

Adult Literacy Services in Hamilton

Literacy Services Plan for 2011-2012

Where you are tomorrow depends upon what you learn today!



Literacy Council



Mohawk College



HWCDSB



CNIB



Native Learning Centre



HWDSB



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**EMPLOYMENT
ONTARIO**

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The mission statement of the Hamilton Literacy Community Planning (LCP) Committee is to meet identified learner need and, through planning and coordinating literacy services, create a coherent, responsive and seamless learning system.

Regional Literacy Network

Adult Basic Education Association (ABEA)

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Literacy Providers	Locations	Offers
Hamilton Literacy Council	1 - West Hamilton	1:1 (across city), small group (onsite)
HWCDSEB - St. Charles Adult Education Centres	3 - East Hamilton, Hamilton Mountain, Stoney Creek	Open classes
HWDSB - Community and Continuing Education	4 - East Hamilton (2), West Hamilton, Dundas	Open and modified classes
Mohawk College	1 - West Mountain	Open classes
CNIB	1 - East Hamilton	Small group for Deafblind
Hamilton Regional Indian Centre	1 - East Hamilton	1:1, small group and open classes

The ABEA facilitates local planning and acts as the first point of contact for information and referral to upgrading programs in Hamilton.

Literacy programs in Hamilton each offer specialized services to specific target audiences. Not all programs offer all literacy and academic upgrading levels. Service methods range from one-to-one tutoring, small group, and/or a class environment. There are open classes as well as modified classes (for adults with developmental delays or severe learning disabilities). To be eligible for these programs adults must be 19 years of age or older.

Summary of Hamilton LBS Learner Demographics 2009-2010	Total Learners	1,456
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Age of Learners

19-24	32.2%
25-44	47.8%

These two age brackets have consistently been the highest percentage of learners over the past five years.

Learners by LBS Level

LBS 1	11.6%
LBS 2	20.7 %
LBS 3	28.8%
LBS 4	13.4%
LBS 5	8.2%
AU	17.3%

Academic Upgrading participants have grown 8% from 2007-2008.

Gender

Male	54.5%
Female	45.5%

Learner Goals

Education/Training	65.2%
Employment	27.5%
Independence	7.3%

Education/Training continues to be the most common goal path. It is recognized that further education and training predominantly leads to an employment goal.

Source of Income

Ontario Works (OW)	29.4%
Ontario Disability Support Program (ODSP)	17.3%
Workplace Safety and Insurance Board (WSIB)	1.6%
Employment Insurance (EI)	15.6%
Employed	20.3%
Other	15.9%

As predicted last year, Hamilton and the rest of the province saw an increase in learners who had been laid off and were accessing funds through the Second Career Strategy.

Status at Program Exit

Training/Education	45.0%
Not Employed	23.4%
Employed	22.0%
Lost Contact	2.4%
Other LBS	5.9%
Volunteering	1.1%

The percentage of learners leaving because they reached their goal has **steadily increased over the last 3 years**, with

64% in 2007/2008

68% in 2008/2009

76% in 2009/2010

This indicates that the Hamilton literacy programs are successful at meeting learners' needs.

At the Hamilton Literacy and Community Planning (LCP) table we discussed program delivery capacity. Each agency determined their capacity based on the available space, teacher per learner ratio and funding. In most cases, programs subsidize the costs to provide Literacy and Basic Skills Programs. In at least two programs, waiting lists are very fluid but in other programs, waiting lists exist on a regular basis.

In 2008-09 and 2009-10, programs received an increase in funding. Up to that time, programs were working with 1998 funding levels. Increased funding provided significant value-added to the field and their ability to improve and expand programming. As we consider returning to 1998 funding levels, agencies were asked to determine the effects on their programs.

More than 13,000 adults across the province accessed Literacy Services because of the increased funding. Returning to the 1998 funding in 2010-11 would not only see those numbers lessen, there would be the additional loss of instructional hours. This will occur as agencies attempt to meet the outcomes for the allotted funding while considering rising expenses and costs associated with program delivery.

Across the province more than 13,000 adults accessed Literacy Services because of the increased funding.

Economist Craig Alexander, who spoke at the Ontario Literacy Coalition conference in October 2010, stated that literacy levels, when looking strictly at an economic review, haven't improved since the 1993 International Adult Literacy Survey. He stated however, that if the English as a Second Language statistics were removed from the economic studies, there was in fact improvement on skill levels, even with flat-lined funding in LBS.

Alexander shared that when speaking with business, the case is made that investing in literacy results in production increases. A 1% increase in literacy levels increases production by 2.5%, raises the output per capita by 1.5% and a 1% increase in literacy skills could boost national income by \$32 billion annually. Alexander also stated that understanding that literacy levels impact all aspects of society, including health, social well being, and the economy, makes the case for sustainable funding in literacy. In a study by IPSO on behalf of ABC Life Literacy Canada, 90% of those polled stated that investing in literacy would improve the economy. Alexander stated that raising literacy scores to adequate levels (ALLS 3) could create a payoff of \$80-\$100 billion annually.

The LBS services in Hamilton are essential to the sustainability of Hamilton's economy by delivering skills training for those at risk of losing employment, those unemployed and those seeking to retrain.

In Hamilton, the literacy agencies stated that

- returning to 1998 funding levels would negatively impact the delivery of services
- client profiles have changed since the recession resulting in different client needs
- learners are demanding or needing more services/programs than in the past

A 1% increase in literacy skills increases production by 2.5%, raises the output per capita by 1.5% and a 1% increase in literacy skills could boost national income by \$32 billion annually.

Returning to 1998 Funding Levels Would Impact the Delivery of Services

Programs estimated their costs for non-discretionary expenses (e.g., staffing, rent, utilities, computer technology, office supplies) had increased anywhere from 4%-25%.

Programs stated that they would have to decrease programming if funds returned to 1998 levels. This would result in an elimination of 223 instruction hours per week. Over a year (48 weeks) that equates to 10,704 instructional hours lost to learners. Assuming a learner attends 9 hours of classes per week, it is a loss of 1,189 learner seats. As well, there would be a loss of approximately 3.4 full-time and 11 part-time staff positions.

Programs would have to decrease programming if funding returned to 1998 levels.

One program stated that some areas currently being served would no longer be served and another stated that without available dollars for professional development, frontline staff would not be able to keep up with the needs of the learners.

Most programs stated that they subsidize delivery costs using sources of funding from within their existing agencies. Some stated they received space, IT support, accounting, clerical, utilities, office equipment, mail services, management departments, senior administrative time, staff benefits, travel support, HR support, lease payments and operating costs they cannot cover using LBS dollars. Most found it difficult to give a % of subsidized costs. One

agency stated that 17% of their costs are covered by other funding sources. Another agency estimated in-kind costs to their agency exceeded \$235,000 per year equaling 79% of their LBS program costs, with funding covering only 21%. One agency estimated at least 20% of their program costs are subsidized even with the additional funding in place.

Client Profiles have Changed Since the Recession

The client profile changes suggest programs need to be better equipped to meet the demands of those clients accessing their services. The profile changes noted were clients who were

- Second Career clients - with or without post-secondary eligibility requiring timely upgrading and preparation
- tech savvy students coming out of secondary school programs with low literacy skills and few compulsory credits
- laid off workers/EI clients
- people seeking trades
- identifying more achievable goals
- in need of increased counseling services
- needing computer classes

Learners Demanding or Needing More Services/Programs

As the client base changes, learners are demanding or needing more services, not less.

Funding directly impacts the delivery of services. Fewer instructors mean fewer learners can be served at the level of quality needed to meet the demands of the workforce.

Summary

In October 2010, Queen's Park stated that they will continue to seek sustainable funding from the Federal government to support the work of Literacy and Basic Skills. Our hope is to see that the current increased funding levels continue.

“Literacy is 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.”

(International Adult Literacy Survey - IALS - 1994)

The link between literacy and economic success is being closely examined. With a global economy, an ageing workforce and an increasing reliance upon immigration to meet skill shortages, the literacy level in Ontario 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.

Essential Skills are the fundamental skills that make it possible to learn all others. They are enabling skills that help people participate fully in the workplace and in the community.

Essential Skills underlie the performance of most workplace tasks.

Essential Skills

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

“Having a literate community is key to the growth and development of all the essential skills, but the ongoing development of essential skills is dependent upon lifelong learning. Where you are tomorrow depends upon what you learn today.”

Leah Morris, Executive Director, Adult Basic Education Association

(taken from: Adult Literacy and Life Skills Survey, 2004)

Nationally the literacy statistics show that

- 42% of Canadians ages 16-65 do not have the minimum literacy skills for coping with everyday life and work tasks
- 15% of that 42% score at 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 seven.

Health

Canadians classified among the most healthy have higher than average literacy and numeracy skills, while those among the least healthy have the lowest average skills. Some direct effects of living with low literacy skills include increased hospitalization 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. Canadian adults who have low literacy levels are 2.5 times more likely to be on social assistance.

Poverty

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

What is the Literacy Services Plan?

Since 1993, learning networks have been funded to coordinate literacy service planning. The result of this planning is this annual document: the “Literacy Services Plan” (LSP). In Hamilton, the Literacy Services Plan is created by the agencies funded to deliver Adult Literacy Services. These agencies sit on the Literacy Community Planning (LCP) committee (logos and contact information can be found on page 1 of this report).

The Literacy Services Plan

- identifies where and when services are delivered
- summarizes primary and secondary client goals
- includes a summary of delivery including contact hours, numbers of learners, learner demographics, etc.
- describes professional development and community involvement
- identifies gaps in services and lists recommendations for future discussion, research and development

The LSP is a living community document which is adapted and revised as needed. The LCP determines the content of the report and the network facilitates the planning and evaluation process.

Literacy programs across Ontario make every effort to be as responsive to the needs of their individual communities as possible. Through the Literacy Services Planning process, the Literacy Community Planning committee connects with various community stakeholders who evaluate and make recommendations to the Literacy Services Plan.

The Learning Networks of Ontario play an important role in documenting and guiding the development of literacy services within their region. They bring literacy programs and stakeholders together within each community to talk about literacy and to establish literacy pathways. These pathways help people who have developed their literacy skills to take the next step towards work, further education and training and/or to personal independence goals.

Each Learning Network functions independently with their own board of directors but are funded to provide similar services.

The Learning Networks

- enhance communication among literacy programs and between literacy programs and the funder
- 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

LBS programs are funded across Ontario by the Ministry of Training, Colleges and Universities (MTCU) and are now part of Employment Ontario.

LBS serves four streams: Anglophone, Francophone, Native, and Deaf.

Since 1997 each LBS program has received funding to deliver five services:

1. **Information and Referral** - a systematic approach to tracking, reporting and analyzing information and referral activity and follow-up. In Hamilton, the Learning Network (ABEA) acts as the first point of contact for agencies and learners looking for upgrading programs.
2. **Literacy Assessment** - learners are assessed at each stage of their participation in LBS. There is an initial assessment on intake with the purpose of assessing the learner's existing Literacy and Basic Skills levels. The assessment helps identify learner goals and the skills needed to achieve those goals.
3. **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.
4. **Training** - the focus of LBS is the actual literacy instruction provided to adult learners. All other LBS activities support this service. Different methods are used, but all must lead to a measurable outcome.

5. **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.

Client Profile

Learners come from all walks of life and backgrounds, bringing with them many barriers, challenges and learning styles. A well serviced community is one that provides various settings, delivery styles and delivery models to meet the individual learner's needs. Literacy learners often leave programs with goals that take them on to other Employment Ontario programs. Literacy programs leverage the relationships they have nurtured with other Employment Ontario stakeholders 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.

Training Supports for Learners

Programs offer training supports to assist the learner as they upgrade. The training supports

- may be available in the form of bus tickets or passes, childcare allowances or related learning materials and supplies
- are carefully tracked and accounted for
- are intended for low income learners
- may be coordinated with training supports from Ontario Works or other support agencies
- are defined and explained by the individual delivery service and vary from agency to agency

In general, LBS programs do not charge fees for their service delivery. However, some programs may charge a nominal registration fee.

Outcomes-based learning focuses on what a learner needs and information he/she requires to succeed in achieving his/her goals. Programs evaluate themselves on their customer service. Learner pathways and outcomes are a significant factor in a learner's satisfaction with a program.

There are three goal categories: further education and training, employment and independence.

