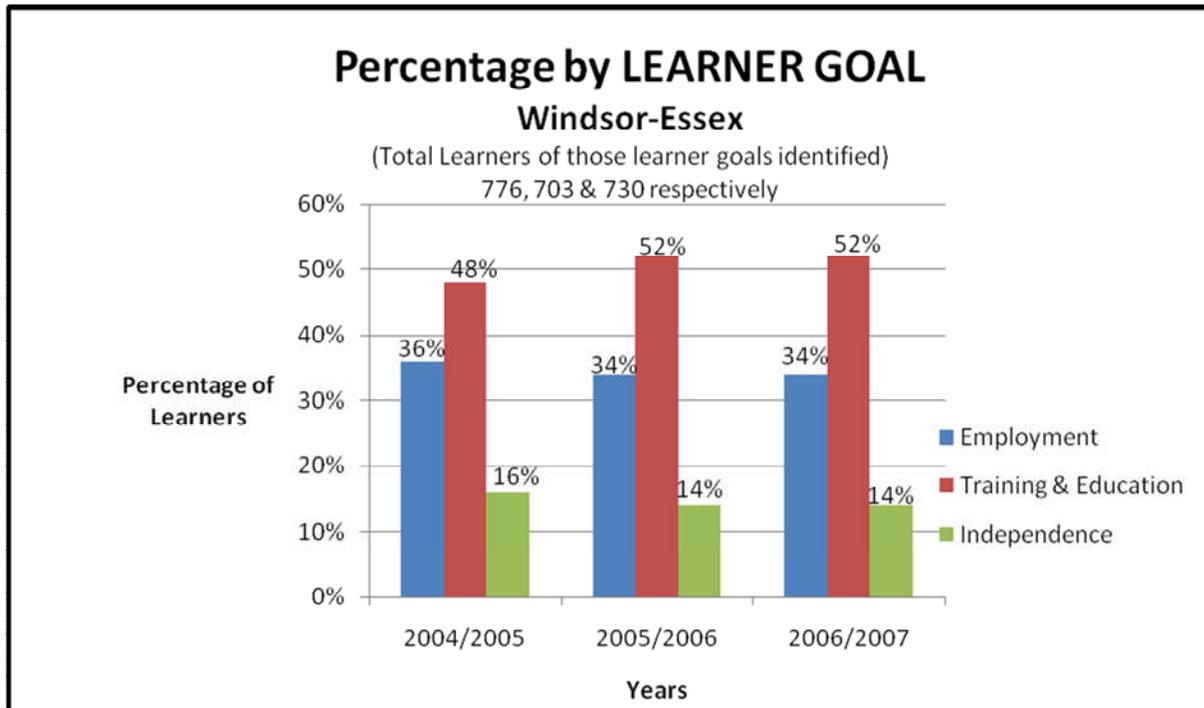
Age of Learners



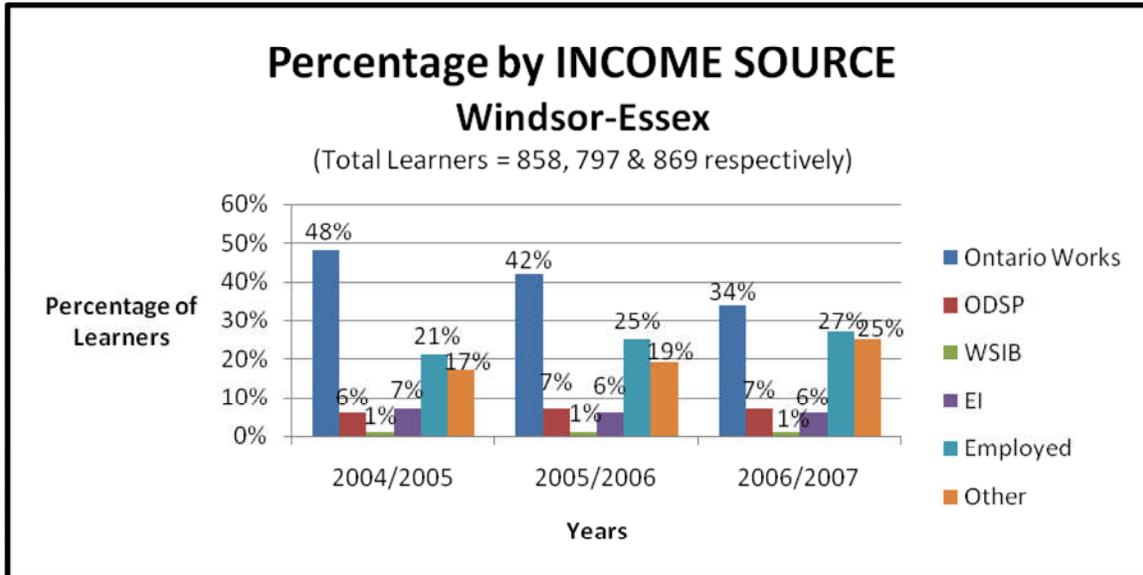
Level of Learners



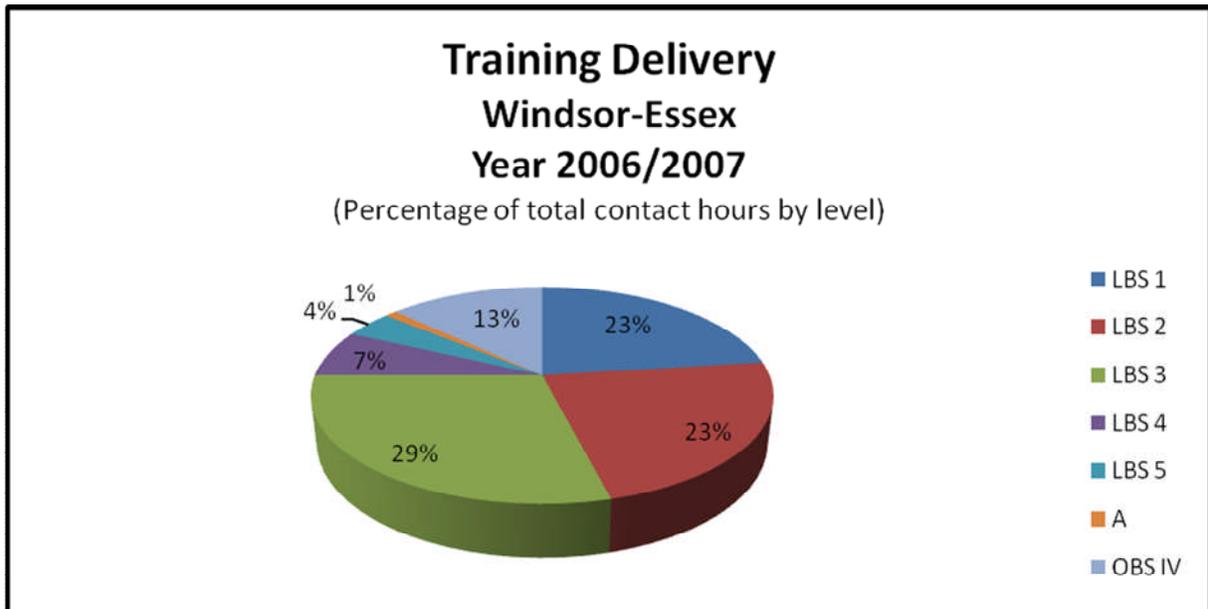
Learner Goals



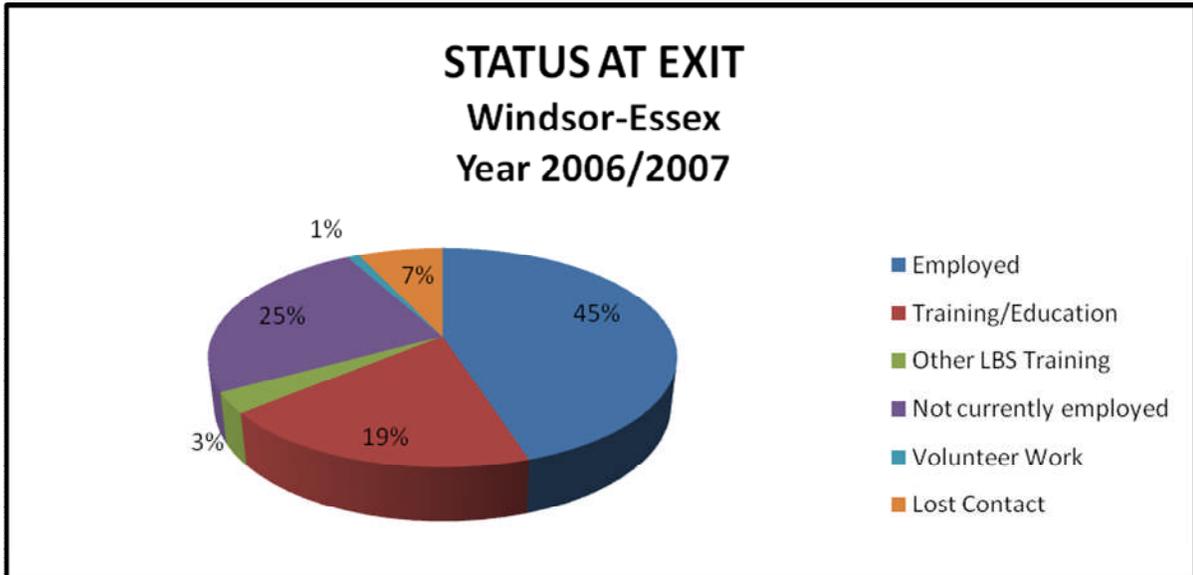
Sources of Learner Income

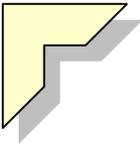


Training Delivery



Status at Exit





Windsor-Essex

Responding To Community Needs

The Tri-County Literacy Network organizes the Windsor-Essex Literacy and Basic Skills (LBS) Local Planning and Coordination (LPC) meetings to facilitate the Literacy Service Planning process. The Windsor-Essex 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 Windsor-Essex, there is information on the current economic and social situation of the area and the response of the Windsor-Essex Literacy and Basic Skills programs.

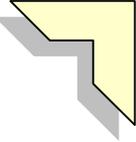
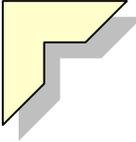
Trends, Opportunities and Priorities

The South Western Ontario Industry Education Council (SWOIEC) held a Community Consultation on workforce development in Windsor on October 30, 2007 which was attended by the Windsor-Essex literacy programs. Administrators from the LBS programs