

Our Voice

Community Literacy of Ontario

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Lifelong Learning Website

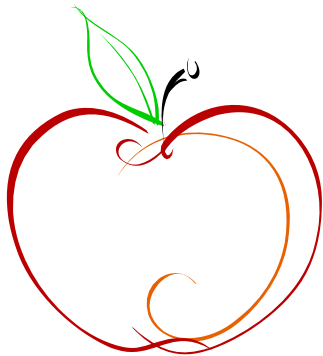
Community Literacy of Ontario has just received funding from the Ontario Ministry of Training, Colleges and Universities for two new projects. The first project is called: *"Lifelong Learning for Literacy Practitioners Website."* This project will run from July 2008 to June 2009.

In this exciting project, CLO will research and develop a Lifelong Learning for Literacy Practitioners website that hosts information and resources on training and accreditation in the Ontario literacy community. This website will help current and future literacy practitioners better understand the current training and accreditation requirements in the literacy field as well as the skills required to deliver literacy programming. This online resource will help literacy practitioners to assess their current skill levels and gaps and develop a personal learning plan for upgrading their skills.

The Lifelong Learning website will include:

- ⇒ Web-based information that outlines the current training and accreditation requirements for employment in the Ontario literacy community
- ⇒ Web-based information which overviews the various skills required by literacy practitioners
- ⇒ A tool for literacy practitioners to assess their current skills and their skills gaps
- ⇒ A resource to help literacy practitioners develop a personal learning plan for upgrading their skills
- ⇒ Web-based information which overviews current opportunities in education and training for literacy practitioners

Stay tuned for more information in the coming months!



INSIDE THIS ISSUE:

Lifelong Learning Website	1
Employment Ontario and Literacy: Online Training	2
CIPMS: Online and Interactive	3
Academic Upgrading Partnerships	4-5
Reading the Future Report	6
Service Delivery Advisory Group	6
Second Career Strategy	7
Rapid Re-Employment and Training Service	8

Employment Ontario and Literacy: Online Training

AVAILABLE ONLINE ON AUGUST 1, 2008!

Thanks to funding from the Employment Ontario Network Development Fund, Community Literacy of Ontario is finalising the research and writing of the curriculum for an online, self-study training module called "*Employment Ontario and Literacy*." This training module will be housed on CLO's highly popular *Literacy Basics* training website (www.nald.ca/literacybasics). This module will be available any time, any where, free-of-charge to literacy practitioners and other Employment Ontario stakeholders across Ontario.



CLO's "*Employment Ontario and Literacy*" online training module will help users to become familiar with the basics of Employment Ontario. In addition, it will provide tools, resources, success stories, and information on effective partnership development and marketing within the Employment Ontario system.

There are three main chapters in CLO's "*Employment Ontario and Literacy*" online training module.

Section 1, **Introduction to Employment Ontario**, includes information on:

- ⇒ Overview of Employment Ontario
- ⇒ Service Categories, Programs and Services
- ⇒ Literacy within the Employment Ontario Network
- ⇒ Employment Ontario Information Service
- ⇒ Integrating Local Labour Market Planning
- ⇒ Community Information Resource and Referral Service
- ⇒ Success Stories, Tools and Resources

Section 2, **Employment Ontario Partnerships**, includes information on:

- ⇒ Introduction to Partnerships
- ⇒ Partnership Benefits and Roles
- ⇒ Creating Successful Partnerships
- ⇒ Partnership Agreements
- ⇒ Success Stories, Tools and Resources

Section 2, **Employment Ontario and Marketing**, includes information on:

- ⇒ The New Marketing Environment
- ⇒ Best Practices in Marketing
- ⇒ The Marketing Circle
- ⇒ Employment Ontario and Marketing
- ⇒ Success Stories, Tools and Resources

CIPMS: Online and Interactive

CLO'S also recently received funding from the Ontario Ministry of Training, Colleges and Universities for a second project called: "CIPMS: Online and Interactive." This project will build on the Continuous Improvement Performance Management System training provided to literacy agencies in 2007/2008 and will run from July 2008 to June 2009. CLO's "CIPMS: Online and Interactive" project has three major goals:

Develop an online, interactive CIPMS Moodle classroom

Community Literacy of Ontario will expand and update its CIPMS training opportunities by developing an online CIPMS classroom on Moodle. With Moodle's asynchronous and highly interactive learning environment, practitioners can access information at their own convenience, at a time and a pace that suits them. Moodle will offer the opportunity for literacy practitioners to practice CIPMS skills, to share resources, tools and activities, and to become more familiar with CIPMS in an interactive online learning community.

