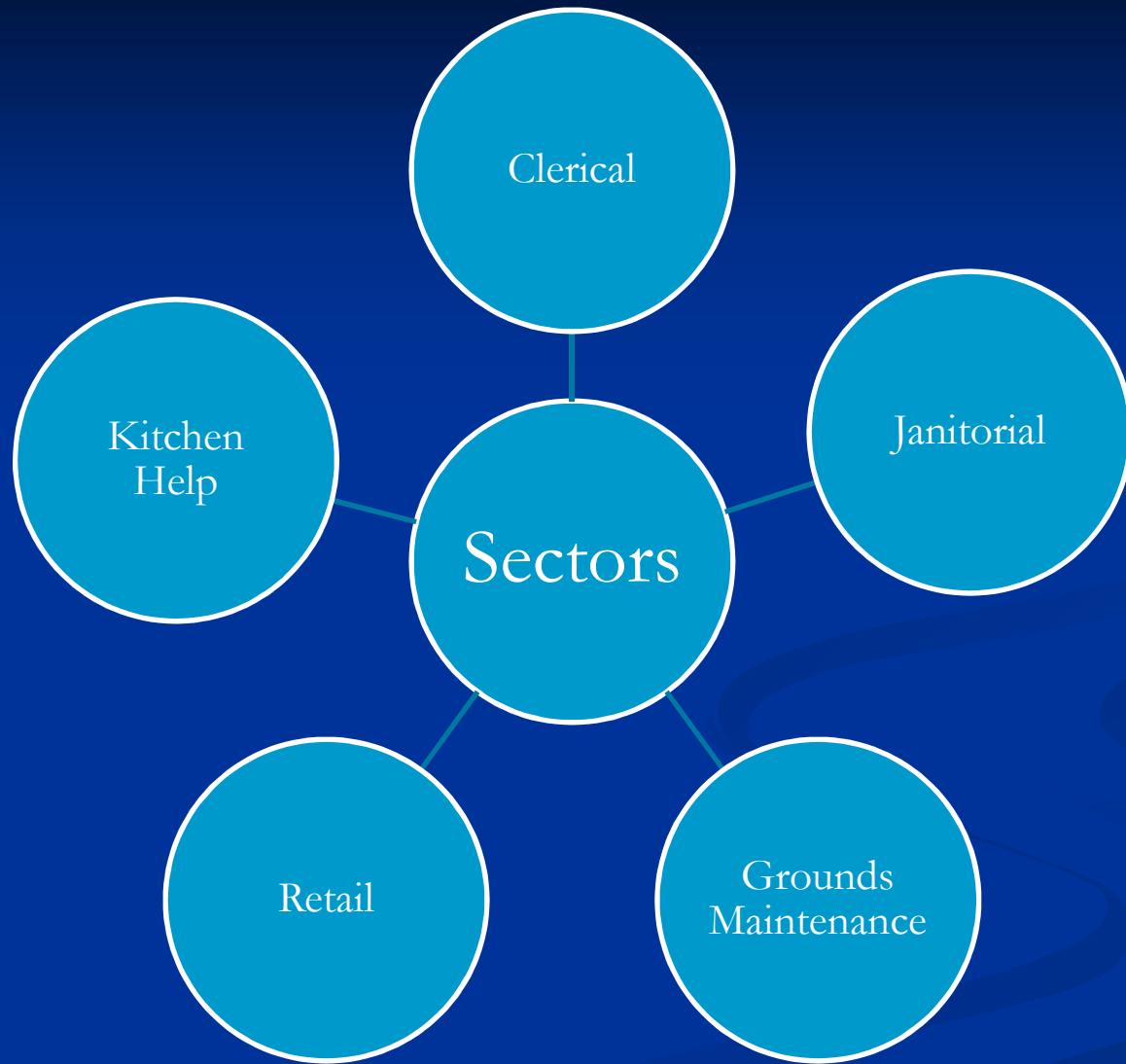


Bridging the Employment Gap

*for Learners with
Low Literacy Levels*



Target Audience

Original Project 2001

- Developmentally/
intellectually challenged
adults
- LBS 1, occasionally 2
- Significant barriers to
employment

Current Project 2008

- Any adults with low
literacy and numeracy
skills
- Essential Skills 1
- LBS Levels 1 – 3
- Significant barriers to
employment

Essential Skills (ES)

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

Essential Skills

Numeracy

- Money Math
- Scheduling or Budgeting & Accounting Math
- Measurement & Calculation Math
- Data Analysis Math
- Numerical Estimation

Thinking Skills

- Problem Solving
- Decision Making
- Job Task Planning & Organization
- Significant Use of Memory
- Finding Information
- (Critical Thinking)

ON THE WAY TO
WORK!