took a leadership role by facilitating two of the discussion groups at the consultation. Information on this day was shared by SWOIEC and the LBS programs with Tri-County Literacy Network. One of the LBS administrators who was in attendance at this consultation is also a member of SWOIEC, which is a very helpful linkage. The community consultation was part of the process in preparation for the 2007-2008 TOP Report for Windsor-Essex which will be published in January 2008.

The January 2007 TOP report indicates trends for Southwestern Ontario which covers Chatham-Kent and Windsor-Essex. 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.



More recently, the top 5 trends identified in a summary of 130 survey responses for Windsor-Essex (as of October 28, 2007) are:

- ❖ Shift in key employment sector
- ❖ Lack of essential skills
- ❖ Skilled trades shortages
- ❖ Growing number of immigrants
- ❖ Requirement for higher levels of education

Profile for Windsor-Essex

Based on the TOP 2007 information at the community consultation, as of 2006, the population of the region of Windsor and Essex County was 393,402 with a growth of 5.0% (the average population growth in Ontario was 6.6% and 5.4% in Canada).

The median age in Windsor-Essex is 37.5 or 1.5 years younger than the provincial median of 39.0.

Windsor-Essex is the second fastest growing community in Ontario in terms of immigration after Toronto. Immigrants now comprise 33% of Windsor and area's population.

As of 2006, Windsor has more high school graduates (25% versus 20.9%) than the rest of Ontario, comparable with some postsecondary, apprenticeship or college level education and 4% less people with a university degree. The percentage of people in Windsor-Essex with less than grade 12 is 12% compared to 13.3 % in Ontario.

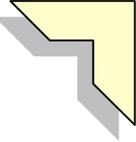
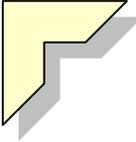
Current unemployment rate in Windsor-Essex is about 8.3% compared to Ontario's 5.7% (unadjusted 3 month moving average for October, November and December 2006). Of the 107,000 manufacturing jobs lost in Ontario, Southwestern Ontario has lost 17,000 manufacturing jobs (16%). As of February 2007, the 2-year percent change in manufacturing employment is – 7.5%. Manufacturing leads regional employment with 11,595 workers – 23% of the workforce.