Hold a focus group on the successes and challenges of implementing CIPMS

CLO will also host a provincial focus group with the board of directors of Community Literacy of Ontario in order to gather feedback on how CIPMS is being implemented in literacy agencies. CLO's board is comprised of twelve literacy practitioners representing agencies of varying sizes and geographical regions. The responses from this focus group will help to identify successful activities and strategies as well as gaps and needs that can be addressed in the Moodle classroom.

Record an online CIPMS workshop on Centra

CLO will also record a live, online CIPMS training session on Centra. This recording will be posted to Contact North's website (the new host of Centra for literacy agencies). This will ensure that this online recording of our valuable CIPMS training is widely available and easily accessible for literacy practitioners across Ontario.



CIPMS Resources

You can now have online access to two amazing CIPMS resources created by Community Literacy of Ontario!

Our online training module on CIPMS is now available on CLO's "Literacy Basics" website. Just visit: www.nald.ca/literacybasics.

CLO's "ABCs of CIPMS" resource guide is available on our CLO website at www.nald.ca/clo (just click under "publications").

Academic Upgrading Partnerships

The goal of Academic Upgrading Partnerships is “to help early school leavers develop the literacy, numeracy and essential skills required for entry into and success in college postsecondary and apprenticeship.” (Source: LBS letter of September 18, 2006).

The Ministry of Training, Colleges and Universities introduced a partnership approach to help Literacy and Basic Skills programs more actively participate in AUP. This partnership approach encouraged shared delivery among colleges, school boards and community agencies.

Currently there are approximately 32 Academic Upgrading Partnerships operating across Ontario. A call for new partnerships is not anticipated at this point as time is needed to support and grow the existing ones. The majority of these partnerships are between colleges and community agencies; however, there are also several partnerships between colleges and school boards.

We are pleased to profile the Academic Upgrading Partnership between the Iroquois Falls Adult Learning Centre and Northern College. For more information on AUP, please check with your MTCU program consultant. To view a wide variety of AUP partnerships, please see CLO's April 2007 newsletter at www.nald.ca/clo/newslet/07april/1.htm.

Iroquois Falls Adult Learning Centre's Academic Upgrading Partnership

By Denise Tremblay, Iroquois Falls Adult Learning Centre

In the fall of 2007, the Iroquois Falls Adult Learning Centre (www.alctraining.ca) apprehensively entered into a partnership with Northern College (www.northernnc.on.ca) to deliver the Academic and Career Entrance (ACE) program. I say “apprehensively” because of all that was involved, and of course the ‘unknowns’. Was there going to be enough space for everyone at our existing site? Could we find an instructor in time? Would training time be available for the new staff regarding ACE? What were the partner expectations on shared delivery? Would there be a quick implementation timeframe? AND, were any students actually going to come? Overall I must say it was worth all the hard work that was put into this endeavor.



Early on into the partnership, Northern College spearheaded a marketing campaign with radio advertising, new posters and flyers promoting the new partnership programs underway in the north. We met with various providers and stakeholders in order to inform them of the new program in Iroquois Falls that would hopefully increase access to academic upgrading for under-served and under-represented groups within our community.



From January of 2007 to March of 2008, the program has served 32 students (10 males and 22 females). Our contract for the partnership was to deliver 5,300 contact hours to 18 students between April 2007 and March 2008. We surpassed the number of learners but fell a little short on the contact hours. Eight students successfully met their goals and went on to post-secondary programs.