Further Education and Training

LBS helps learners

- obtain literacy skills they require to continue in future studies
- further their studies which may include high school credit or an equivalent diploma, skills training, and/or post secondary education
- create a pathway to employment ensuring a smooth transition to skills training

Employment

LBS supports adults by

- preparing them for the workforce
- relating literacy to actual workplace experience

Independence

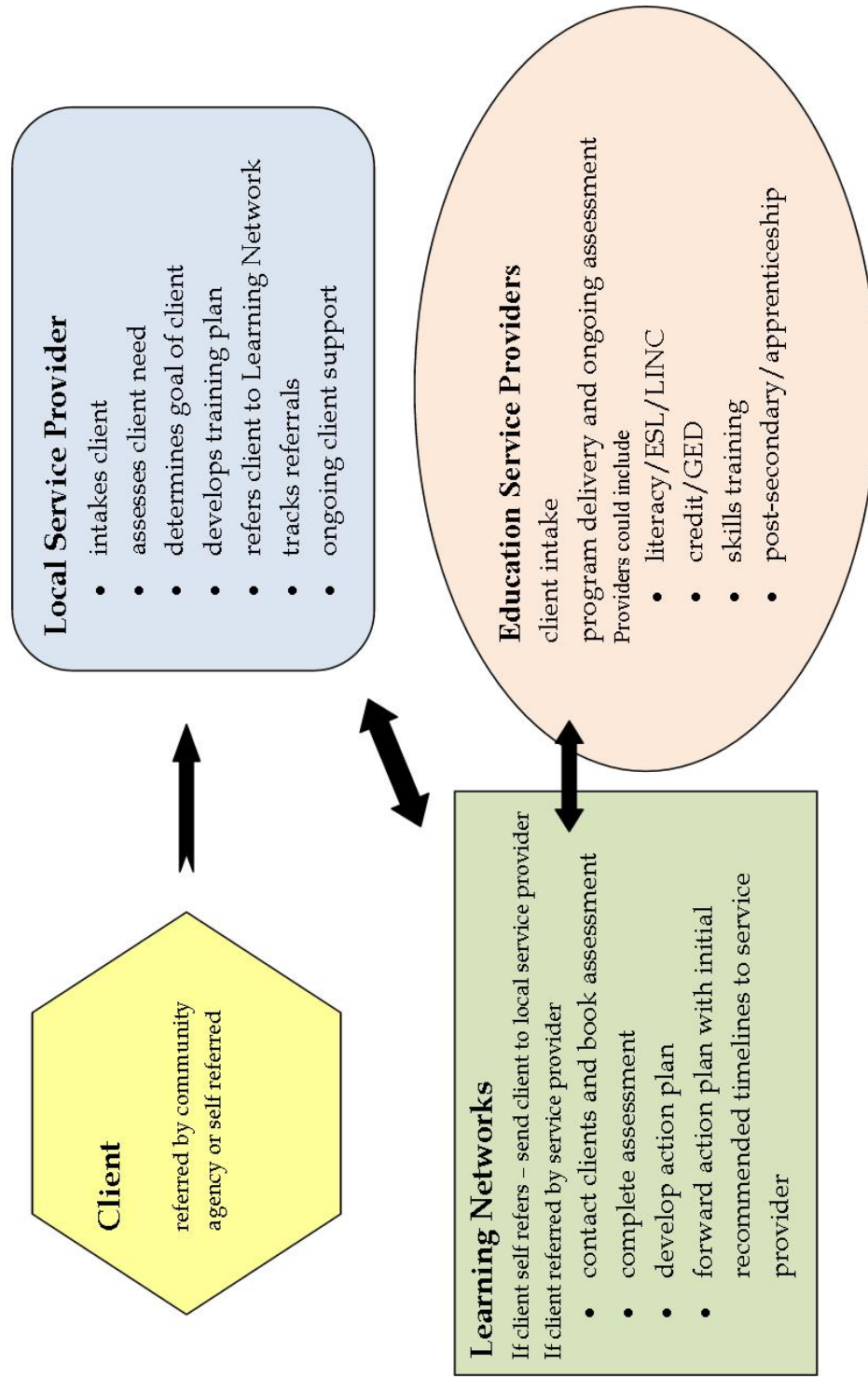
LBS allows learners to approach literacy outcomes on a personal level which

- may include reading to a child, keeping a journal, improving leisure reading skills or managing finances
- often leads to further education or employment goals

Section E

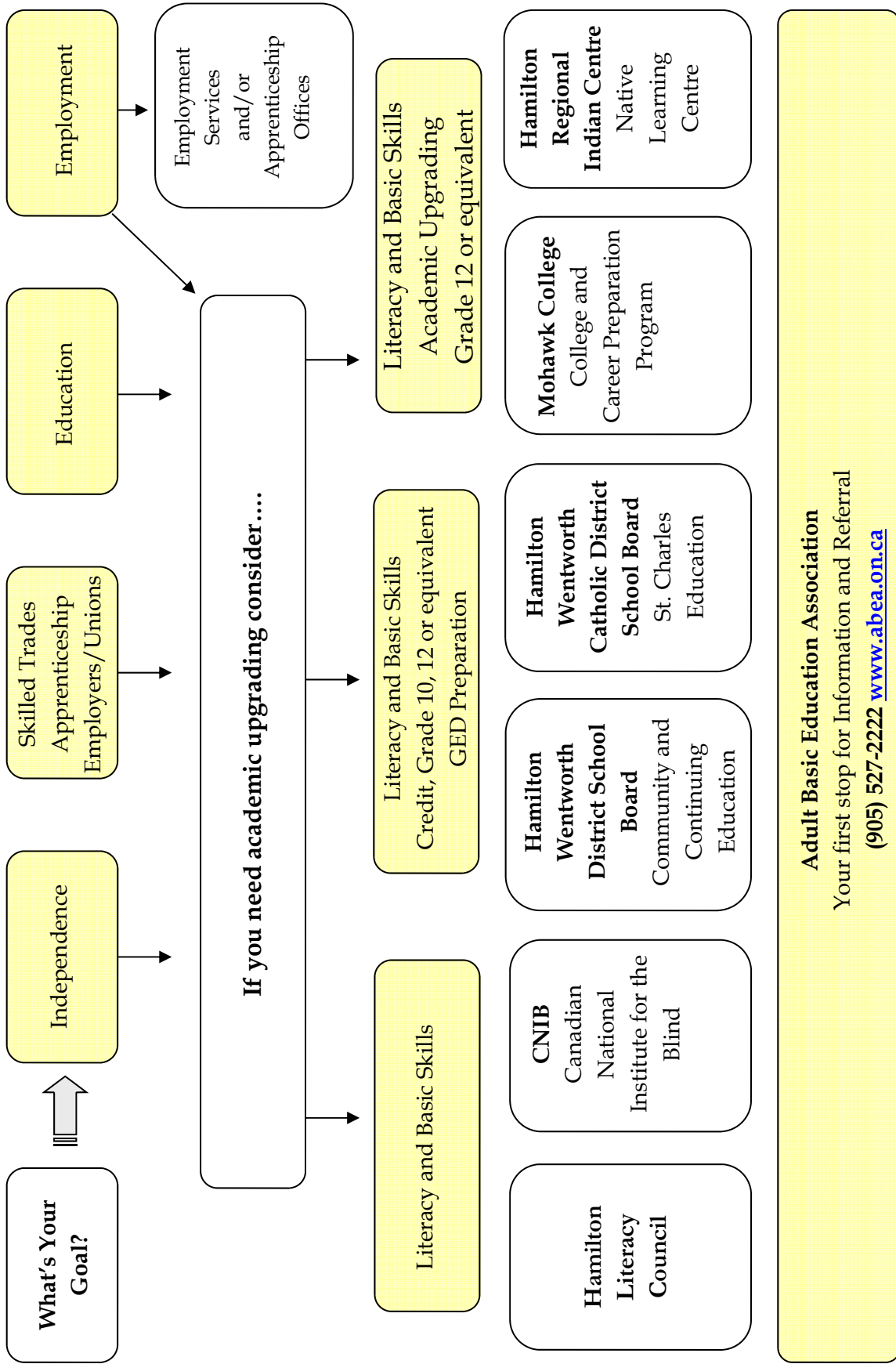
Pathways and Outcomes

Adult Education Client Referral Pathway in Hamilton



Section E

Pathways and Outcomes – Hamilton Learning Pathways



A referral protocol has been established that outlines the roles of agencies facilitating Second Career applications, Literacy and Basic Skills delivery agencies and ABEA.

ABEA's role in Second Career Strategy includes

- information and referral
- Educational Essential Skills Assessments/Learning Challenges Assessments

Second Career (SC) Strategy

The objective of Second Career is to support laid off, unemployed individuals who require skills training to assist them to find employment in occupations with demonstrated labour market prospects in Ontario. The ultimate goal of SC is to return individuals to employment by the most cost effective path.

Cost effectiveness involves several considerations such as the cost of tuition, duration of training (e.g., a longer training duration would require more basic living allowance), location of training and most direct route (e.g., direct participation in occupational training versus upgrading to lead to occupational training).¹

Clients approved for Second Career are eligible for up to 12 months of upgrading as part of their plan before training. Clients not interested in training but that are in need of upgrading will also be able to access literacy programs if they have a specific employment opportunity. A "specific employment opportunity" would be a documented offer of employment on company letterhead.²

The EO transformation has lead to the following full-suite service providers in Hamilton; Mohawk College's Employment Services, Goodwill – the Amity Group, Employment Hamilton, VPI (Vocational Pathways Inc.), SISO (Settlement and Integration Services), Wesley Urban Ministries and the YMCA of Brantford/Hamilton/Burlington.

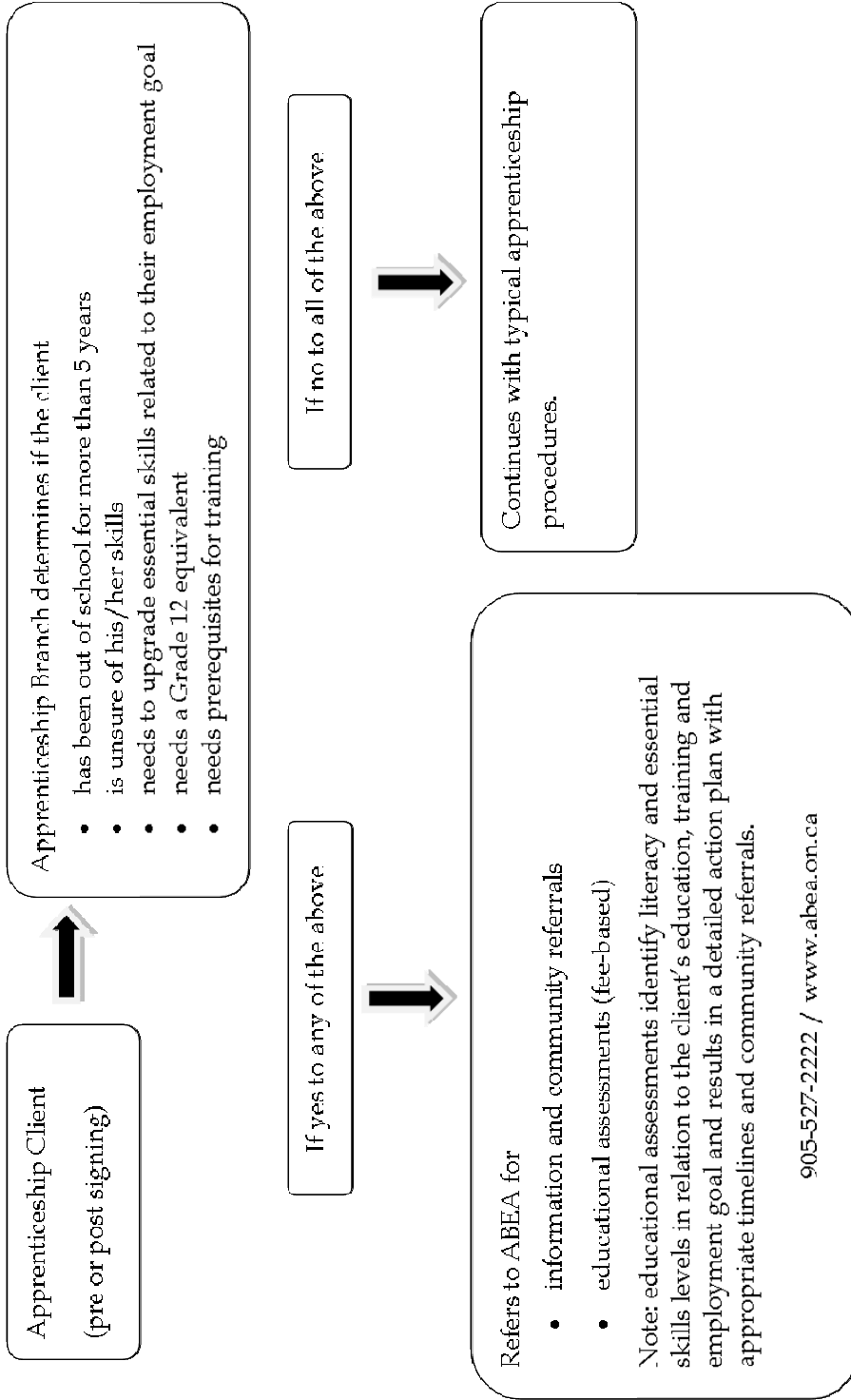
¹ Ministry of Training, Colleges and Universities. Guidelines. Electronic Resource. Retrieved June 8, 2010. Available: http://www.tcu.gov.on.ca/eng/eopg/publications/sc_sp_guidelines_6_1_2010.pdf

² Ministry of Training, Colleges and Universities. Questions and Answers. Electronic Resource. Retrieved June 8, 2010. Available: http://www.tcu.gov.on.ca/eng/eopg/publications/sc_sp_q_and_a.pdf

Section F

MTCU Initiatives – Apprenticeship Referral Protocol

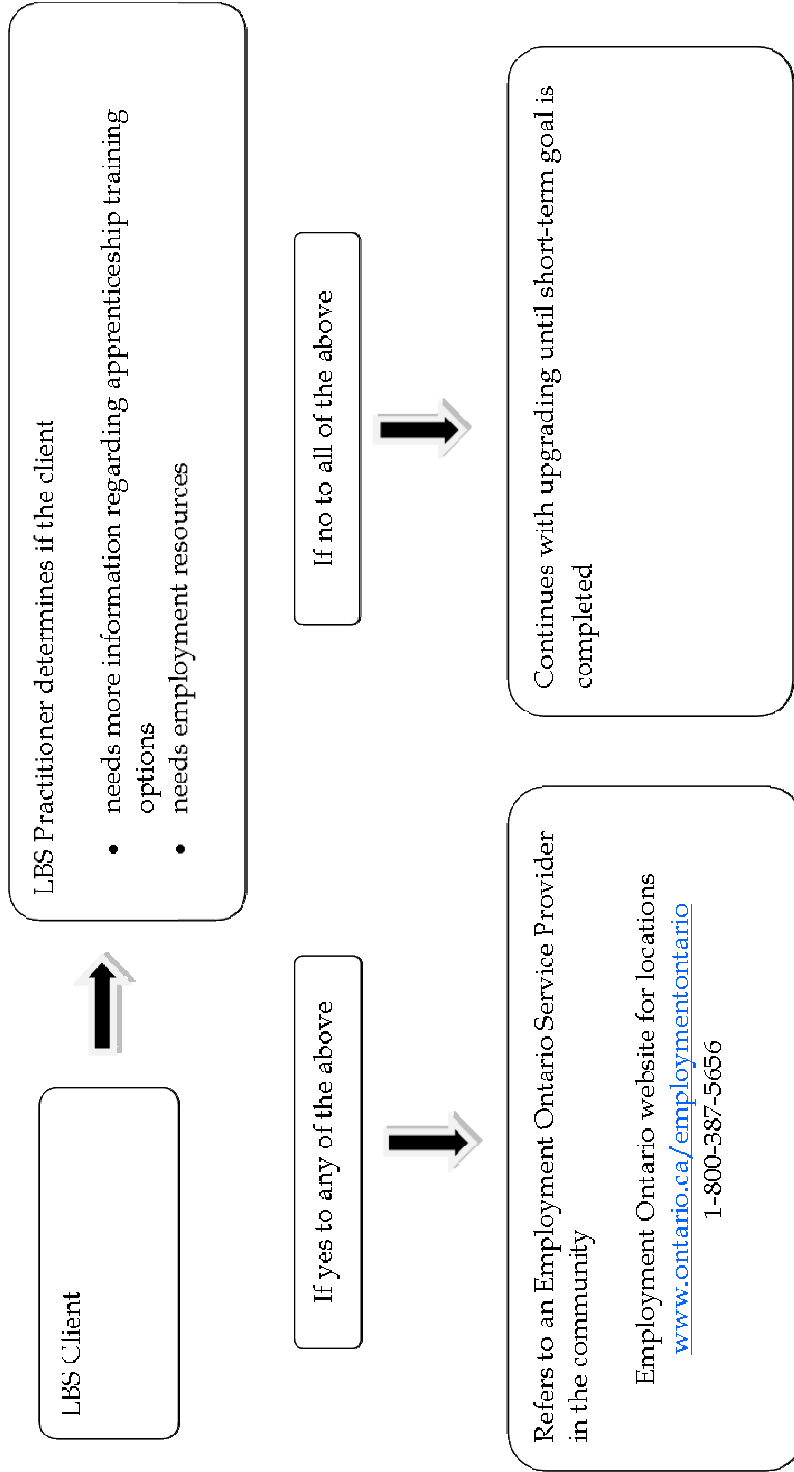
Apprenticeship to LBS - Referral Protocol in Hamilton