Skilled workers make up half of the workforce in Essex County. This is below the average share of skilled workers provincially.

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 and apprenticeship context. These learning materials focus on Essential Skills required to be successful within apprenticeships.

In response to the need within the community for individuals to improve their math skills to a grade 10 level for apprenticeship or employment, the Greater Essex County District School Board offers night classes to upgrade math skills to this level.

In response to plant closures and layoffs in Windsor-Essex, all LBS programs provide employment focused programming. The Unemployed Help Centre also provides adjustment services for individuals upgrading for employment purposes who have lost jobs in the automotive sector.



Local Literacy Gaps in Windsor-Essex

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

A need for LBS service in Essex County other than Windsor or Leamington (a central rural site) was added as NEW to the Literacy Service Plan. There is currently no program delivery available to serve this population in the central rural area. This service would be provided by the Greater Essex County District School Board as determined at the Windsor-Essex LBS Local Planning and Coordination meetings. 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.

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 Windsor-Essex 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 the Windsor-Essex. Outreach activities to reach the general public, such as the Reading Tent and International Literacy Day, would benefit from ongoing funding to help raise awareness of literacy and literacy programs in Windsor-Essex.



Range of Literacy Services

Projected Distribution of LBS Services in **Windsor-Essex** by **Program**

December 1, 2007 – March 31, 2009

Type of Service	Centre Alpha "Mot de passe"	Greater Essex County District School Board,	St. Clair College, Windsor Campus	South Essex Community Council	The Native Literacy Program	Unemployed Help Centre	Windsor Public Library
One-to-one	X			X	X		X
Small group (2-10)	X		X	X	X		X
Large group (10+)		X	X			X	
Classroom		X	X			X	X
Individualized	X	X	X	X	X	X	X
Computer Literacy/Flexible Learning	X	X	X	X	X	X	X
LBS Level 1	X	X		X	X	X	X
LBS Level 2	X	X		X	X	X	X
LBS Level 3	X	X	X	X	X	X	
LBS Level 4	X	X	X		X	X	
LBS Level 5	X	X	X		X	X	
OBS/ACE	X		X				
Employment Goal	X	X	X	X	X	X	X
Training/educational goal	X	X	X	X	X	X	X
Independence goal	X	X		X	X	X	X
Special needs							X
Skills training (Apprenticeship prep)		X	X				
Francophone	X						
Full Time **		X	X		X	X	
Part Time	X	X		X	X	X	X
Evening		X		X		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 **Windsor-Essex:**
December 1, 2007 – March 31, 2009

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



Windsor-Essex Literacy Service Planning 2008-2009

Client Focus	Program Outcome			Training Delivery		Delivery Agent(s)	Address	Continued, Revised or New	Activity		Maximum Capacity		Advantage/Rationale
	What is the programs outcome focus by:	Model (1:1; sm group; class)	Level (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)	
Client Group Focus (relates to the priorities identified in the community profile)	Employment (direct work force readiness)	Train/Ed. (indirect work force readiness)	Independence					Contact Hours	Learners	# of learners at one time (avg.)	Total # of learners (for the entire year)		
Unemployed, underemployed, hard to serve and OW recipients who wish to improve employability on a part-time basis. Adults who cannot read or write whose goal is related to self-improvement.	60%	35%	5%	1:1 Tutoring with a trained volunteer tutoe	LBS 1-2	Windsor Public Library	850 Ouellette Ave Windsor, ON All 10 branches of the library	Continued	4,800	50	45	50	This program offers flexible locations, hours and part-time study for those whose need requires this (i.e. shift-workers, people with children, employed) Only deliverer of 1:1 tutoring. Offer assistance to learners who are apprehensive of a school setting. With time, the learner can make the transition to a classroom.
People with developmental disabilities (and physical) whose goal is self-improvement or improved employability.	60%	35%	5%	Small group	LBS 1-2	Windsor Public Library	850 Ouellette Ave Windsor, ON	Continued	4,800	25	5 per day per class	25	Addresses need identified for special target program for people with Developmental & Physical disabilities.

