

LSP



Literacy Services Plan

Hamilton 2016-2017 – Part A

Updated Nov-30-15

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Hamilton Literacy Council
Mohawk College
H-W Catholic District School Board
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LCP Strategic Planning – Overarching Statement Defined

In May of 2013 the LCP participated in a literacy services planning session using information from the Literacy Services Planning Symposium held in Kingston earlier in the year. There were a few key outcomes achieved in this discussion including: identifying the problem; defining the goal and overarching statement; creating LBS descriptors related to the overarching statement; and finally; determining next steps in the discussion. We continue to use this information as a basis of our planning and decision making processes.

1. The Problem

The absence of literacy skills and educational credentials creates barriers to employment, reduces financial security and impacts negatively on social outcomes (WPH, 2007).

2. The Goal and Overarching Statement

Making Hamilton a place where adults

- have the skills for employment
- are contributing members of the community

3. The LBS Descriptors

In Hamilton adults will have access to coordinated quality services that

- provide individualized training and upgrading
- support their pursuit of employment
- support their pursuit of independence

4. Next Steps

Over the next year service delivery agencies will be measuring areas of work they do as individual agencies which support the overarching statement. The LCP will also measure collective areas of work to support the overarching statement. The outcomes of these measurements will be discussed in the 17-18 LSP.

Hamilton Literacy Services – Statistical Summary

In the fiscal year of 2014-2015, Ontario had 43,617 learners in LBS programs (including e-channel). Hamilton had 1,070 (2.45 % of provincial total). Although the Hamilton CMSM data summary indicates no e-channel learners, there are currently 97 learners using e-channel. This number was not represented in the stats because the learners are registered with the e-channel provider. However, the LBS programs do maintain a separate learner plan, allowing us to identify the number of learners. All programs are actively involved in blended learning using many platforms.

Client Self-Identified Status

Hamilton is reporting a higher percentage of learners self-identifying as a person with a disability (45.7%) compared with Ontario (28.95%).

Age

Hamilton has more learners (63.45% between 20 and 39 than Ontario (56.98%).

Labour Force Attachment

By percentage, Hamilton has fewer learners that are employed full time (12.06%) compared with Ontario (14.28%). Hamilton also has a higher percentage of learners that are underemployed or unemployed (4.02% and 64.39% respectively) than Ontario (1.69% and 56.62% respectively).

Source of Income

Statistically Hamilton has a higher percentage of learners on OW (24.11%) and ODSP (24.29%) in their LBS programs than Ontario (22.67% and 11.72% respectively).

Goal Path

Hamilton has a significantly higher % of learners (29.25%) on the credit goal path than Ontario (15.54%) and a lower % of learners (17.94%) on the employment path than Ontario (27.83%).

Referrals Out from LBS Programs

There has been a 19.86% increase in interagency referrals (from LBS to LBS) from 12.9% in 2013-2014 to 32.76% 2014-2015. There has also been an increase in referrals from LBS programs to Employment Services (from 4.7% in 2013-2014 to 10.34% in 2014-2015).

2015 Labour Market Plan – Factors Affecting the Literacy Service Plan

Literacy and Basic Skills Upgrading is Needed

Results from the Hire Learning Survey (2015) found that 82% of employers expect skill requirements to continue to increase by a moderate to significant extent. Upgrading and continuous learning are essential for job seekers in order to be competitive in today's labour market.

Academic upgrading and continuous learning are essential for job seekers in order to be competitive in today's labour market. A college diploma is the most demanded level of education by employers in Hamilton but there are still job opportunities for those with a Grade 12 diploma.

Increasing the awareness of literacy and basic skills training options is important so that clients know they can access upgrading and look for work at the same time. Without the proper education and training, clients take low-skilled, low income jobs that aren't

Increasing the awareness of literacy and basic skills training options is important so that clients know they can access upgrading and look for work at the same time.

sustainable. In the fall 2013, Workforce Planning Hamilton partnered with Adult Basic Education Association to help Literacy and Basic Skills (LBS) practitioners incorporate relevant labour market information into learner plans to help bridge the transition from LBS to Employment Services. This information has been shared across the

province at various training events. What we have heard is that many frontline staff in LBS programs are not aware of how to incorporate LMI in their training programs and that having this information was important and relevant to client success.