Section F

MTCU Initiatives – Apprenticeship Referral Protocol

LBS to Apprenticeship - Referral Protocol in Hamilton



Section F MTCU Initiatives – Apprentice Supports

Literacy and Basic Skills (LBS) programs are able to assist learners looking to get into apprenticeship, as well as assist current apprentices with

- study skills
- test taking or equivalency test taking
- trade-specific math readiness

There are also distinct interventions for apprentices happening at some programs.

- ABEA will be providing Educational Essential Skills (EESA) assessments to new apprentices hired at ArcelorMittal Dofasco (AMD) in order to develop ongoing training/ upgrading plans for their training period – this is to help prepare them, not only for their certification of qualification exam, but also the future technological trends of the AMD environment
- Hamilton Literacy Council is working with the Women In Skilled Trades program through the YWCA to provide a small group to upgrade trade-specific math skills for entry into Level 1 Carpentry
- Mohawk College embeds Literacy and Basic Skills programming to their pre-apprenticeship programs
- Mohawk also uses the EARAT (Evaluating Academic Readiness for Apprenticeship Training) curriculum materials for any learner interested in moving towards an apprenticeship
- The Hamilton-Wentworth District School Board customizes credit schedules to ensure that current or potential apprentices are taking the appropriate credits

Taken from the Project Read E-Learning Focus Group for Hamilton on November 1, 2010.

Learners are using a wide variety of e-learning methods in Hamilton. They include Skype, Plato, Facebook, Ning (can set up own social networking), Ontario Skill Plan, Moodle, AlphaRoute, Blackboard, The Learning Hub, Sioux Hudson, Natural Reader (for people who struggle reading email) and Brain Pop (a website where people can watch videos and then do quizzes).

E-learning helps learners reach their goals by

- encouraging independence
- increasing computer skills
- offering flexibility
- offering customized and individual lesson plans
- providing a great variety of courses
- being a fun way to increase their skills

Supports needed for classroom instructors include training on

- what is available and how to support learners using e-learning
- how to increase class sizes in a positive way

It was also mentioned that a checklist of what works for certain types of learners would be helpful, as well as a focus on keyboarding skills (especially for those that will be using adaptive technologies).

E-learning is seen as another classroom learning strategy where learners will still have the face-to-face support of their instructors to build strengths and achieve goals.

Quotes:

“E-learning may replace books but not the classroom.”

“Do not limit e-learning to distance education but also bring it into the classroom.”

The government has, over the past few years, invested in early literacy, recognizing the importance of skills development at an early age. With this investment comes the realization that children need parents who have literacy skills and function well within the essential skills outlined by the government.

Partnerships have been established in many communities where adult literacy and early literacy organizations are joining together through marketing campaigns, literacy programming, Family Literacy Day, conferences and information/referral agreements.

A holistic approach to literacy is essential in developing skills that not only increase adult literacy levels and essential skill levels, but also increase the literacy skill levels of children. This is accomplished through the development of literacy partnerships.

Rationale of Services in Hamilton

In Hamilton each of our providers offer specialized services to specific target audiences.

The goals of the LCP are to

- provide adult learners with better information and improved access to programs
- ensure consistency with the development of an integrated adult education system
- develop standard processes for learner assessment and follow-up
- create an outcome based approach to literacy service planning

Rationale of Hamilton's Adult Literacy Services

Section H

- Adult Basic Education Association

The Learning Network

Adult Basic Education Association

ABEA exists to improve the quality of life for the people of Hamilton through the promotion and support of lifelong learning.



Our Role is to

- facilitate local planning and coordination of literacy services
- provide ongoing support to literacy delivery agencies throughout the region
- promote literacy
- provide opportunities for professional development of literacy practitioners
- lead the development of a regional plan for information and referral, and provide these services when necessary
- coordinate and manage literacy development projects
- make impartial referrals for clients to the program which best meets their needs (all of Employment Ontario programs)
- represent adult literacy at planning tables
- partner with agencies in the community to facilitate referrals to literacy programs
- partner with other regional learning networks to develop consistent materials, messages and training
- create an environment of cooperation, collaboration and planning amongst literacy delivery agencies

Our role as a support agency allows the expertise and dollars of service delivery to remain with the delivery agencies. Through the network, the agencies become aware of gaps and duplications, allowing for program development to meet Hamilton-specific needs in effective and efficient ways. Without the network, literacy agencies would not have a coordinated table for community planning and cooperation.

Rationale of Hamilton's Adult Literacy Services

Section H

- Adult Basic Education Association

The network makes presentations on behalf of the literacy agencies, informing social services, government and business of the literacy services available in the community. The impartial role of the network allows for referrals that meet the client's need and are not based on the need of the agencies.

We collaborate with other learning networks on projects and planning. Together we support our regions and promote best practices.

Services to the Public include

- free information and referral to upgrading programs for adults in Hamilton and the surrounding area
- academic assessments (fee for service) for those needing to know their current academic levels and who need a comprehensive action plan (Educational Essential Skills Assessment, Learning Challenges Assessment and Pre-GED testing)
- Clear Writing Workshops and Consulting for agencies/businesses who wish to improve their communication skills to all audiences
- Workplace Education Services for businesses wanting to pursue workplace education programs
- Lifelong Learning Week (over 53,000 people involved in 2010)
- Leaders in Literacy Breakfast and Annual Literacy Awards

Rationale of Hamilton's Adult Literacy Services

Section H

- Adult Basic Education Association

ABEA received funding for 4 projects in 2009-2010

1. Hamilton Community Foundation funded ABEA to provide information and referral, GED pre-tests and Educational Essential Skills Assessments in three neighbourhood Hubs. This project is directed towards the unemployed, under-employed and working poor who could not traditionally utilize our services.
2. Completed MTCU - Clear Writing Phase II project to train the Learning Networks of Ontario in Clear Writing Principles, setting up a Clear Writing Service and to implement the mentoring program among Learning Networks. We are currently applying to Trillium for a project expansion to include Network Certification, marketing provincially and online training.
3. Completed MTCU - EESA Phase II. ABEA received fourth quarter funding in 2008-2009 to train network staff in the use of the Educational Essential Skills Assessment. Phase II is the expansion of this project into the rest of the province. The EO transformation has affected provincial results.
4. Completed EONDF project. ABEA delivered 13 Clear Writing audits and training workshops to EO agencies within the Hamilton region.

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Rationale of Hamilton's Adult Literacy Services

Section H

- Hamilton Literacy Council (HLC)

Hamilton Literacy Council (HLC)

- offers free literacy instruction (since 1973)
- offers 1:1 tutoring by trained volunteers and small group instruction
- helps English-speaking adults (16+ and out of school full time)
- serves LBS 1-3



The Hamilton Literacy Council provides adult students in Hamilton with a unique learning opportunity. We are a community-based agency that recognizes that learners have specific needs and challenges. In response, our program adapts to meet the varied economic and societal pressures faced by adult students. We serve the lower level learners and many of them require a non-threatening and supportive environment. Working with a tutor or in a small group provides this kind of setting.

We are closely linked with the community and network within Hamilton. This results in strong support and referral networks. HLC staff are working to build community partnerships within the employment network in order to aid our learners to reach their goals more effectively.

1:1 Tutoring - Intake is continuous and program timing is flexible to meet the needs and commitments of learners with outside obligations. Students are matched with a trained tutor and meet on or off site and have ongoing support and monitoring. Most volunteers come to us highly skilled from their employment and educational experience. We offer our volunteers professional development through workshops, conferences and seminars. Volunteers are an integral part of the community-based sector and they are the cornerstone of our 1:1 program.

Small Group Instruction - This is offered by paid instructors in groups of 5-9 learners. Small groups run nine hours per week. We offer evening classes, as well as classes during the day. This has proven to be a motivating and energizing experience for students who want more time learning and are not ready for a large classroom experience with limited support.

Rationale of Hamilton's Adult Literacy Services - Hamilton Literacy Council

Learning Disabilities - SMT Program - HLC offers a unique Simultaneous Multi-Sensory Teaching program that is effective with dyslexic students. It is currently being offered 1:1.

Employment - Workforce literacy is embedded in all aspects of our program .

Family Literacy - HLC takes a top down approach to family literacy, believing that every child has the right to an educated parent. We are finding ways to reach low skilled parents through their children.

The Hamilton Literacy Council provides services to clients who would not succeed in a classroom setting and who function at very low literacy levels. This service uses volunteers, resulting in a cost effective delivery of programming. The small group classes act as a bridge from the one-to-one program mode to classroom delivery, preparing learners to leave the Literacy Council and succeed in the other programs at higher levels of literacy.

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Rationale of Hamilton's Adult Literacy Services - HWDSB-Community and Continuing Education

Community and Continuing Education (HWDSB)

- offers both Regular and Modified Literacy and Basic Skills classes
- offers regular classes to adults 19+ years of age, LBS levels 2-5
- offers modified classes to adults 21+ years of age with developmental disabilities, LBS levels 1-3
- offers credit courses to pursue a high school diploma or entrance into college/university



A school board is often the first place a learner will look for literacy classes, as they associate improving their reading, writing and math skills with an educational institution. Educational programming offered through the Public Board of Education offers people, of all faiths, a learning opportunity without a religious focus. For those learners interested in a classroom setting, the HWDSB offers non-faith based programming. Many learners want a regular LBS program to bridge them into a high school credit program for their diploma, as well as employment. An established pathway exists within HWDSB to allow a learner's transition from LBS to further education to be seamless.

For adults with developmental delays or severe learning disabilities, HWDSB offers the only modified LBS program in Hamilton serving the needs of adults 21+ years of age wishing to gain further independence, employment skills, and/or go on to further education.

Contact Information

Phone: (905) 561-2190

Website: www.cce.hwdsb.on.ca

Rationale of Hamilton's Adult Literacy Services - HWCDSB – St. Charles Adult Education Centres

St. Charles Adult Education Centres (HWCDSB)

St. Charles Adult and Continuing Education Centres strive to be a Catholic Centre of Excellence serving the lifelong learning needs of the whole adult community, providing high quality and innovative programs. These programs are delivered by well-trained and knowledgeable staff through dynamic academic and business leadership.



St. Charles Adult Education Centres offer LBS levels 1 through 5, meeting the needs of learners wishing to further their education/training, ensuring a smooth transition into our Credit Day School, GED Preparation Program, Night School, Independent Study, and Credit Coop programs. Counselling support is available.

St. Charles Adult Education Centres offer classes in Literacy and Basic Skills (LBS) to adults 18 years of age or older at various times and various locations throughout Hamilton. LBS classes enable students to improve their English and Math skills up to a grade 10 level. The LBS programs include computer software, which enables students to work on their reading, writing, numeracy and employment opportunities while developing basic computer skills.

- ongoing registration
- \$10 processing fee
- large selection of learning materials
- computer-assisted learning
- one-to-one tutoring
- individualized programming
- relaxed adult learning environment
- accessible locations with flexible hours
- qualified and caring instructors

Rationale of Hamilton's Adult Literacy Services - HWCDSB – St. Charles Adult Education Centres

All LBS classes embed **Essential Skills** within program delivery and assessment.

St. Charles has enhanced LBS program delivery with **Literacy with Employment Training (LET)** in all classes. LET offers 7 online modules that combine literacy training and skills for the workforce (e.g., resume writing, job search skills, labour and market research, interview and marketing skills, etc).

Academic Management (self-management/self-direction) skills are embedded in all LBS program delivery, improving a learner's management of study skills in order to re-enter an academic setting.

Bridging on Learners' Development (LBS/BOLD) is a 5 week program which provides supports for LBS level 4/5 learners whose goals are further/ education and training. Curriculum is built around the Second Chance program (PLAR) and enables a student to earn up to 17 credits while the LBS instructor offers additional tutoring assistance to reinforce learners' transition into credit programs.

Second Career clients are placed in classes dedicated to EI timelines.