Client Focus	Program Outcome			Training Delivery		Delivery Agent(s)	Address	Continued, Revised or New	Activity		Maximum Capacity		Advantage/Rationale
	Client Group Focus (relates to the priorities identified in the community profile)	What is the programs outcome focus by:			Model (1:1; sm group; class)				Level (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	
	Employment (direct work force readiness)	Train/Ed. (indirect work force readiness)	Independence						Contact Hours	Learners	# of learners at one time (avg.)	Total # of learners (for the entire year)	
OW recipients, underemployed and hard to serve clients.	100%			Small group	LBS 1-2	Windsor Public Library	850 Ouellette Ave Windsor, ON	Continued	400	10	5	10	Centrally located at the Windsor Public Library in the Learning Lab. Focus is on workplace literacy skills. Targeted at OW – small group & modular delivery.
Unemployed, underemployed, hard to serve OW recipients who wish to improve employability on a part-time basis: focus on essential skills.	90%	5%	5%	Small group Teacher led instruction, computer-assisted learning: self-directed learning.	LBS 1-2	Windsor Public Library	850 Ouellette Ave Windsor, ON	Continued	3,000	15	7	15	Central west location, easy transit access for learners. Small group classes part-time mornings.
Day classes- Two streams: Academic program for high school. Workforce program for employment.	50%	50%		Small group & large group Direct instructor workshops & self-directed learning	LBS 3-5	St. Clair College	2000 Talbot Rd. Windsor, ON	Continued	42,000	250	110	250 (based on assumption each learner here for and avg. 6 mo.)	Linking learners to academic upgrading, post-secondary & apprenticeship.

Client Focus	Program Outcome			Training Delivery		Delivery Agent(s)	Address	Continued, Revised or New	Activity		Maximum Capacity		Advantage/Rationale
	Client Group Focus (relates to the priorities identified in the community profile)	What is the programs outcome focus by:			Model (1:1; sm group; class)				Level (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	
	Employment (direct work force readiness)	Train/Ed. (indirect work force readiness)	Independence										Contact Hours
Day classes – OBS activity (delivering ACE curriculum)	10%	90%		Classroom	OBS IV	St. Clair College	2000 Talbot Rd. Windsor, ON	Continued	40,700	172	100	172	Delivery of OBS (ACE) curriculum for learners interested in accessing College post-secondary and/or apprenticeship programs.
OW clients – part-time rural E.I. clients – part-time rural Long term unemployed Employed Retirees	70%	30%		Small group & 1:1	LBS 1-3	SECC	94 Talbot St East Leamington, ON	Continued	2,200	43	25	43	Some clients require p/t flexible instruction. SECC only rural/county delivery site for p/t 1:1 service. Links to other services such as counseling, housing and employment services. Includes small groups evening and day and workforce related instruction.
Adults 19+ employed/underemployed/EI/OW/General public	20%	30%	50%	1:1	LBS 1-2	SECC	30 Main St. East Kingsville, ON	Continued	280	7	4	7	Within current funding as per approved business plan. Only deliverer serving this community.
Mennonite women	20%		80%	Small group	LBS 1-2	SECC	94 Talbot St East Leamington, ON Also: Early Years Centre, Mill s St. School Leamington, ON	Continued	2,600	37	19	37	Rural program providing transportation services and child minding to women who require these services in order to attend the class. Small groups meet as required – days or evening hours. Additional class to respond to growing need.