Workers with any post-secondary education have lower unemployment rates. However, those that studied education, health, math, computer and information sciences have the lowest unemployment rates in Hamilton (2011 National Household Survey). Workforce Planning Hamilton states that those with post-secondary education are most likely to be employed but that there are still some opportunities for those with high school diplomas (Managers 16%, Professionals 4% and Technical 9%).

Skill Requirements – Hard Skills

Skill requirements by employers are increasing, as well as the demand for multi-skilled workers across all industries. Basic computer skills are becoming essential across all industries, even for non-traditional occupations (i.e.,

Skill requirements are expected to increase over the next 5 years.

production/service workers). Training for new technology differs depending on the size of the company with larger companies tending to have formal training while small companies train more individually based on specific needs. Employers state that the cost of training and loss of productivity during training time are barriers to them providing more training to employees.

Skill Requirements – Soft Skills

Of applicants that have the educational and technical background for a job, excellent soft skills determine those who will excel. Soft skills identified by employers as the most difficult to find include

- communication
- positive attitude
- strong work ethic
- problem solving, reasoning, creativity

In the next 1-2 years there will be a focus on soft-skills training in Hamilton. In the mid-term (in the next 2-3 years), ABEA, along with Workforce Planning Hamilton, will be researching resources and workshops to be developed for the promotion of soft skills development with Employment Services, Literacy and Basic Skills and Ontario Works as proposed partners.

The National Household Survey (2011) shows that part-time work is prevalent (22% of the work in Hamilton), self-employment is increasing and 11% of workers do not have a fixed workplace address.

Workforce Priorities that Affect LBS – Headlines

- a. Soft and job foundation skills are missing in applicants (especially among youth and for entry-level positions).
- b. There are increasing and evolving skills requirements.
- c. 86.8% of employers expect to hire in the next 12 months, but most employers want those with college diplomas.
- d. Areas of employment growing in Hamilton include: Manufacturing; Other Services (not public administration); Professional, Scientific and Technical Services; Healthcare and Educational Services; Arts, Entertainment and Recreation.

LCP Strategic Planning – Goals and Outcomes

Each agency was asked to report on their proposed actions and evidence from 2015-2016. Then, they identified actions and proposed outcomes for 2016-2017 identifying how they will support the agreed upon overarching statement.

Mohawk College		
	Action	Evidence
15-16	<ol style="list-style-type: none"> 1. Continue to diversify programming to meet the needs of learners with employment goals. 2. Review programming to highlight and promote opportunities for the apprenticeship goal path. 3. Identify process and/or procedures to share community information with all Academic Upgrading staff. 	<ol style="list-style-type: none"> 1. New “Employment Literacy Workshops” were piloted in the Fall of 2014. The 2014-2015 plan projected 8% of learners in the employment goal path; actual numbers were 12%. The addition of such workshops resulted in the increase number of learners with an employment goal. It is projected that this increase will remain. 2. Still under review. 3. Ongoing.

Mohawk College

	Action	Proposed Outcomes
16-17	<ol style="list-style-type: none">1. Review programming to promote opportunities for the apprenticeship goal path.2. Continue to diversify programming to meet the needs of learners with employment and post-secondary goals.3. Develop a structured awareness campaign utilizing various sources of communication outreach platforms (e.g., social media, print advertisements, etc.).	<ol style="list-style-type: none">1. Increased number of learners with an apprenticeship goal path.2. Piloting programming at a new location, the Eva Rothwell Resource Centre, to meet the needs of the at-risk population.3. Coordinate and consult with marketing to develop an awareness campaign.

Hamilton Literacy Council

	Action	Evidence
15-16	1. Involve learners in the planning process.	1. Student Council meetings were held on April 1 st , May 6 th and June 4 th to address general student issues and concerns. A Student Focus Group was held on June 24 th to gather student input on additions and changes they feel would enhance the program. Student Council attended the Laubach Literacy Ontario conference where they shared and brought back ideas for our Council. Student Council elections will be held in October to elect student council representatives. The current student council will run the election – the voting process will emulate as much as possible what students can expect when they go to the polls for the coming federal election. It will be held before the federal election to ensure learners not only have a voice within our organization, but federally. A suggestion box is located outside the main office. An email address, studentcouncil@hamiltonreads.ca has been set up on our website as another way that students can submit any questions, comments or ideas.
	2. Monitor existing and emergent trends in employment in Hamilton and surrounding area.	2. Workforce Planning Hamilton information releases are posted in the staff room along with other releases from other sources. The Hamilton Spectator is available for staff, tutor and student use to follow local trends and look at employment opportunities in the classifieds. We retained our membership in the Hamilton Chamber of Commerce and the Social Planning and Research Council, Community Literacy Ontario and subscribe and share their newsletter and events. We subscribed to and shared information on job trends from the Centre for Literacy and Learning Network and Essential Skills Ontario until they wound down.
	3. Collate client-identified needs for increased independence.	3. We began collating this data in August.