Contact Information

Phone: (905) 577-0555 ext. 4

Website: www.stcharles.ca

Rationale of Hamilton's Adult Literacy Services - Mohawk College – College and Career Prep

Mohawk College - College & Career Preparation

- has been preparing students for post-secondary education and the workforce for over 30 years
- offers academic upgrading from Math (LBS 3), Communications – Reading (LBS 4) and Writing (LBS 3+) to college entry level
- serves adults who are seeking entry into post-secondary education, apprenticeship, or have employment goals



Mohawk offers a number of innovative program models to address unique community needs:

1. **Academic and Career Entrance – ACE** - Math, English, Chemistry and Physics are available through this tuition-free program and are recognized as a Grade 12 equivalent for purposes of admission to college postsecondary and apprenticeship programs. The ACE program is also accepted by many employers.
2. **Deaf Empowerment Program (DEP)** - provides specialized academic upgrading and essential skills to deaf adults in an instructional environment that is culturally and linguistically appropriate for the deaf learner. Taught by Deaf instructors using American Sign Language, learners are able to achieve personal and educational objectives with eventual progression to employment and further education.

Full time classes are scheduled Monday to Friday and evening classes are offered Monday to Thursday.

Rationale of Hamilton's Adult Literacy Services - Mohawk College – College and Career Prep

Workplace Literacy Essential Skills (WLES) Project – 2010/11

Project New Skills - Advancing People in Manufacturing in Hamilton

Mohawk College is working with a number of community agencies, including the Adult Basic Education Association (ABEA), the Hamilton Training Advisory Board (HTAB) and the Hamilton Skills Training Advisory Committee (HSTAC), in the development and delivery of this Hamilton focused WLES project. Project New Skills was designed to assist individual working in, or interested in working in, the manufacturing sector to determine the learning needs that support their employment, education and/or training goals.

The project will assist to

- determine goals for employment
- identify current academic and essential skills levels
- develop a personal training plan
- connect with upgrading and training programs
- develop employability skills for the manufacturing sector

FREE services include

- academic and essential skills assessments
- refresher and upgrading courses for academic preparedness
- Essential Skills for Manufacturing workshops

WLES training leads to

- greater employee self-confidence and improved literacy skills
- higher employee recruitment and retention rates
- increased participation in further training and progression opportunities
- increased on-the-job performance
- better problem-solving skills and team-building skills
- increased ability to use technology
- increased health and safety
- improved labour-management relations

Contact Information

Phone: (905) 575-2029

Website: www.mohawkcollege.ca/ccp

E-mail: linda.rogers@mohawkcollege.ca

Rationale of Hamilton's Adult Literacy Services - CNIB – Literacy Program for Deafblind Adults

CNIB- Literacy Program for Blind and Deafblind Adults

- instruction provided in the individual's preferred method of communication
- equipped with computers and technical devices needed for blind and Deafblind learners
- materials adapted by instructor for learner accessibility



The CNIB provides specialized services for deafblind adults and is a one-of-a-kind service delivery in Hamilton.

Contact Information

Phone: 905-528-8555 x 5315

E-mail: lee.garrett@cnib.ca

Native Learning Centre - Hamilton Regional Indian Centre

The Hamilton Native Learning Centre has been providing adult education since 1987. The Literacy and Basic Skills program is housed within the Hamilton Regional Indian Centre, where learners have access to various programs and services that will assist in their learning journey.



The Hamilton Native Learning Centre offers LBS levels 1 through 5 to enable learners to gain further independence, pursue further education, continue with an apprenticeship program and/or enhance employment skills.

- continuous registration
- individualized learning plan
- relaxed, culturally friendly learning environment
- one-to-one tutoring
- small group instruction
- basic computer instruction
- on-line/e-channel instruction
- life skills classes
- extensive Native-specific material
- holistic teaching methods
- full-time classes – Monday to Friday
- evening hours on Tuesdays

Contact Information

Phone: 905-548-9593

E-mail: achilds@hric.ca

March 11, 2010 LCP hosted a PD workshop entitled “Through the Workers Eyes” and AlphaPlus training

April 8, 2010 The annual Linking Literacy to the Community event included an update on Second Career and Ontario Works and a presentation on the literacy community’s connections to Employment Ontario (30 people attended)

June 2010 Celebrated the work of our Literacy Leaders at the Annual Leaders in Literacy breakfast

July 2010 Launched the Hamilton LCP Wiki for administrators and frontline workers to share program information and updates

Ongoing

- encouraging LCP to use the EARN (Employment Agency Resource Network) website and information to support their work
- reviewing and continuing to develop referral protocol with EO partners
- developing communication skills of trained assessors across Ontario through web mediums

Hamilton Literacy Council

- expanded services to offer evening classes
- expanded services to offer computer classes at LBS levels 1, 2 and 3
- provided job readiness consultation and referral to students
- maintains a student body to represent all students in the program
- attended the Laubach Literacy Ontario conference with students, staff and volunteers
- built partnerships with employment support service providers to help the students who want to find employment
- had 50 very strong tutor and student matches

Our staff are very skilled teachers. Kim Bridle, one of our teachers for 9 years, won the ArcelorMital Dofasco Excellence in Adult Teaching Award at ABEA's Leaders in Literacy Breakfast.

Mohawk College

- 41 learners completed their educational goals and attended commencement ceremonies in June 2010—learners have moved on to further education, training or employment
- 30 Academic Upgrading (AU) students attended classes during the summer of 2010 (four days a week for six weeks) to further assist them to prepare for the post-secondary programs they were starting in Fall 2010
- 22 AU level students successfully completed and receive a credit for a post-secondary course (Impact of Technology) that allowed them the opportunity to sample college level learning

HWCDSD - St. Charles Adult Education Centres**Academic Management**

Continuous intake is delivered each morning at the 150 East 5th location. The objective of modules is to offer a concentrated program, teaching and/or enhancing a learner's management of study skills as they re-enter an academic setting.

LBS Computer Classes

Additional Q4 funding allowed us to provide LBS computer classes each Monday and Wednesday evening and Friday afternoons for the month of March. Program delivery entailed computer basics, Microsoft Word, Microsoft Excel, Internet and E-mail skills.

Family Literacy Day

St. Charles LBS program celebrated Family Literacy Day for its 5th year. This past year's theme was "Sing for Literacy". Guest speaker Ardyth Webster Brott read an excerpt from her acclaimed publication 'Jeremy's Decision' and spoke of the importance of maintaining the integrity of the written word compared to texting and symbols. LBS learners composed a song for literacy, displaying how music and words put together enhance learning and retention skills at any age. Song accompanied by musician, Chad Pilon.

Leader's in Literacy Breakfast

Agartha Manu, who came to St. Charles LBS program as a Second Career candidate, spoke of her successes in LBS, upgrading her skills to enter LBS/BOLD, then her move into the Credit program, aspiring to enter the PSW program in September 2010. St. Charles LBS program proudly nominated Agartha for the Canada Post Award.

Statistics

In 2009-2010, learners' status at exit outcomes for learners moving into further education/training and employment increased by 9% from the previous year, surpassing the provincial school board average. Learners' goal attainment improved by 11% from the previous year, 32% higher than the provincial school board average. Learner contact hours surpassed the projected delivery. St. Charles enjoyed receiving additional funds to supplement contractual obligations and program delivery.

HWDSB - Community and Continuing Education

- continued to partner with Community Living Hamilton for job training and program development
- welcomed a new instructor at Red Hill Learning Centre
- focused on Essential Skills
- expanded programs, offering night class at King William (Mon-Thurs 5:00-9:00 pm)
- continued to have supportive working relations and well-defined pathways to Adult Day School (ADS) and mature PLAR program (U Turn)

CNIB

Program Highlights

- strong partnership with other services within our agency, particularly the “CNIB Outreach Program” which provides support to clients with vision loss and additional disabilities on a long term basis
- partnership with the Canadian DeafBlind Association (previously Canadian Deafblind Rubella Association), providing literacy instruction to their clients (50% learners are from CDBA)
- program covers a large geographic area from Niagara Falls to Brantford and out to Lake Erie
- provided some consultative support to the Haldimand Norfolk Literacy Council for blind/visually impaired in the Simcoe area
- presented a workshop on “Impact of Low Literacy Skills on Braille Acquisition” at the Braille 200 International Conference in Toronto, October 29-30, 2009
- hosted a 2-day provincial conference for literacy instructors from the Blind/Deafblind field
- through support from Literacy Link South Central (LLSC) we have developed a “Core Skills for Deafblind Adults” curriculum and are currently working on Part 2 called “Independence Skills for Deafblind Adults”
- offering a 6-week, literacy focused set of workshops on “Health and Well Being” beginning November 11

Native Learning Centre

1. To increase the number of learners and contact hours to Schedule B targets for the fiscal year.

After 5 months of operation this fiscal year we have achieved 82% of the target for number of learners. We are confident that we will meet the target number of learners by year-end if not more.

During the summer months contact hours historically have dwindled. This summer we implemented skills development workshops that have not only increased the number of learners, but also have kept contact hours in-line with monthly averages. We are confident that our contact hours will meet Schedule B targets by year-end.

2. To increase learners' commitment and retention.

Students that come into the LBS program generally are looking for upgrading to continue on for further education and training. If the student has no high school credits or a small number of credits, then the time needed to obtain an OSSGD is overwhelming. We have, since September 1, marketed the LBS program as upgrading to GED attainment. It has appealed to, not only existing students, but has also increased interest to new students. We are confident that a large number of students will continue on and pass the GED.

Section H

Hamilton Learning Pathways

Transportation	●	●	●	●	●
Child-care support		●	●	●	
Able to serve hearing impaired			●		●
Able to serve visually impaired				●	
Accessible	●	●	●		●
Closed Program					●
Summer	●	●	●	●	●
Evening	●				
Friday am/pm		●○	●○	●○	●●
Thursday am/pm	●●	●●	●●	●●	●●
Wednesday am/pm	●●	●●	●●	●●	●●
Tuesday am/pm	●●	●●	●●	●●	●●
Monday am/pm		●●	●●	●●	●●
Academic Upgrading					
LBS Level 5		●	●	●	
LBS Level 4		●	●	●	
LBS Level 3	●	●	●	●	●
LBS Level 2	●	●	●	●	●
LBS Level 1	●	●	●	●	●
Instruction	1:1 S:G	C 1:1	C 1:1	C 1:1	SG 1:1
Agency Name and Address	1. Hamilton Literacy Council 75 McNab St. S. Suite 329 L8P 3C1 905-529-9907	2. CSB – St. Charles 60 Barlake Ave. L8E 1G7 905-523-2347	3. CSB – St. Charles 150 East 5th St. L9A 2Z8 905-575-5202	4. CSB – St. Charles 380 Main St. E. L8N 1J8 905-526-9510	5. DSB – Modified ARC Industries 191 York Blvd. L8R 1Y6 905-528-0281

1:1 - one to one instruction; SG small group; C- classroom ; ○ service not available; ● service available or on request; + means higher level in LBS; Modified - programs for developmentally delayed; Closed -special criteria needed for entrance

Section H

Hamilton Learning Pathways

Transportation	●	●	●	●
Child-care support				
Able to serve hearing impaired				
Able to serve visually impaired				
Accessible	●	●	●	●
Closed Program			●	●
Summer	●	●	●	
Evening	●			
Friday am/pm	●●	●●	●●	●●
Thursday am/pm	●●	●●	●●	●●
Wednesday am/pm	●●	●●	●●	●●
Tuesday am/pm	●●	●●	●●	●●
Monday am/pm	●●	●●	●●	●●
Academic Upgrading				
LBS Level 5	●			
LBS Level 4	●			
LBS Level 3	●	●	●	●
LBS Level 2	●	●	●	●
LBS Level 1		●	●	●
Instruction	C 1:1	SG 1:1	SG 1:1	SG
Agency Name and Address	6. DSB – King William Centre 225 King William St. L8R 1B1 905-526-9337	7. DSB – Modified Mountain Learning Centre Osler Building 103-565 Sanatorium Rd. L9C 7N4 905-383-6732 ext. 222	8. DSB – Modified Redhill Learning Centre 300 Albright Rd. L8K 1V7 905-561-2190	9. DSB – Modified Westfield Choices 459 Ofield Rd. L9H 5E2 905-628-6147 ext. 252

1:1 - one to one instruction; SG small group; C- classroom ; ○ service not available; ● service available or on request; + means higher level in LBS; Modified - programs for developmentally delayed; Closed -special criteria needed for entrance

Section H

Hamilton Learning Pathways

Transportation	●	●	●	●
Child-care support	●	●	●	●
Able to serve hearing impaired	●	●	●	●
Able to serve visually impaired	●	●	●	●
Accessible	●	●	●	●
Closed Program			●	●
Summer		●		●
Evening	M T W Th		W Th	●
Friday am/pm	●●	●●	●●	●●
Thursday am/pm	●●	●●	●●	●●
Wednesday am/pm	●●	●●	●●	●●
Tuesday am/pm	●●	●●	●●	●●
Monday am/pm	●●	●●	●●	●●
Academic Upgrading	●			
LBS Level 5	●	●	●	●
LBS Level 4	R●	●	●	●
LBS Level 3	W+ M●	●	●	●
LBS Level 2		●	●	●
LBS Level 1		●	●	●
Instruction	C	SG 1:1 C	C	1:1 C
Agency Name and Address	10. Mohawk College LBS/AU Programs 135 Fennell Ave. – J Wing L8N 3T2 905-575-2029	11. CNIB – Literacy Program for Deafblind Adults 115 Parkdale Ave. S L8K 6K4 905-528-8555 x 5315	12. Mohawk College (DEP) Deaf Empowerment Program 135 Fennell Ave. – J Wing L8N 3T2 905-575-2029 TTY 905-575-7645	13. Native Learning Centre Hamilton Regional Indian Centre 712 Main St. E. L8M 1K6 905-548-9593

Please note: Mohawk College intake LBS levels are:

- Reading 4
- Writing 3+
- Math 3

1:1 - one to one instruction; SG small group; C- classroom ; ○ service not available; ● service available or on request; + means higher level in LBS; Modified - programs for developmentally delayed; Closed -special criteria needed for entrance

The National Literacy Statistics stat that 42% of the population are at the lowest 2 levels of literacy. Statistically this would mean that 174,163 people in Hamilton (over 15 years of age) would have had literacy issues in 2006.