Client Focus	Program Outcome			Training Delivery		Delivery Agent(s)	Address	Continued, Revised or New	Activity		Maximum Capacity		Advantage/Rationale
	Client Group Focus (relates to the priorities identified in the community profile)	What is the programs outcome focus by:			Model (1:1; sm group; class)				Level (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	
	Employment (direct work force readiness)	Train/Ed. (indirect work force readiness)	Independence										Contact Hours
Mennonite men	80%		20%	Small group evening	LBS 1-2	SECC	94 Talbot St East Leamington, ON	Continued	280	7	4	7	Responding to the needs of Mennonite men requesting literacy training in the evening after work. Culturally appropriate.
OW, Service Canada, Employment Ontario, ODSP, WSIB, General Public	33%	45%	22%	Teacher led class	LBS 1-4	GECD SB	Mason Centre 284 Cameron Ave Windsor, ON	Continued	18,900	70	60	110	West-end school setting with teacher led classes offering full and part-time day classes in preparation for credit, employment or independence. OW capacity Accessible
Upgrading of math skills for individuals with a goal of obtaining an apprenticeship.	50%	50%		Teacher led class	LBS 4-5	GECD SB	Mason Centre 284 Cameron Ave Windsor, ON	Continued	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/ Apprenticeship.
OW, Service Canada, Employment Ontario, ODSP, WSIB, General Public, Employed, Shift Workers	8%	42%	50%	Teacher led class	LBS 1-5	GECD SB	LDSS-Rm 135 125 Talbot St. West Leamington, ON	Continued	5,400	20	12	30	South east rural location – ½ day mornings – cater to shift workers.

Client Focus	Program Outcome			Training Delivery		Delivery Agent(s)	Address	Continued, Revised or New	Activity		Maximum Capacity		Advantage/Rationale
	Client Group Focus (relates to the priorities identified in the community profile)	What is the programs outcome focus by:			Model (1:1; sm group; class)				Level (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	
Employment (direct work force readiness)	Train/Ed. (indirect work force readiness)	Independence	Contact Hours	Learners		# of learners at one time (avg.)	Total # of learners (for the entire year)						
Employed, underemployed, OW, Pre-GED, General Public	34%	57%	9%	Teacher led class	LBS 1-5	GECD SB	Innvest Career Counseling Centre 215 Talbot St. East Leamington, ON	Continued	5,400	40	40	50	South-east rural self-directed classes available 4 nights per week. Compliments delivery of a.m. class (shift worker flexibility).
OW, Service Canada, Employment Ontario, ODSP, General Public, Employed	20%	60%	20%	Teacher led class	LBS 1-5	GECD SB	Essex County – county site to be determined	NEW	2,000	20	15	25	Central rural location – 2 nights/days per week, 20 weeks.
Adult learners 19+ (both Aboriginal and non-Aboriginal), who wish to upgrade their skills in literacy & numeracy in preparation for credit courses.	10%	85%	5%	1:1 & Small group	LBS 1-5	Can-Am Indian Friendship Centre B.E.S.T. Native Literacy Program	1078 Goyeau St. Windsor, ON	Continued	3,900	26	10	26	Culturally appropriate/sensitive program for adult native learners.
French speaking population in Windsor-Essex over 19 requiring literacy and numeracy who wish to find employment, improve their current job, continue their schooling, become more independent or help their children with their homework.	20%	80%		1:1 & Small group	LBS 1-2	Centre Alpha Mot de Passe	1886 Ottawa St. Windsor, ON	Continued	1,080	2	2	2	Targeting French-speaking learners
					LBS 3,4,5 OBS/ ACE	Centre Alpha Mot de Passe	1886 Ottawa St. Windsor, ON	Continued	3,420	30	8	18	We have a capacity to accommodate up to 15 learners. ACE certificate offered through College Boréal.

Client Focus	Program Outcome			Training Delivery		Delivery Agent(s)	Address	Continued, Revised or New	Activity		Maximum Capacity		Advantage/Rationale
	Client Group Focus (relates to the priorities identified in the community profile)	What is the programs outcome focus by:			Model (1:1; sm group; class)				Level (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	
Employment (direct work force readiness)	Train/Ed. (indirect work force readiness)	Independence	Contact Hours	Learners		# of learners at one time (avg.)	Total # of learners (for the entire year)						
Multi-barrier OW clients will be the primary focus, also EI/WSIB referrals, unemployed and underemployed	45%	45%	10%	Teacher led class, computer assisted learning, small group	LBS 1-5	Unemployed Help Centre of Windsor	6955 Cantelon Dr. Windsor, ON	Continued	20,500 <small>(All LBS services)</small>	94	15	94	Addresses need for literacy programming in the East end of Windsor. Full-time program. Links to on-site Job Connect services. Complementary services such as the Food Bank, Coats for Kids and Keep the Heat are also provided.
Individuals who are upgrading for employment purposes especially those in Windsor who have lost jobs in the automotive sector.	100%			Teacher led class, computer assisted learning, job readiness training	LBS 3-5	Unemployed Help Centre of Windsor	6955 Cantelon Dr. Windsor, ON	Continued	3,000	40	20	40	Part-time evening classes in the East end of Windsor. Employment focused with adjustment services provided.