So far, we seem to be seeing a trend with students who are in their twenties or forties, as well as more women than men. Those going off to college are looking towards the Registered Practical Nursing program and/or trades related courses.

In March of this year, our ACE staff person acquired another position, which left us little time to find a new instructor. We were concerned about the transition and potential downtime for the students - the so-called 'bump in the road'. We really wanted to minimize any training issues, especially considering the time of year.

Everything turned out quite well, as our part-time LBS instructor jumped right in and is now delivering both the ACE and LBS small group at our Iroquois Falls site. The program was familiar to her and some were already shared LBS and ACE students. In order to meet the time frames and demands of those students, the instructor extended program hours to two nights per week. This meant that many of the students who were working could now access the instructor at varied times. It also allowed for greater public awareness about our programs and what we can offer.

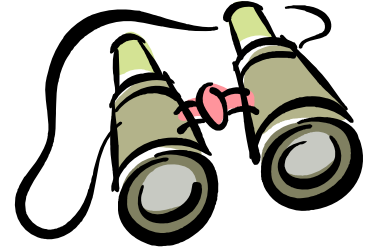
The 'blended model' for delivery - both face-to-face and online with the Blackboard learning system seemed to meet the needs of the learners. This method worked well for those independent students who perhaps could not access the program as much as they would like, but who could still do their work through the Blackboard online learning system.

At times, there were issues with poor communication between partners and staff, different philosophies regarding learner needs, and reporting requirements. But once clarified, everything fell into place.

Having the ACE program on-site with our LBS program has really allowed us to streamline the transition for learners. Better intake, clarity on validated assessments, and information sharing has ensured a more focused delivery model and helps guide the learners towards a more successful transition to post-secondary programs and/or other training. With new staff and newly extended program hours, we are hoping to meet the contracted contact hours for the coming year.

Reading the Future Report

In June 2008 the Canadian Council on Learning (CCL) released its “*Reading the Future – Planning to meet Canada’s future literacy needs*” report. This groundbreaking report can be accessed at: www.ccl-cca.ca/readingthefuture.



“*Reading the Future*” makes the following projections of future literacy levels in Canada, through to 2031.

- ⇒ The *proportion* of adults with low literacy skills will remain virtually unchanged. However, as a result of population growth, Canada will see a 25% increase in the *number* of adults with low literacy skills, from almost 12 million to a total of 15 million adults.
- ⇒ The number of senior citizens (aged 66 and over) with low literacy skills will double to more than 6.2 million.
- ⇒ The number of immigrants with higher literacy skills will increase from 1.8 million to 3.7 million – and the number of immigrants with low-level literacy skills will increase by 61%, to a total of more than 5.7 million.
- ⇒ The number of young adults (aged 16 to 25) with low literacy skills will remain almost the same.
- ⇒ Although the number and proportion of adults with high literacy skills will also increase by 2031, this increase will not offset the predicted proportion or number of adults with low literacy skills.

In “*Reading the Future*” the CCL has also produced excellent resources that overviews the “face” of low literacy in our country. These resources can be found at www.ccl-cca.ca/CCL/Reports/ReadingFuture/Snapshot.htm. As well, the CCL has produced three inspiration videos profiling the stories of adult learners: www.ccl-cca.ca/CCL/Reports/ReadingFuture/SuccessStories.htm

In addition, the Canadian Council on Learning has released an online tool to help Canadians analyze the projections. This interactive online tool, called “*Projections of Adult Literacy – Measuring Movement*” (PALMM), can calculate literacy rates using a number of variables including year, location and population group. It also provides a statistical “snapshot” of Canada’s adult literacy future through to 2031 and can generate graphs to help with program planning and policy development. PALMM can be accessed at: <http://ccl.stage.istudio.ca/>

(Source: Compiled from various resources on the website of the Canadian Council on Learning)

Employment Ontario Service Delivery Advisory Group

Community Literacy of Ontario is a member of the Ministry of Training, Colleges and Universities' *Employment Ontario Service Delivery Advisory Group* (SDAG). For the latest information on SDAG, please visit the Employment Ontario Partners Gateway website at: www.eopg.ca/eng/sdag.html.