Hamilton's Population in 2006

Age	Total	Male	Female
0-14	89,885	46,155	43,730
15-24	69,280	35,145	34,135
25-64	269,995	132,185	137,810
65+	75,395	32,205	43,190

% of those without a High School Diploma

Age	Total	Male	Female
15-24	40.0%	21.0%	19.0%
25-34	10.2%	5.5%	4.7%
35-64	17.3%	8.6%	8.7%

Statistics for the Deafblind/Deaf/Hard of Hearing/Deafened (2008)

CNIB # of clients	2,900
CHS # of clients	36

Aboriginals (Statistics Canada 2006)

In Hamilton there were 7,625 self-identified Aboriginals over 15 years of age.

Poverty Levels (2006)

Almost 20% of Hamilton's population lives in poverty.

Unemployment Rate 7.8%
(July 2010)

Ontario Works Case Load

Monthly average 2009-2010 12,757

Ontario Disability Support Program Caseloads

Monthly average 2009-2010 15,787

Employment Insurance Beneficiaries

Monthly average 2009-2010 15,337
Monthly average 2007-2008 6662

EI claimants increased 130% in 2 years.

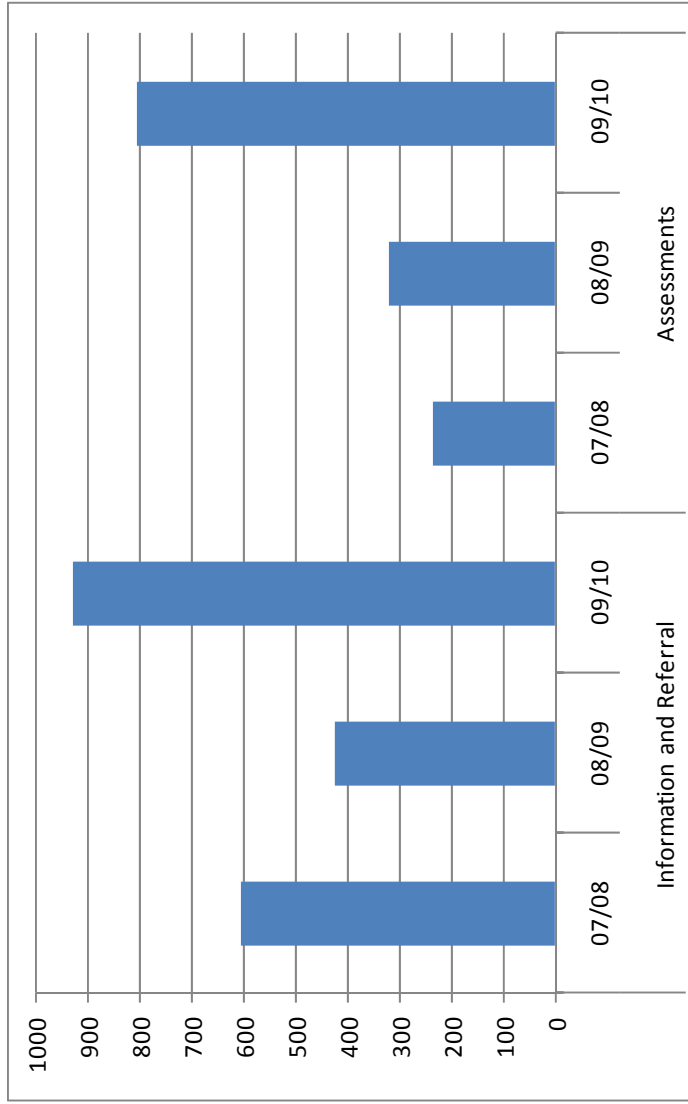
For more detailed information go to

- Hamilton Training Advisory Board (HTAB) - www.htab.ca
- Poverty Roundtable - www.hamiltonpoverty.ca
- Statistics Canada – www.statscan.ca
- City of Hamilton – www.myhamilton.ca

Section H

Learner Demographics 2009-2010

Client Stats for ABEA

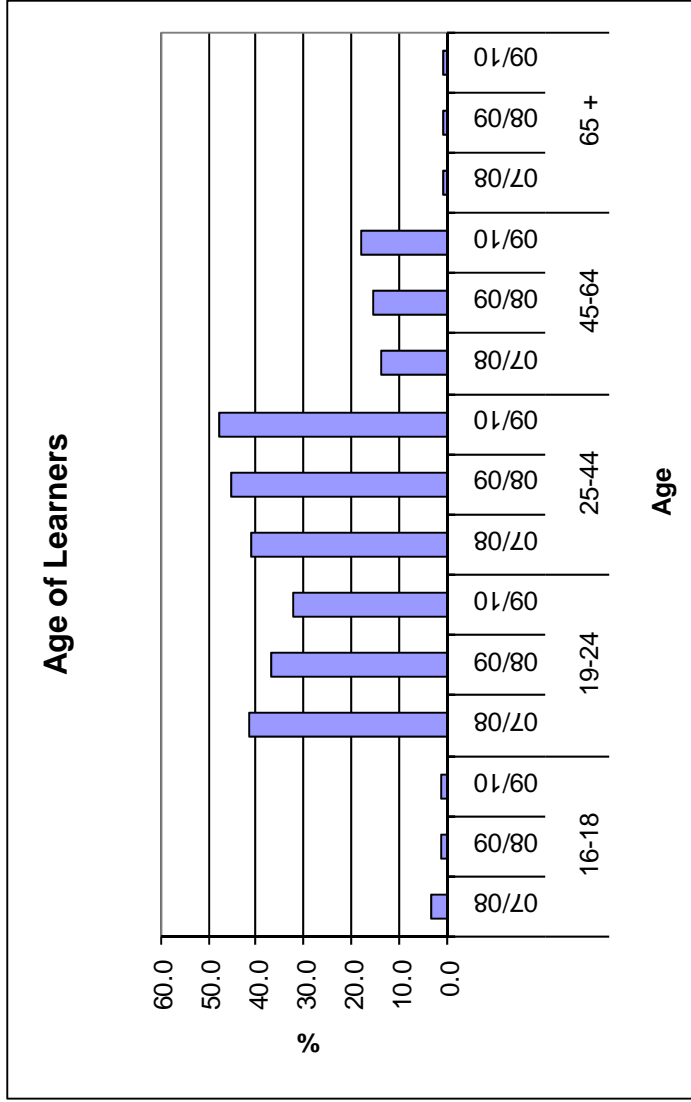


ABEA's information and referral service has referred 70,000+ clients over the past 24 years. These clients are referred to all levels of education from literacy through to post secondary education and to training programs. The increasing interest in Employment Services and Apprenticeship is resulting in far greater inquiries from the community for these services. The Assessment Services result in an action plan and pathway for clients who are then referred to appropriate programming.

Years	Information and Referral		Assessments		Total	
	07/08	08/09	07/08	08/09	07/08	08/09
	604	425	234	322	838	747
% of Total	72.1%	56.89%	27.9%	43.11%		46.46%

Section H

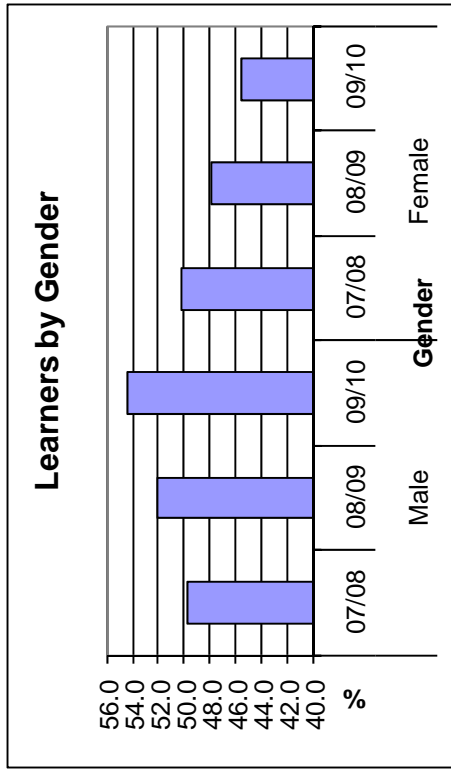
Learner Demographics 2009-2010



Age of Learners	16-18			19-24			25-44			45-64			65 +			Total		
	07/08	08/09	09/10	07/08	08/09	09/10	07/08	08/09	09/10	07/08	08/09	09/10	07/08	08/09	09/10	07/08	08/09	09/10
DSB	1	2	7	55	78	88	83	113	132	20	45	59	2	1	1	161	239	287
LC	5	1	1	46	32	35	91	77	92	52	46	56	5	4	3	199	160	187
CSB	19	8	9	217	113	126	166	133	193	54	47	84	3	1	3	459	302	415
Moh.	15	5	3	200	226	220	171	228	279	45	51	60	0	5	5	431	515	567
Total	40	16	20	518	449	469	511	551	696	171	189	259	10	11	12	1,250	1,216	1,456
%	3.2	1.3	1.4	41.4	36.9	32.2	40.9	45.3	47.8	13.7	15.5	17.8	0.8	0.9	0.8			

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Learner Demographics 2009-2010



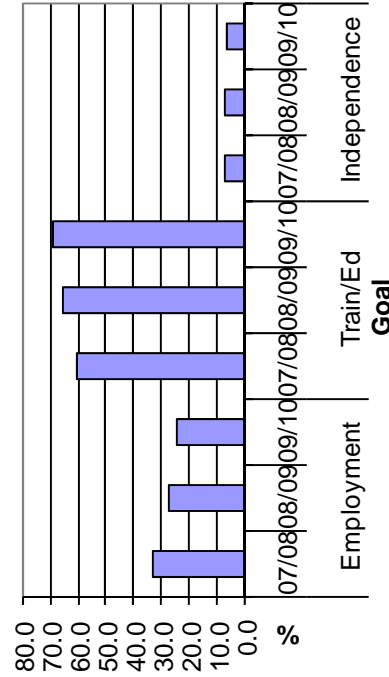
Learners By Gender

Program	Male			Female			Total		
	07/08	08/09	09/10	07/08	08/09	09/10	07/08	08/09	09/10
DSB	76	110	133	85	129	154	161	239	287
LC	113	95	118	86	65	69	199	160	187
CSB	190	144	218	269	158	197	459	302	415
Moh.	243	285	324	188	230	243	431	515	567
Total	622	634	793	628	582	663	1,250	1,216	1,456
%	49.8	52.1	54.5	50.2	47.9	45.5			

Goals

Program	Employment			Education/ Training			Independence			Total		
	07/08	08/09	09/10	07/08	08/09	09/10	07/08	08/09	09/10	07/08	08/09	09/10
DSB	30	68	59	124	151	205	7	20	23	161	239	287
LC	83	55	53	73	70	93	43	33	40	199	158	186
CSB	263	169	82	173	123	324	23	10	9	459	302	415
Moh.	35	41	164	381	446	381	14	25	22	430	512	567
Total	411	333	358	751	790	1003	87	88	94	1,249	1,211	1,455
%	32.9	27.5	24.6	60.1	65.2	68.9	7.0	7.3	6.5			

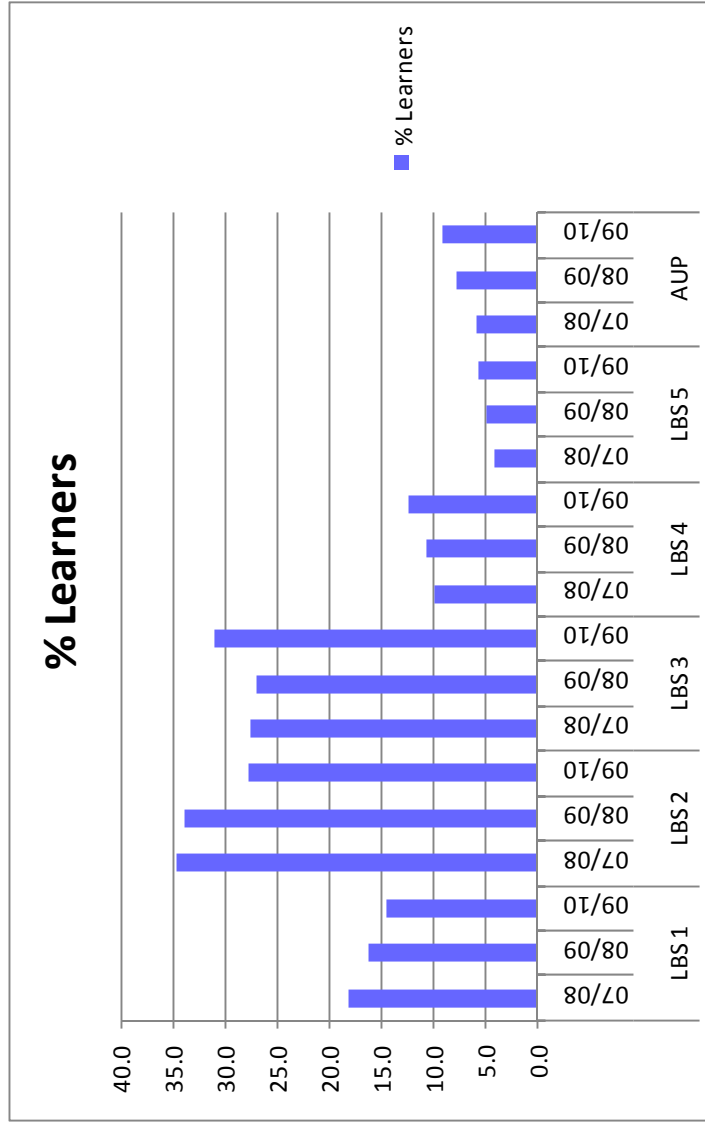
Learner Goals



Education/Training continues to be the most common goal path. Although it is recognized that further education and training predominantly leads to an employment goal.

Section H

Learner Demographics 2009-2010



The majority of learners continue to be in LBS 2-3. However, there has been a steady incline of learners in LBS 4-AU over the last 3 years.