Reference Chart for Adult Literacy Referrals in Windsor-Essex

Type of Program	Service Provider	Location	Schedule (when?)	Phone/Contact	Additional Information
* 1 to 1 tutoring and small group	B.E.S.T. Native Program (Basic Education Starts Today)	1377 Ouellette Ave., Windsor	Mon. - Friday 9 am to 5 pm	519-253-3243	Only first nations program located in Windsor. Invest Learning Lab. Brochure available with more information about range of services provided. Capacity - 15 full-time.
** 1 to 1 tutoring and small group	Centre Alpha Mot de Passe	1886 Ottawa St. Windsor	Mon. to Fri. 9am to 4 pm Flexible hours	519-253-3959 Ask for Rose Lalonde	Available to French speaking adults who are not currently attending school – literacy, math instruction, computer literacy, employment preparation. Offers GED preparation in French. Capacity – 15
Large group and computer learning lab	Greater Essex County District School Board (GECDSB)	215 Talbot St. E. Leamington and at LDSS during the day	Daytime and evening 5 to 12.5 hours per week	519-322-1688 Ask for Bev Brandenburg	Preparation for employment and pre-credit level instruction. Register 8:30 to 4:00 M to F. Capacity - 20 day and 40 at night.
Large Group	Mason Educational Centre (GECDSB)	284 Cameron Ave. Windsor	Daytime and evening 12.5 to 25 hours per week. Two classes 2.5 hrs - am/pm	519-973-5716 Ext. 14 Ask for Lorna Shulman	Preparation for employment and pre-credit level instruction, Apprenticeship math, day and evening classes. Registration Tuesdays 9-11 am and 1-3 pm. Credit courses OSSD offered at night. ILC limited basis. Capacity - 20 people per training session am and pm.
1 to 1 tutoring and small group	South Essex Community Centre 215 Talbot St. E Leamington	Leamington and surrounding area Community Education Centre at 94 Talbot St. E. Leamington	Daytime and evening 2 to 4 hours per week	519-326-7743 Ask for Jane Swan	Tutoring can take place in various locations convenient to the student. Small classes offered with childcare provided. Will also work with learners whose first language is not English, but who are illiterate in their first language. Capacity – 50

Age 19 and over

*Age 19 and over (Native)

** Age 19 and over and able to speak and understand French

NOTE: Some age exceptions apply.

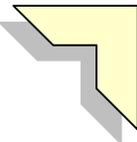
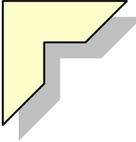
Type of Program	Service Provider	Location	Schedule (when?)	Phone/ Contact	Additional Information
Small group & Large group	St. Clair College & Employment Preparation Programs LBS/ACE	2000 Talbot Rd. W., Windsor	Daytime 20 to 25 hours per week	519-972-2727 Ext. 4551 Ask for Nancy Kendrick	Workforce employment preparation. Preparation for entrance to high school or college programs. Daycare and transportation allowance available to qualified students. Handicap accessible. Capacity - 100+
Large Group	Unemployed Help Centre	6955 Cantelon Drive Windsor	Daytime 12 to 30 hours per week Evening classes available on Wednesdays.	519-944-4900 Ask for Nicole Vignone	East side provider with access to other in house supports. For learners needing either a full or part-time program for transition to employment and further education. Daycare and transportation allowance available to qualified students. Brochure available. Capacity - 20
1 to 1 tutoring and small group	Windsor Public Library 850 Ouellette Ave. Windsor	All city library branches. Office at 850 Ouellette Ave. Windsor	Daytime and evening Hours to be negotiated between tutor and student. 4 to 10 hours per week for small group depending on the program.	519-255-6770 Ext. 4433 Ask for Christine Dean	Tutoring can take place in various locations convenient to the student. Capacity - as per available tutor. Small group classes for Persons with Developmental Disabilities. Employment preparation classes available. Small group class (2-8) people

Age 19 and over

* Age 19 and over (Native)

** Age 19 and over and able to speak and understand French

NOTE: Some age exceptions apply.