Hamilton Literacy Council

	Action	Proposed Outcomes
16-17	<ol style="list-style-type: none"> 1. Involve learners in the planning process. 2. Provide increased opportunities for learners to acquire basic computer skills onsite and off. 3. Host the Laubach Literacy Ontario Conference in Hamilton in June 2016. 	<ol style="list-style-type: none"> 1. Feedback from learners will be gathered to evaluate the quality and accessibility of program delivery. Input from learners will be solicited to ensure that program content continues to stay relevant and responsive to the learners' current needs and interests. 2. Learners will develop skills they need to take part in digitally enriched classes. Learners will be able to take part in blended learning opportunities. Learners will have the skills needed to take advantage of online training, employment and community resources. 3. Increase participation of staff and tutors in professional development and networking opportunities to ensure quality program delivery.

Hamilton Wentworth Catholic District School Board

	Action	Evidence
15-16	1. Partnership with Mission Services in Code Red Area to reach out within the community offering Academic Upgrading.	1. Moved to Mission Services to reach a broader clientele base in the Code Red area.
	2. Site at Sherman and Main to offer credit classes.	2. Deferred to the Fall of 2015.
	3. Offer specialized boutique program - Home Helper Program at 770 Main.	3. Program delivery met the needs of those clients looking to prepare to become personal attendants then moving into employment and/or the Personal Support Worker program at St. Charles; continued collaboration with Employment Service providers and employers within the community.
	4. Annual Family Literacy Day Celebration.	4. Annual event reached out to community partners, creating awareness in the community of the impact of family literacy and the awareness of literacy services provided for Academic Upgrading.

Hamilton Wentworth Catholic District School Board

	Action	Proposed Outcomes
16-17	1. Continued partnership with Mission Services in Code Red Area to reach out within the community offering Academic Upgrading.	1. Promotion of literacy services in Code Red Area, promotion of community collaboration.
	2. 770 Main Street Campus to offer credit classes in September 2015.	2. Promotion of smooth transition into Credit programs from Academic Upgrading; offering accessibility to those persons in downtown area.
	3. 770 Main Street Campus to offer Home Helper Program.	3. Program preparing persons to become Personal attendants; healthcare opportunities for employment high in Hamilton; continue collaboration with Employment Service providers and employers within the community.
	4. Annual Family Literacy Day Celebration.	4. Reaching out to community partners, creating awareness in the community of the impact of literacy and family as well as awareness of literacy services provided by Academic Upgrading.

Hamilton Wentworth District School Board

	Action	Evidence
15-16	<ol style="list-style-type: none"> 1. Review and enhance entry protocols (Intake Process, Welcome package and Criteria). 2. Develop and implement Numeracy Boutique Program (6 week program/daily participation). 3. Provide learners with the opportunity to participate in on-line learning – strive for a 6% increase in on-line learning or 85% of total learners. 	<ol style="list-style-type: none"> 1. Staff reviewed all feedback from learners at staff meetings throughout the year. Changes were made as needed to improve service. 2. This program was developed by a number of staff and is in the review stage to create consistency in presentation. 3. We reached 81% for the year. The change in two program locations may have contributed to not reaching our target as we lost some learners in the transition.
	Action	Proposed Outcomes
16-17	<ol style="list-style-type: none"> 1. Review and enhance entry protocols (Intake Process, Welcome package and Criteria). 2. Implement Numeracy Boutique Program (6 week program/daily participation). 3. Provide learners with the opportunity to participate in on-line learning – strive for a 5% increase in on-line learning. 	<ol style="list-style-type: none"> 1. Continue to review and enhance entry protocols – feedback from learners to provide information to the Admin Team. Review with staff and incorporate changes. 2. Learners on Secondary School pathway will be prepared to enter credit Math Prep program in Adult day School upon completion. 3. 85% of CCE learners would be involved in on-line learning (2013-14 – 79%, 2014-15 – 81%).