Learners by LBS Level

Program	LBS 1		LBS 2		LBS 3		LBS 4		LBS 5		AUP							
	07/08	08/09	09/10	07/08	08/09	09/10	07/08	08/09	09/10	07/08	08/09	09/10						
% Learners	18.1	16.1	14.4	34.6	33.9	27.7	27.6	26.9	31.0	9.8	10.6	12.3	4.1	4.8	5.5	5.8	7.8	9.1

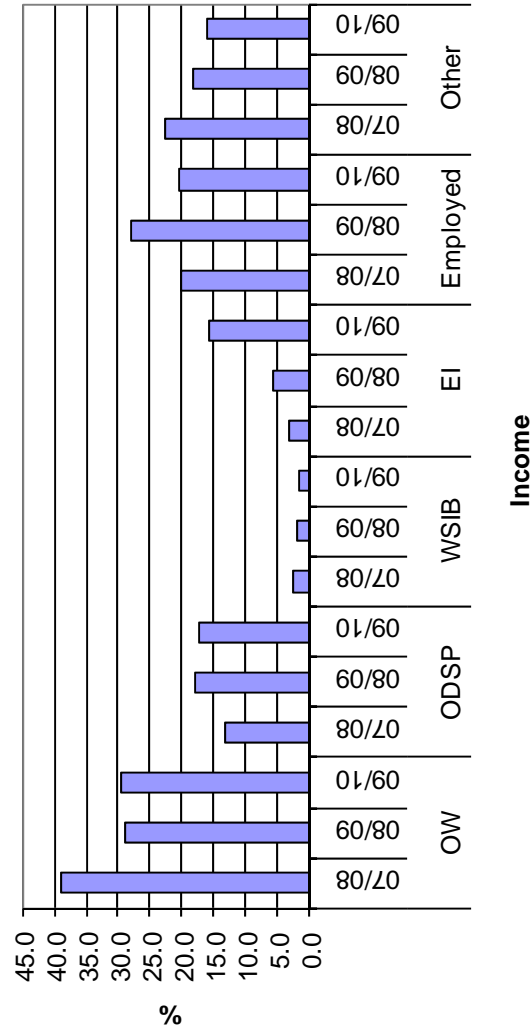
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Learner Demographics 2009-2010

Source of Income

Program	OW		ODSP		WSIB		EI		Employed		Other		Total	
	07/08	08/09	07/08	08/09	07/08	08/09	07/08	08/09	07/08	08/09	07/08	08/09	07/08	08/09
DSB	61	72	103	103	0	0	2	8	26	19	21	30	34	287
LC	55	38	49	50	2	1	5	6	49	27	27	40	38	187
CSB	258	164	181	38	3	2	12	24	24	16	24	106	58	415
Moh.	111	107	95	19	26	21	18	35	152	304	223	105	110	567
Total	485	381	428	165	31	24	37	73	251	366	295	281	238	1,456
%	38.8	29.0	29.4	13.2	17.3	1.8	3.0	5.5	20.1	27.8	20.3	22.5	18.1	15.9

Learner Source of Income



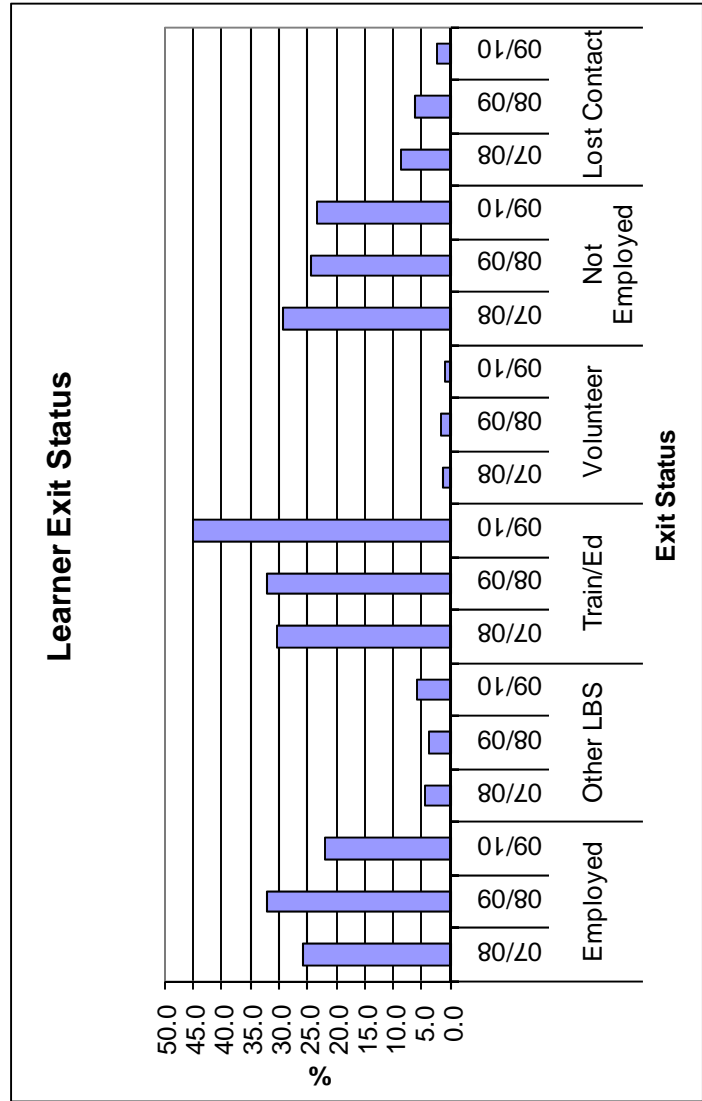
It is predicted that the number of learners on EI benefits will continue to increase over the next few years due to developing partnerships between Employment Ontario (EO) funded agencies.

Section H

Learner Demographics 2009-2010

Exit Status

	Employed		Other LBS		Training/ Education			Volunteer		Not Employed			Lost Contact			Total			
	07/08	08/09	07/08	08/09	07/08	08/09	09/10	07/08	08/09	09/10	07/08	08/09	09/10	07/08	08/09	09/10	07/08	08/09	09/10
Program	39	48	2	1	41	42	54	7	4	0	21	18	16	7	4	5	117	117	105
DSB	17	10	10	8	4	6	6	0	0	3	40	18	16	14	8	0	85	50	45
LC	52	44	14	10	56	60	139	1	3	5	127	65	99	31	22	10	281	204	320
CSB	79	87	6	4	119	81	137	2	2	0	25	43	43	12	2	3	243	219	274
Moh.	187	189	32	23	220	189	336	10	9	8	213	144	174	64	36	18	726	590	744
Total	25.8	32.0	4.4	3.9	30.3	32.0	45.2	1.4	1.5	1.1	29.3	24.4	23.4	8.8	6.1	2.4			



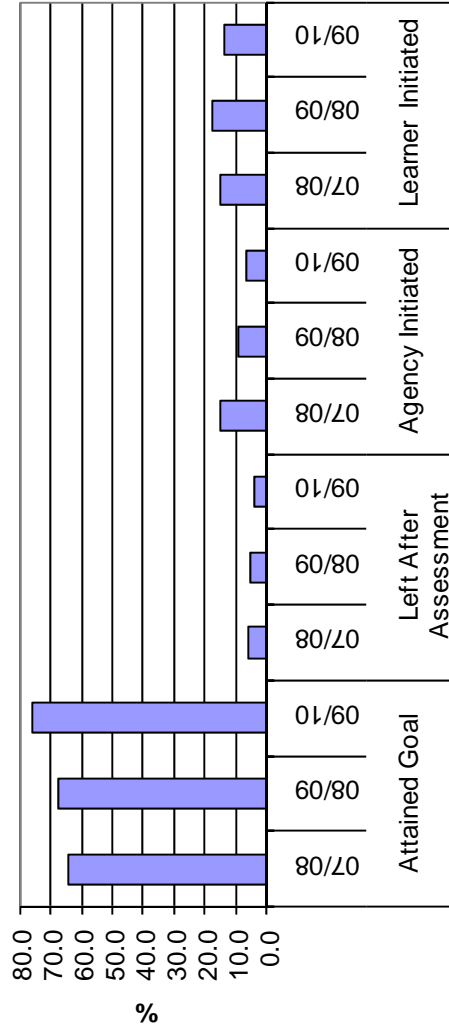
Section H

Learner Demographics 2009-2010

Reason for Leaving

Program	Attained Goal			Left After Assessment			Agency Initiated			Learner Initiated			Total		
	07/08	08/09	09/10	07/08	08/09	09/10	07/08	08/09	09/10	07/08	08/09	09/10	07/08	08/09	09/10
DSB	59	76	71	4	4	1	1	1	1	20	36	32	84	117	105
LC	15	16	14	22	11	0	19	10	10	29	13	21	85	50	45
CSB	188	161	290	6	2	0	57	15	17	30	26	13	281	204	320
Moh.	183	146	191	7	15	27	28	28	20	24	30	36	242	219	274
Total	445	399	566	39	32	28	105	54	48	103	105	102	692	590	744
%	64.3	67.6	76.1	5.6	5.4	3.8	15.2	9.2	6.5	14.9	17.8	13.7			

Learner Reason for Leaving



The percentage of learners leaving because they reached their goal has **steadily increased over the last 3 years**, with

64% in 2007/2008

68% in 2008/2009

76% in 2009/2010

This indicates that the Hamilton literacy programs are successful and meeting learners' needs.

Reason for Leaving

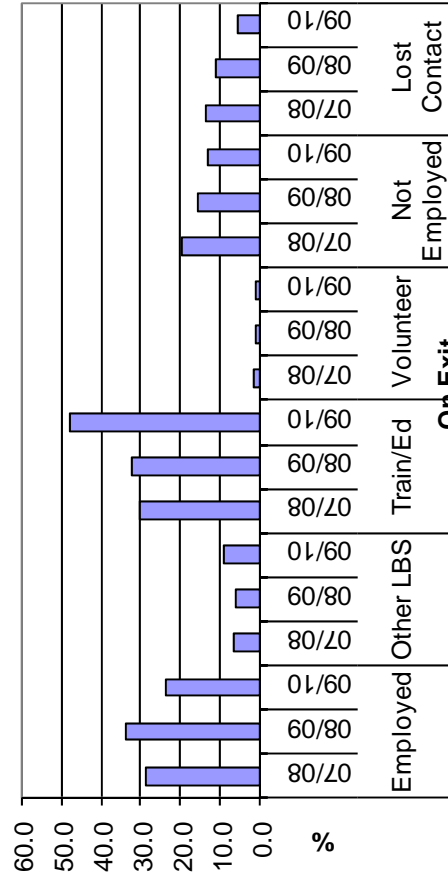
Section H

Learner Demographics 2009-2010

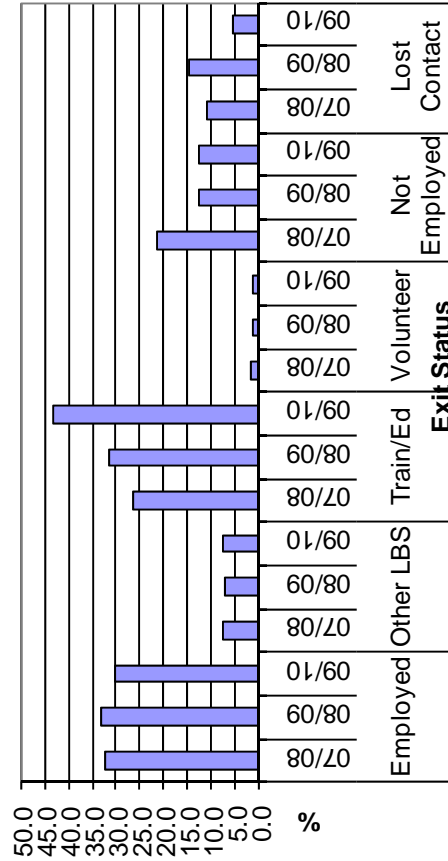
Exit Follow-Up

	3 Months 07/08		3 Months 08/09		3 Months 09/10		6 Months 07/08		6 Months 08/09		6 Months 09/10	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Employed	162	28.6	177	33.7	127	23.6	171	32.1	165	32.9	162	30.2
Other LBS	38	6.7	32	6.1	48	8.9	40	7.5	36	7.2	40	7.4
Train/Ed	172	30.3	170	32.4	258	48.0	140	26.3	157	31.3	232	43.2
Volunteer	7	1.2	6	1.1	6	1.1	9	1.7	7	1.4	6	1.1
Not Empl.	112	19.8	81	15.4	69	12.8	114	21.4	63	12.6	68	12.7
Lost Cont.	76	13.4	59	11.2	30	5.6	58	10.9	73	14.6	29	5.4
Other	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	567		525		538		532		501		537	

Learner Exit Follow-Up (3 Months)



Learner Exit Follow-Up (6 Months)



Section H

Projected Delivery

Agency	Actual Delivery 2009/2010		Projected Delivery 2010/2011		Projected Delivery 2011/2012	
	Total Contact Hours	Total Learners	Total Contact Hours	Total Learners	Total Contact Hours	Total Learners
Hamilton Literacy Council	19,003	187	18,000	168	17,000	168
HWDSB	39,333	258	39,000	264	36,000	345
HWCDSD	76,491	415	55,000	450	65,000	350
Mohawk College						
LBS	71,300	337	115,000	495	80,000	315
AU	65,371	239	71,000	287	45,000	180
Total Anglophone	271,498	1,436	298,000	1,664	243,000	1,358
Mohawk College Deaf Empowerment	18,487	45	9,000	30	9,000	30
CNIB	1,999	15	1,800	7	700	4
Native Learning Centre	2,455	24	4,400	57	4,400	55
Total Other Streams	22,941	84	15,200	94	14,100	89
Grand Total	294,439	1,520	313,200	1,758	257,100	1,447