Recent SDAG postings include: MTCU Decision Model; Organizational Capacity Indicators with Definitions; and Proposed Funding Model - Employment Services.

Second Career Strategy

The 2008 Ontario Budget included a new labour force investment initiative, called Second Career. Under Second Career, the Ontario Ministry of Training, Colleges and Universities is investing \$355 million to help 20,000 recently laid-off workers get long-term training. Second Career will support workers to gain skills and employment in new, high-skill occupations that are in demand in their communities.

Recently laid-off unemployed workers, those eligible to receive Employment Insurance and those who are not, can visit their nearest Employment Ontario office for more information. Second Career started on June 1, 2008.

Employment Ontario counselors will help workers determine the best path to a new job or career. Once eligible workers decide what training they would like to do, Second Career provides financial assistance based on individual need to help cover tuition, books, living expenses, disability support, dependant care and transportation.

The level of financial supports available to individual clients will be determined by MTCU using current guidelines. The maximum amount of total supports (tuition, living allowance, transportation, etc.) that can be approved under Second Career is \$28,000 per eligible client.

Recently laid-off unemployed workers can be supported for academic upgrading when the upgrading consists of courses specifically designed to raise the academic achievement level of the worker so that they can subsequently enter skills training related to their occupational goal. Time in academic upgrading cannot exceed 12 months. Training for a second career can take anywhere from six months to two years. Training is available for a third year if academic upgrading is needed.

For more details on Second Career, please visit www.ontario.ca/secondcareer. Or, call the Employment Ontario hotline at 1-800-387-5656 for information and referral.

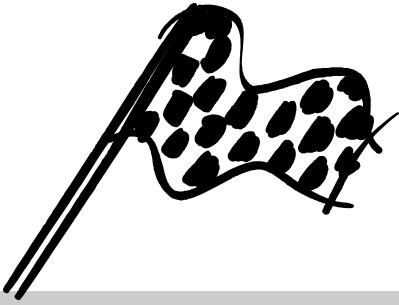
As well, the Employment Ontario Partners Gateway website at www.eopg.ca/eng/secondcareer.html is an excellent source of information on Second Career. Resources include:

- ⇒ Guidance to Service Providers
- ⇒ Pathways to Skills Training
- ⇒ National Occupational Classification (NOC) summary
- ⇒ Second Career versus Ontario Skills Development
- ⇒ Case studies
- ⇒ Questions and Answers
- ⇒ Second Career Application for Financial Assistance



In addition, you can find an informative PowerPoint presentation that reviews the Second Career program at: www.eopg.ca/eng/publications/SCSSessionDeck.ppt.

(Compiled from various resources and websites from the Ministry of Training, Colleges and Universities)



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Rapid Re-Employment and Training Service

Recently, there has been lots of talk about the Rapid Re-Employment and Training Service (RRTS). So, just what is this initiative and what does it do?

The Rapid Re-Employment and Training Service is an initiative of Employment Ontario and the Ministry of Training, Colleges and Universities. It was launched in January 2007 and it is designed to quickly provide needed programs and services to workers affected by major layoffs and downsizing.

The Rapid Re-Employment and Training Service is designed to:

- ⇒ Make initial contact with the workers and employers within one hour of a public announcement of major downsizing or closure.
- ⇒ Develop individual action plans, including training where appropriate, within 15 days of each initial assessment.
- ⇒ Develop a Service Action Plan within 30 days of the initial response detailing the government's response and outlining the roles of local service providers.
- ⇒ Identify appropriate service providers in the community and assess any service gaps.

The RRTS provides immediate assistance to workers affected by large layoffs with:

- ⇒ Special teams to help individual workers develop re-employment action plans including skills assessment, resume preparation, job search planning and identification of training required to take on a new career.
- ⇒ Customized training, skills upgrading, literacy, job placement and job relocation services, new placements, and accelerated in-school learning for laid-off apprentices.

For more information on the Rapid-Employment and Training Service, please visit this link:

www.eopg.ca/eng/sdag/Rapid_Re-employment.ppt.