College Boreal

	Action	Evidence
15-16	<p>1. Continue to work with our Employment Options centre to ensure that students have access to the full gamut of services they need</p>	<p>1. Students continue to be referred to and from our Employment Options centre to ensure appropriate services are being offered based on client specific needs. These referrals extend outside Collège Boréal to our community partners, both Anglophone and Francophone. Staff are updated on an ongoing basis about programs being offered, and students have participated in a variety of workshops at our Employment service centre.</p>
	<p>2. Work with our Immigrant Services team to ensure that eligible students have access to the LINC program.</p>	<p>2. LINC and LBS students continue to benefit from our programs.</p>
	<p>3. Ensuring the teaching staff is familiar with the various software available to the students.</p>	<p>3. Staff is updated and trained on a continuous basis to ensure the best instruction and use of resources available to them.</p>
	<p>4. Continue with regular conference call meetings with the management from all our LBS centres at the Collège. Ongoing training for our staff - 2-day session in Sudbury for all the LBS managers.</p>	<p>4. Managers of LBS programs meet regularly on conference calls, and they meet face to face on a yearly basis to receive training. These practices have promoted greater knowledge of resources, greater sharing of information, and a greater cohesion among LBS providers at Collège Boréal.</p>

College Boreal

	Action	Proposed Outcomes
16-17	<ol style="list-style-type: none">1. Continue training teaching staff about software and resources available to students.2. Conduct financial literacy workshops.	<ol style="list-style-type: none">1. By ensuring proper training for teaching staff, our clients' particular needs can be better addressed, which will benefit their overall learning experience, and therefore further promoting their success.2. By equipping our clients with important financial management tools, they can increase their quality of life, achieve greater mental tranquility, and focus more successfully on their studies.

Hamilton Regional Indian Centre

	Action	Evidence
15-16	1. Promote and encourage learners to read more.	1. Learners are encouraged to improve reading fluency by participating in reciting the thanksgiving address (in English) for our morning exercise. The literacy program has an in-house library. We have increased the number and variety of books available for learners by accepting book donations.
	2. Implement more service coordination with Hamilton Regional Indian Centre's programs.	2. We have coordinated services with various programs within the Friendship Centre (Healing & Wellness, Apatisiwin (employment service) GREAT (training) and Aboriginal Healthy Living) and other service providers such as Employment Services. We have marketed the program in the community through our Friendship Centre's Event Coordinator's efforts.
	Action	Proposed Outcomes
16-17	1. Encourage learners to take a more active role in their learning plan.	1. Learners will grasp the significance of setting goals for themselves and in turn encourage them to continue on with their goal path.
	2. Expand library usage to various programs within the Hamilton Regional Indian Centre's programs.	2. Outreach to more programs and services.

	Action	Evidence
15-16	<ol style="list-style-type: none"> 1. Show a high standard of Customer Satisfaction. 2. Create awareness in the local community. 3. Create flexible scheduling for learners. 	<ol style="list-style-type: none"> 1. Exit and follow-up information is accurately entered into CaMS in a timely fashion. Questions during exit are explained in detail to learners to ensure data collected is genuine. 2. CNIB participates in network meetings at both frontline worker and literacy community planning levels. Referrals to other programs allow information sharing and discussion around services provided. CNIB’s monthly open house is listed on the WIN Hamilton site. The program is able to provide outreach-type service to other literacy agencies, should the need arise. Hamilton and Brantford instructors met with instructors from HWDSB Community and Continuing Education program to share resources, discuss targets and provide support. 3. Literacy service may be delivered in a variety of locations including other CNIB offices, libraries, hospitals, etc. Alternative scheduling is available to learners who cannot receive service during regular operating time (8:30 am – 4:30 pm). Instruction may be delivered 1:1, in a small group, and/or online.