Section H

Projected Delivery for 2010-2011

Agency	Primary Goal	Secondary Goal	Contact Hours	Program Information
Ed/Tr - Education Training Emp - Employment Ind - Independence				
	Continuing program - established, not new New program - new for this planning cycle			
Hamilton Wentworth District School Board Community and Continuing Education - Community Living Hamilton 191 York Blvd L8R 1Y6 905-528-0281	Emp	Ind	Total 7,000 Intake and I&R 11 Assessment 75 Training Plan 47 LBS 1 5,900 LBS 2 1,100 LBS 3 LBS 4 LBS 5 Academic upgrading Follow-up 7	<ul style="list-style-type: none"> • continuous program • services clients with a developmental disability from Hamilton Community Living • program is always full • enables clients to learn literacy skills, improve numeracy and gain independence to further opportunities for employment
Hamilton Wentworth District School Board Community and Continuing Education - King William Learning Centre 225 King William St., 3 rd Floor L8R 1B1 905-526-9337	Ed/Tr	Emp	Total 14,000 Intake and I&R 45 Assessment 235 Training Plan 125 LBS 1 2,600 LBS 2 5,500 LBS 3 3,500 LBS 4 1,000 LBS 5 1,400 Academic upgrading Follow-up 12	<ul style="list-style-type: none"> • continuing program • services clients throughout the city in two classrooms and computer lab • location addresses the needs of a lower income, less educated population to assist them to improve literacy skills for further training, education, and employment • clients are referred by service agencies, OW, employers and Community and Continuing Education • pre-high school credit preparation program • day and evening programming

Section H

Projected Delivery for 2010-2011

		Continuing program - established, not new New program - new for this planning cycle			
Ed/Tr - Education Training Emp - Employment Ind - Independence	Agency	Primary Goal	Secondary Goal	Contact Hours	Program Information
	Hamilton Wentworth District School Board Community and Continuing Education - Mountain Learning Centre 565 Sanatorium Road L9C 7N4 905-385-3257 ext. 544	Emp	Ind	Total 7,000 Intake and I&R 15 Assessment 80 Training Plan 46 LBS 1 2,900 LBS 2 2,850 LBS 3 1,250 LBS 4 LBS 5 Academic upgrading 7 Follow-up	<ul style="list-style-type: none"> continuing program services clients with developmental disabilities who live on the Mountain clients are referred by STRIVE, other community agencies, and the school board enables clients to learn literacy skills, improve numeracy and gain independence to further opportunities for employment
	Hamilton Wentworth District School Board Community and Continuing Education - Red Hill Learning Centre 300 Albright Rd. L8K 1V7 905-561-2190	Ed/Tr	Emp	Total 6,000 Intake and I&R 16 Assessment 77 Training Plan 48 LBS 1 5,100 LBS 2 800 LBS 3 100 LBS 4 LBS 5 Academic upgrading 7 Follow-up	<ul style="list-style-type: none"> continuing program services clients who live in lower city and East end with developmental disabilities clients referred by community agencies and the school board enables clients to learn literacy skills, improve numeracy and gain independence to further opportunities for employment

Section H

Projected Delivery for 2010-2011

Ed/Tr - Education Training Emp - Employment Ind - Independence	Agency	Primary Goal	Secondary Goal	Contact Hours	Program Information
<p>Continuing program - established, not new New program - new for this planning cycle</p>	<p>Hamilton Wentworth District School Board Community and Continuing Education – Westfield Choices 459 Olfield Road Dundas ON L9H 5E2 905-628-6147</p>	<p>Ed/Tr</p>	<p>Ind</p>	<p>Total 5,000 Intake and I&R 14 Assessment 86 Training Plan 60 LBS 1 4,200 LBS 2 800 LBS 3 LBS 4 LBS 5 Academic upgrading Follow-up 6</p>	<ul style="list-style-type: none"> continuing program services clients with developmental disabilities from CHOICES and referrals from the school board and community agencies enables clients to learn literacy skills, improve numeracy and gain independence to enhance opportunities for employment

Section H

Projected Delivery for 2010-2011

Ed/Tr - Education Training Emp - Employment Ind - Independence		Continuing program - established, not new New program - new for this planning cycle		
Agency	Primary Goal	Secondary Goal	Contact Hours	Program Information
Mohawk College - College and Career Preparation 135 Fennell Ave Fennell Campus - J Wing L8N 3T2 905-575-2029 TTY: 905-575-7645	Ed/Tr	Emp	Total 9,000 Intake and I&R 30 Assessment Training Plan LBS 1 LBS 2 LBS 3 LBS 4 LBS 5 Academic upgrading Follow-up 10	<ul style="list-style-type: none"> continuing program this program addresses the literacy needs of deaf clients to prepare for employment or further education
Mohawk College - College and Career Preparation LBS/OBS (Academic Upgrading) 135 Fennell Ave. W. Fennell Campus - J Wing L8N 3T2 905-575-2029	Ed/Tr	Emp	Total 125,000 Intake and I&R 1,000 Assessment Training Plan LBS 1 LBS 2 LBS 3 to LBS 5 78,800 Academic upgrading 45,000 Follow-up 200	<ul style="list-style-type: none"> continuous intake program English, Math, Chemistry and Physics preparation for post-secondary college programs and apprenticeship training preparation for employment requiring Grade 12

Section H

Projected Delivery for 2010-2011

Ed/Tr - Education Training Emp - Employment Ind - Independence		Continuing program - established, not new New program - new for this planning cycle	Primary Goal	Secondary Goal	Contact Hours	Program Information
Hamilton Wentworth Catholic District School Board	St. Charles Adult Education Centres	380 Main Street East L8N 1J8 905-526-9510	Emp	Ed/Tr	Total Intake and I&R Assessment Training Plan LBS 1 LBS 2 LBS 3 LBS 4 LBS 5 Academic Upgrading Follow-up	<ul style="list-style-type: none"> Continuing program Continual intake Clients include referrals from school board, OW, Skills Development and other community agencies Literacy with Employment Training modules embedded and delivered at all sites All sites offer pre-credit and GED preparation for Board Credit Consultation with OW, Skills Development, women's agencies, youth agencies, school boards and employers identify a need for this program All three locations deliver a 'dedicated' LBS multi level class and an EI/LBS class LBS/BOLD: 5 week program; transitional supports provided for LBS level 3+ learners whose goals are further education/training; curriculum built around the Second Chance Program (PLAR); LBS learner can earn up to 17 high school credits in two months; LBS instructor reinforces and provides extra assistance for those learners transitioning to the Credit program
150 East 5 th Street L9A 2Z8 905-575-5202	60 Barlake Avenue L8E 1G7 905-523-2347					

Section H

Projected Delivery for 2010-2011

Ed/Tr - Education Training Emp - Employment Ind - Independence		Continuing program - established, not new New program - new for this planning cycle		
Agency	Primary Goal	Secondary Goal	Contact Hours	Program Information
Hamilton Literacy Council 75 MacNab St. S, Suite 329 L8P 3C1 905-529-9907	Ed/Tr	Emp	Total 18,000 Intake and I&R 500 Assessment 500 Training Plan 500 LBS 1 4,500 LBS 2 9,380 LBS 3 2,575 LBS 4 LBS 5 Academic upgrading Follow-up 35	<ul style="list-style-type: none"> continuing 1:1 and small group only program offering 1:1 and small group unmodified many low-level learners use these programs as a launch pad into the classroom focus is on learner transitions into the classroom lead agency for the Employment Track Express Project

Section H

Projected Delivery for 2010-2011

Ed/Tr - Education Training Emp - Employment Ind - Independence	Continuing program - established, not new New program - new for this planning cycle	Agency	Primary Goal	Secondary Goal	Contact Hours	Program Information
CNIB - Literacy Program for Deaf/blind Adults 115 Parkdale Ave. S. L8K 6K4 905-528-8555 x5389	Ind	Emp	Total 2,353 Intake and I&R 170 Assessment 50 Training Plan 26 LBS 1 1,008 LBS 2 772 LBS 3 327 LBS 4 LBS 5 Academic upgrading Follow-up	<ul style="list-style-type: none"> continuing program offers 1:1 and small group instruction to deafblind adults students are instructed using their preferred method of communication including: Adapted or Tactile ASL, two-hand manual, Signed English, Print-on-Palm etc. access to print is facilitated through sight enhancement and/or sight substitution methods and technology 		
Native Learning Centre Hamilton Regional Indian Centre 712 Main Street East L8M 1K6 905-548-9593	Ed/Tr	Emp	Total 2,143 Intake and I&R 34 Assessment 572 Training Plan 731 LBS 1 545 LBS 2 261 LBS 3 LBS 4 LBS 5 Academic upgrading Follow-up	In order to achieve required improvements to the program we have increased regular hours to include evening hours one night a week. We have also outreached to the Hamilton Native community by offering two-day workshops during the summer months. Students continuing with their studies during the summer were also able to obtain a first-aid certificate and resume writing practice. Students were also encouraged to participate in e-channel learning from Sioux Hudson Literacy.		

Programs received additional funds through the stimulus initiative in Ontario. With these dollars Ontario served an additional 13,000 learners. Hamilton used their increases as follows.

HWCDSD

- .05 Instructor for Academic Management Program
- LBS/EI Specialized tutor (temp position until March 31, 2010)
- clerical management (appointments etc)
- instructor PD/release time
- computer installation and computers
- fax machine/installation
- office desk/filing cabinets
- two printers
- paper supplies etc
- resources
- training supports

Mohawk College**FENNELL**

- seven week summer program delivered June/July 2009
- additional full-time delivery classroom
- increased assessment capacity
- classroom computers, revamped and updated
- new program added at the Stoney Creek STARRT Campus – Math Upgrading
- now offering Chemistry, Physics and Biology in the ACE program

DEP

- additional staff and resources to accommodate increased numbers

CNIB

- increased part-time instructor to full-time

HWDSB

- night Program – King William Learning Centre (Monday to Thursday 5:00 – 9:00 pm)
 - staffing
 - office equipment and computer
 - resources
 - clerical support
- instructor PD
- computer equipment, smart boards, laptops
- resources
- training support

Hamilton Literacy Council

- hire new part time instructors, .5 FTE, for the expansion of classes
- books and resources
- staff to do ongoing assessments, .4 FTE
- staff to do IMS data entry, .06 FTE
- \$4,234 for bus tickets for the students
- staff training and meeting time, 40 hours
- computer support staff, as required

Section H

Learner Satisfaction Results 2009-2010

Agency	2008/2009 % Overall Satisfaction	2009/2010 % Overall Satisfaction
HWCD SB	83.2%	86.7%
HWDSB	92.7%	95.0%
Literacy Council	89.3%	91.1%
Mohawk College	90.8%	93.6%
Mohawk DEP	91.0%	86.7%
CNIB	90.9%	94.3%
Native Learning Centre	N/A	91.4%
Average Satisfaction	89.7%	91.3%

Learners were asked to answer the following questions by marking: strongly disagree, disagree, do not agree, or disagree, agree, strongly agree or no answer

1. I made good progress in reaching the goal(s) I set in the LBS program.
2. I found the learning activities to be useful in working toward my goal(s).
3. The staff of the agency explained the LBS program clearly.
4. The staff of the LBS agency treated me fairly.
5. The hours of the LBS agency were convenient for me.
6. I would tell other people to come to this agency to take part in the LBS program.
7. Overall I was satisfied with the LBS program at this agency.

Learners are pleased with the results of their training and with the services provided by staff of the agencies in Hamilton.

This speaks to the support provided by program management and the network to the frontline staff.

Hamilton is above the target satisfaction expected by MTCU of 85%.

For a full list of quotes please visit <http://www.abea.on.ca/LiteracyServices.html>

St. Charles Adult Education Centre

“The Literacy and Basic Skills class has helped me to amplify and improve my writing skills significantly. I enjoy being there and doing what I have wanted to do for a long time: improve my writing skills and express myself better through my writing. St. Charles has offered me the opportunity to do that and I encourage all those people out there who think learning is hard... it is not!! If I can do it, so can you!!!”

“The LBS Program is a very useful vehicle and opportunity for students who want to move ahead in life. I am really grateful to all St. Charles teachers and management and appreciate their great and precious work in providing a great learning environment for the student and for society. Of course, more than before, we are in need of such devoted people for building a better community. Every individual who lives in our community has some duties to fulfill, which is helping each other for making a better Canada.”

Hamilton Literacy Council

“I have a PSW certificate and I got a job at a nursing home where I was expected to fill out forms and to be comfortable with documents. I had a hard time with spelling and in filling out the documents. So, I have returned to the Hamilton Literacy Council to work on spelling, writing and document use.

The instructors are very helpful and supportive and I am getting the skills that I was looking for at the Hamilton Literacy Council. I am also learning to use the computer programs and I am on Student Council which has been good for me to learn to work within a group. I am enjoying reading and I use that skill to read magazines on my own time.”

Native Learning Centre

“I have read a book, the first one in 12 years.”

Community and Continuing Education

“Your help gave me the confidence to write an entrance test.”

“There is a big difference in my life between then (Sept 2008) and now (Sept 2010). I have a part-time job, moved out to a supported independent living apartment and my literacy and numeracy skills have improved.”

Mohawk College – College & Career Preparation

“The Mohawk College – College and Career Preparation Program (C&CP) did just that – prepared me for college. It reassured me of my skills and filled in the areas of weakness that grew over the 20 plus years I was away from school. I would struggle in the insurance program without the refreshers given in English, Math and Computer courses they provided. First hand I witness others struggle in college because they did not take advantage of this program.”

“Without this program (Mohawk College C&CP) I would still be lost and have no direction. This program is truly important to those that need guidance and a helping hand on their way through life. If anything, they will teach you the skills to function in daily society. Thanks so much for making me discover the person I am today.”

CNIB – Literacy Program for Deafblind Adults

“Learning Braille helps me to read different things like recipes and books. I would be lost without it.”

“Braille is a way to escape. If I didn’t read Braille, I would be more isolated.”

HLC – Nick This is a young man who found his path this year, after finishing his Level 3 in reading and writing. He decided to apply to Mohawk College for the Personal Support Worker program and he was accepted to start in the fall of 2010. He was very excited. During the summer he wanted to continue working on his reading and writing and so he worked with a tutor who is a PSW herself. She continued to support him for the first three months of his course to ensure that he felt comfortable with his studies so that he would be successful. At the Adult Basic Education Association’s “Leaders in Literacy Breakfast” he was awarded the Hamilton Spectator Adult Learner Literacy Award for his hard work and commitment to literacy.