Literacy Leads To Success

Windsor-Essex Learner Success Stories

“Work hard, listen, don’t stop trying, and you, too, will succeed. I still use the notes from class and have found them extremely useful.” **Francis**, Learner, Greater Essex County District School Board, Literacy and Basic Skills program (LBS)

When Calvin entered the St. Clair College LBS program he could barely read or write. He studied diligently for 5 months and earned his LBS certificate and then graduated from St. Mike’s Adult High School. Calvin was selected to participate in the “Learners Speak Out” video through the Tri-County Literacy Network. He is currently in his second and final year of Mechanical Technician – Cad/Cam at St. Clair College with a 4.0 average. This is truly a wonderful success story!

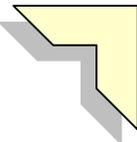
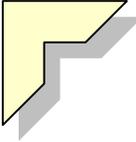
Calvin, Learner, St. Clair College

Rickey has been in and out of the Windsor Public Library LBS program for four years. He had a history of absenteeism, and frequently left the program once he had obtained employment. When he realized his skills did not match the job requirements, he would return to the program, only to exit again for employment.

He returned to the program in October 2006 and was paired with a tutor approximately his own age. This seemed to be the perfect match, since he has been committed to learning, showing up for all sessions, and taking initiative. His goal, in addition to obtaining employment, is to get his GED prep/school board program. He has created a resume which he is sending out. He has also written a 30-page story about the adventures of a team of documentary film-makers in Africa.

At his initial assessment, Ricky’s reading and writing skills were at level 1 – he has now reached a high level 2. His oral communication skills have improved, and – whereas in the past he was a “one-word answer” learner – he will often come into the office and chat. His success, he says, is due to a realization of the importance of literacy upgrading, and to the measure of confidence he has gained in this program.

Rickey, Learner, Windsor Public Library



Mamie attended the LBS program at the Great Essex County District School Board full time for 2 years.

When Mamie first entered the LBS program, her reading and writing skills were extremely poor. She had very little confidence and hope for the future. She left the program a changed person. She can now read and write quite well and “continues to improve” every day.

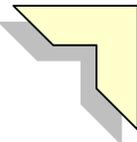
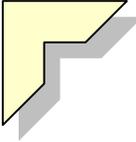
One of Mamie’s goals while in the program was to get her driver’s license. Today she is driving. Mamie moved to Edmonton, Alberta in May, 2006. She is working full time as a Personal Support Worker; in addition, she does housekeeping 5 hours per day.

Mamie returned to Mason school on February 12, 2007 to talk to the LBS class. Mamie came back a smiling, confident young woman, full of hope for the future.

Mamie. Learner. Great Essex County District School Board

Elizabeth was widowed at a young age. She was born and raised in Mexico and has little skill in reading and writing in any language. Her background is low-German Mennonite. The factory she worked for closed down and as a result Elizabeth decided to seek out a new career. Being in a rural area there are school bus positions often available, Elizabeth came in to ask for tutoring to help her improve her English language skills, but more specifically, she needed to study the driving manual in order to get the bus driving license. After a number of months she was ready and passed the written exam with flying colours. Elizabeth now has a permanent bus route and has since completed a defensive driving course and a First Aid course.

Elizabeth, Learner, South Essex Community Council



Literacy and Employment Ontario

The literacy providers of Windsor-Essex 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 Windsor-Essex
- 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

- ❖ B.E.S.T. Native Literacy Program
- ❖ Centre Alpha Mot de Passe
- ❖ Greater Essex County District School Board
(Leamington & Windsor)
www.gecdsb.ca
- ❖ South Essex Community Council
www.secc.on.ca
- ❖ St. Clair College, Windsor Campus
www.stclaircollege.ca
- ❖ Unemployed Help Centre
www.uhc.ca
- ❖ Windsor Public Library
www.windsorpubliclibrary.com

Tri-County Literacy Network Info

Linking Literacy to Life

Tri-County Literacy Network
10 Fifth Street South, 2nd Floor
Chatham, ON N7M 4V4
P. 519-355-1771
Toll Free: 1-877-333-4833
F. 519-355-1998
Email: tcln@teksavvy.com

Website: 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