	Action	Proposed Outcomes
16-17	<ol style="list-style-type: none"> 1. Show a high standard of Customer Satisfaction. 2. Create awareness in the local community. 3. Create flexible scheduling for learners. 	<ol style="list-style-type: none"> 1. Exit information is routinely captured in the EOIS-CaMS reporting system. 2. Literacy and community agencies are aware and knowledgeable about CNIB's LPDBA. 3. Instruction is delivered in a variety of locations and platforms.

LCP Collective Areas of Work to Support the Overarching Statement

	Action	Evidence
15-16	<p>1. Continue the OALCF frontline worker committee meetings.</p>	<p>1. 6 frontline worker meetings took place in 2014-2015. Ongoing agenda items included open discussion, CaMS, referral protocols, agency updates, resource sharing and assessment. A common exit survey was created, piloted and finalized for ongoing use. The results of the exit survey will be shared on a continual basis throughout the year to discuss client transitions. 97.5% of learners agree that they are getting the support they need to move onto their next step.</p>
	<p>2. Incorporate Employment Services into LBS interagency referral form and develop a process.</p>	<p>2. The LBS interagency referral protocol was updated to include a process for referring to Employment Services. The LBS referral form now includes referrals to Employment Services. In the frontline worker annual evaluation 50% of programs reported an increase number of referrals to Employment Services by 5-10%. Discussions with Employment Services have resulted in more referrals to LBS this past year (EO data).</p>
	<p>3. Create a referral protocol for agency boutique training.</p>	<p>3. The LBS interagency referral protocol now includes entrance criteria for local boutique training programs. This information is also available in the Hamilton Boutique Training list available on ABEA's website. 50% of programs report that they have increased their interagency referrals.</p>

	<p>4. ABEA to use their website banner to market new programs and summer services.</p>	<p>4. The link to program updates is highlighted clearly on the ABEA homepage and current flyers are posted as they are submitted. In 2014-2015 there were 3,518 sessions with 2,779 users and 7,168 page views.</p>
<p>16-17</p>	<p>Action</p>	<p>Outcomes</p>
	<p>1. Continue the OALCF frontline worker committee meetings.</p> <p>2. Support LBS programs to use WIN Hamilton more effectively.</p> <p>3. Develop best practices around the administration of culminating tasks.</p> <p>4. Develop a checklist for learner files to ensure all important pieces are included.</p>	<p>1. Frontline worker meetings will be used to share ideas around client referral, best practices and training with the goal of helping clients succeed and transition as well as to increase program capacity.</p> <p>2. LBS frontline workers will have increased and updated knowledge of the community.</p> <p>3. Programs report that they have reviewed the best practices and have implemented changes as needed.</p> <p>4. Programs report that they have reviewed the checklist and have developed internal practices for its use. Client files are more complete.</p>

Detailed Service Quality Summary 2014-2015

LBS programs use the Employment Ontario Information System - Case Management System to track customer service, effectiveness and efficiency of programs. The following charts show the completions and progress of LBS learners. Milestones are standardized tasks that are selected based on individual goals.

Customer Service

LBS programs ask learners at exit – “Overall, were you satisfied with the LBS program?”

Hamilton has exceeded the provincial standard in customer satisfaction.

Provincial Target	Actual	+/- of Target
90%	98.0%	+8%

Effectiveness

Completions	Actuals
Learners Who Complete All Milestones	66.6%
Learners Who Complete Culminating Task	11.3%
Learners Who Complete Learning Activities	62.6%

Progress	Actuals
Learners Who Complete At Least 1 Milestone	108.1%

Efficiency

Learners Served	Prov Target	Actuals
Learners Served (based on contract)	90%	127.3%

Additional Documents Available Online

1. LSP 2016-2017 Part B – Program Dot Page
2. Referral Protocol - Hamilton Literacy Services
3. Referral Protocol – Hamilton Literacy Services – Interagency
4. Referral Protocol – Hamilton Literacy Services and Apprenticeship
5. Referral Protocol – Coordinated Language Assessment and Referral System (CLARS) and Adult Basic Education Association (ABEA)
6. Referral Protocol – E-Channel
7. Referral Tool – Referring to ABEA
8. Hamilton Literacy Services
9. Hamilton-Ontario Literacy and Basic Skills (LBS) Statistical Comparison
10. Program Service Delivery Summary
11. LBS and Local Delivery
12. What is Literacy?
13. LBS - Frequently Asked Questions

www.abea.on.ca/LiteracyServices.html