HWDSB
Modified

- students are successfully engaged in Skype presentations with other LBS classrooms in the Hamilton area, sharing their work and engaging in meaningful discussions with peers
- many students are actively participating in a Speak Up Advocacy Group following a presentation done by members and collaboration with Community Living Hamilton
- one student has graduated and is using her LBS goals of telephone skills to work at ARC Industries answering the telephone
- students are successfully engaged in using an online social network on a daily basis to check for new mail and participate in peer discussions
- one student has been employed with a bus shelter program in Hamilton two days a week
- one student has successfully focused his goals on meeting further requirements for his job responsibilities at Harvey’s
- one student has successfully focused her goals on meeting further requirements for her job responsibilities at a day care centre
- all students have participated in writing and publishing their own books to add to the classroom bookshelf for peers to read
- learner groups participated in Learning Hub Online Training session – January 2009
- instructors are making use of Essential Skills Assessment Tool provided by LLEO for CABS assessment demonstrations

HWDSB – Regular A very successful student went from Workpath into LBS, wrote and successfully passed GED test, and obtained a full time job with Revenue Canada (Hamilton) for \$55,000/year.

Native Learning Centre A learner was referred to Mature Prior Learning Assessment and Recognition at St. Charles and he succeeded in obtaining his credits.

CNIB D. D. came into the CNIB literacy program in 2007 with very few literacy skills. She is blind, wears hearing aids and also has an acquired brain injury. While D. D. had previous Braille instruction, she was not able to put the Braille letters together to read or write words or sentences. After many hours of hard work on her part, she has developed literacy skills by learning to read and write in Braille. She is now able to recognize many high frequency words, read simple sentences and enjoys writing stories and poems with the use of the Perkins Brailier.

D. D. recently participated as a speaker at a Brain Injury Conference in Niagara Falls, highlighting successful partnerships between agencies. She talked about how the partnership between CNIB and Brain Injury Services in Hamilton has enabled her to lead an active and independent life. The presentation was a huge success and she followed it by doing another presentation for the Canadian Council of the Blind, talking about her achievements.

D. D. continues to work in the literacy program at CNIB. She is currently working on developing her poetry writing skills and numeracy skills and is a regular contributor to an agency newsletter.

HWCDSD Through the Second Career program I was directed to the Adult Basic Education Association where my literacy and numeracy skills were assessed. The ABEA suggested I attend a Literacy and Basic Skills Program at St. Charles Continuing Education Centre. This was the beginning of a very positive experience in my life.

After completing three months of upgrading, I was ready to begin my High School Credits at St. Charles. To date, I have completed 17 of the required 30 credits. While in the classroom, I find myself empathizing with my fellow students. I naturally draw from my faith and from being a single parent. I try to encourage them to not give up their dreams and pursue their goals.

Mohawk
College

Q: Why did you choose to return back to school?

Monica: Well I didn't graduate from high school and I went straight to work and noticed that is just wasn't for me. I wanted to better my life. I wanted a job that I'd be able to support a family with, so I came back to school and I didn't get accepted into my college course so they told me about C&CP and I came here.

Q: What aspects of C&CP did you find most beneficial?

Monica: The teachers were great and everyone was very supportive, they helped you get through it.

Q: What was one of the most valuable things you've learned?

Monica: To never give up no matter how hard it is, to just keep going and just be strong.

Q: What are your plans after you graduate?

Monica: I'm at Mohawk taking Early Childhood Education, so I'm looking forward to becoming a teacher.

In considering the community and the needs of our learners, the following has been suggested as possible next steps for the LCP.

1. Establish relationships with the EO network (including apprenticeship) in Hamilton.
2. Get ready for Ontario Adult Literacy Curriculum Framework.
3. Share outcome language at the LCP table.

What is LBS?

LBS stands for Literacy & Basic Skills.

LBS

- is basic education for adults in the areas of reading, writing and numeracy
- includes basic education in speaking/listening, computer and self-management/self-direction skills

LBS has

- 5 levels for each of these above areas
- 4 streams: Anglophone (English), Francophone, Native, and Deaf

Is literacy an issue?

Both the International Adult Literacy Survey (1994) and the follow-up Adult Learning and Lifeskills Survey (ALLS-2003), found that 42% of all Canadians have difficulty with everyday literacy tasks.

What happens when you complete LBS Level 5?

Once you have completed Level 5 you are considered ready for Grade 10-12 level credit studies or equivalencies such as GED preparation or academic upgrading at community colleges. The length of time needed to finish LBS depends on the individual - their goals, pace of learning and the level at which they start.

Who can attend LBS classes?

Anyone over the age of 19 can attend an LBS program. Some programs may allow students over the age of 16 to attend. You should have some identification to prove your residency status in Ontario.

How do I know if LBS programs are right for me?

LBS programs are right for anyone who needs to improve their reading, writing or math skills. Even if you finished Grade 12 but feel that you have difficulty with basic skills, you can still participate in an LBS classes.

Where can I find LBS classes?

LBS classes are available in every region of Ontario. Within each region there are often multiple providers. Call ABEA for further information – 905-527-2222.

Who offers LBS programs?

There are many different providers for LBS. In your area LBS may be provided by a school board, community college or community based program such as a literacy council or pre-employment program.

Who funds LBS?

The Ministry of Training, Colleges & Universities (MTCU), which is a part of the Ontario provincial government. LBS is a part of the Employment Ontario umbrella of MTCU services.

How much does it cost to be a student in an LBS program?

Most LBS programs are free. Some programs may charge a small fee to register (less than \$25).

How many students are in an LBS class?

Class sizes vary (2 to 20+); some programs provide tutors who work 1 to 1 with students.

When can I take LBS classes?

Most LBS classes are continuous intake – you can start anytime. Note that some programs may close during the summer. Most LBS classes are offered during the day, but many locations also offer evening classes.

Are LBS programs full-time or part-time? Can I study at home?

Most LBS programs are offered on a full-time basis; some are offered on a part-time basis. Programs with tutors may be flexible in terms of when and where they can meet with students. There are some e-learning methods that allow learners to work at home. Also, learners can take Academic and Career Entrance (ACE) courses online.

What is the difference between LBS and adult high school credit programs?

There are two major differences:

1. LBS programs help you achieve specific goals and acquire specific educational skills, whether related to employment, training or independence; high school credit programs are curriculum-directed (everybody studies the same thing).
2. LBS program studies go up to Grade 9-10 level equivalency - you do not complete LBS with a Grade 12 equivalent diploma; high school credit programs work towards achieving a Grade 12 diploma or providing pre-requisite credits for college or university studies.

Can I take LBS classes to a Grade 12 level?

Community colleges in Ontario that offer LBS classes also have programs that bridge between LBS Level 5 and college-level studies. These programs are considered as a Grade 12 equivalent for purposes of entry into college programs and apprenticeship. These programs are generally referred to as Academic Upgrading (formerly known as OBS) or College and Career Preparation (C&CP) programs.

What is the difference between LBS and ESL?

LBS is typically for students who speak English as a first language. If English is not your first language but you have a high level of English speaking and listening skills you may be eligible to attend LBS classes.

Can I take LBS in French?

Yes, most regions in Ontario have LBS classes available in French.

Can LBS help me with learning disabilities?

Most LBS programs do not have specific classes for students with diagnosed learning disabilities, however, many instructors can help you increase your functional skills in literacy/ numeracy and inform you of strategies and accommodations to help you manage learning disabilities.

Can I study LBS on the Internet?

Alpharoute as well as The Learning Hub offers online LBS studies. However, to access AlphaRoute you must be attending an LBS program to have full access. Academic Upgrading through ACE is also available online.

If I am on Ontario Works, can I attend an LBS program?

Yes, and in most cases attending LBS classes can help you meet your participation agreement requirements.

If I am on Employment Insurance (EI), can I attend an LBS program?

Yes, but check to see how many hours you are approved by EI to attend. Some EI offices will only approve academic upgrading for less than 10 hours per week and other offices will approve training for more hours per week.

What commitment do I have to make when I attend an LBS class?

Whether you attend on a part-time or full-time basis, instructors are looking for you to make a commitment to a schedule and specific goals.

What can I do after LBS?

Once you have completed LBS you will be ready for employment, training or higher level academic upgrading.

What is Employment Ontario?

Employment Ontario is a network for all of the employment, training and education services offered or funded through MTCU. This includes LBS programs.

What does a Learning Network do?

The main role of Learning Networks is to facilitate the Literacy Community Planning (LCP) process. They function as a liaison between the Ministry of Training, Colleges and Universities (MTCU) and local literacy providers as a group. Learning Networks also function to build partnerships and collaboration in the community between literacy providers and other community stakeholders. Learning Networks may also undertake a variety of other activities related to literacy, such as research, training or assessment services.

Do Learning Networks have classes?

No. However, every Learning Network can provide referral to all of the LBS programs in its region.

Who funds Learning Networks?

The Ministry of Training, Colleges and Universities. Learning Networks are part of the Employment Ontario umbrella of MTCU services.

What does LCP mean?

LCP stands for Literacy Community Planning. This is a process by which all of the literacy service providers in a region co-ordinate and plan services. This co-ordination culminates in an annual Literacy Service Plan (LSP).

What are Essential Skills?

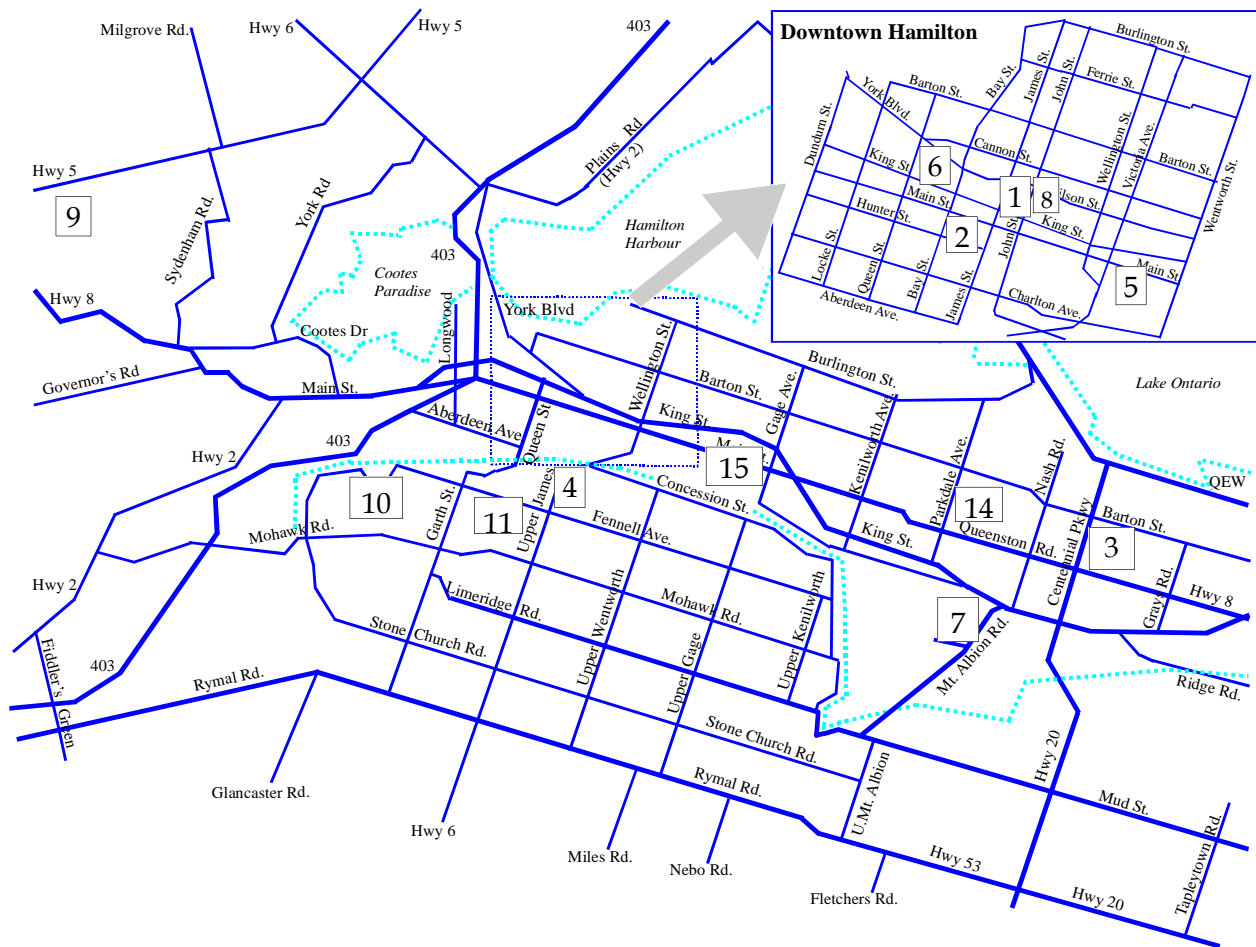
The term Essential Skills, in Canada, is generally used to refer to the system developed by Human Resources & Skills Development Canada (HRSDC) as a comprehensive description of the range of skills which are “essential” for work, learning and life. This includes: Reading Text, Document Use, Numeracy, Writing, Oral Communication, Working with Others, Continuous Learning, Thinking Skills, and Computer Use.

What is a Learning Disability?

An official definition of Learning Disabilities can be found at www.ldrc.ca.

Section I

Map of Programs



LBS Programs in Hamilton

1. Adult Basic Education Association (Literacy Network)
2. Hamilton Literacy Council
3. CSB - St. Charles Barlake Ave.
4. CSB - St. Charles East 5th St.
5. CSB - St. Charles Main St. E.
6. DSB - ARC Industries (HACL)
7. DSB - Redhill School
8. DSB - King William Learning Centre
9. DSB - Westfield Choices
10. DSB - Mountain Learning Centre
11. Mohawk College LBS/AU
12. Future Directions - Mohawk College (same as 11)
13. DEP - Mohawk College (same as 11)
14. CNIB – Literacy Program for Deafblind Adults
15. Native Learning Centre