COMMUNICATION

Read with Understanding for Various Purposes (LBS) – Reading Text (ES)

ON THE WAY TO
WORK!



Literacy and Basic Skills Levels

Read with Understanding for Various Purposes				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The reader locates, understands and responds to simple, concrete ideas and sequential information in graphics, sentences, and very short, simple texts about familiar topics. To do this, the reader uses basic reading strategies, personal experience and familiarity with some common forms and conventions of simple texts.</p>	<p>The reader locates, understands, and begins to interpret concrete and some inferential meaning in short, uncomplicated texts about familiar topics. To do this, the reader uses various common reading strategies, personal experience, and knowledge, as well as familiarity with some forms and conventions of more format texts.</p>	<p>The reader locates, understands, interprets, and makes judgements about ideas and information in a variety of texts that have some complexity of content and form. To do this, the reader uses a variety of more advanced reading strategies, personal experiences and knowledge and a familiarity with a variety of forms and conventions of formal texts.</p>	<p>The reader analyzes, synthesizes, makes reasoned judgements, and draws conclusions about ideas, information and the writer's perspective in texts that are complex in form and content. To do this, the reader uses a wide variety of reading strategies, personal experiences and knowledge as well as familiarity with a wider variety of forms and conventions, including some stylistic elements.</p>	<p>The reader analyzes, synthesizes, makes reasoned judgements, and draws conclusions about ideas and information, including the writer's perspective and bias, and the use and impact of stylistic devices in texts that are complex in form, content, and style. To do this, the reader uses a wide range of appropriate and efficient strategies, including a deeper application of personal experiences and knowledge and a familiarity with complex forms and conventions, including stylistic conventions.</p>

Essential Skills Complexity Levels

Reading Text		
Level 1	Level 2	Level 3
<p>Read relatively short texts to locate a single piece of information. Follow simple written instructions.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Electrologists</i> read directions on bottles of sterilant. • <i>Pet groomers</i> read items in supply catalogues and purchasing flyers. • <i>Riggers</i> read brief notices about changes in regulations or load restrictions. 	<p>Read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information. Make low-level inferences.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Kitchen helpers</i> read safety precautions relating to fire hazards in the kitchen. • <i>Bartenders</i> read recipes for mixed drinks from a variety of bartenders' guides. • <i>Security guards</i> read security incident reports left by the preceding shift. 	<p>Choose and integrate information from various sources or from several parts of a single text. Make low-level inferences from multiple sources. Identify relevant and irrelevant information.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Painters and sanders</i> refer to manuals on sandblasting and painting procedures to gain information on how to deal with surfaces of differing porosity and hardness. • <i>Branch managers</i> may refer to several human resource manuals to locate and integrate information on topics such as pay scales and job descriptions. • <i>Police dispatchers</i> read computerized incident reports and relate them to memos and directives from other law enforcement agencies.

National Occupation Classification (NOC)

- Current
- Sample tasks with Essential Skills identified and leveled
- srv108.services.gc.ca/english/general/home_e.shtml
(or Google “Essential Skills”)

Ontario Skills Passport (OSP)

- Presents the NOC / ES in student-friendly format
- Usefulness to employers
- Training plans / evaluations
- www.skills.edu.gov.on.ca

Sample OSP Chart

Essential Skills					
<u>Reading Text</u>	1	2	3	4	
<u>Writing</u>	1	2	3		
<u>Document Use</u>	1	2	3	4	
* <u>Computer Use</u>	1	2	3		
* <u>Oral Communication</u>	1	2			
<u>Money Math</u>	1	2	3		
<u>Scheduling or Budgeting and Accounting</u>	1	2	3		
<u>Measurement and Calculation</u>	1	2			
<u>Data Analysis</u>	1	2	3		
<u>Numerical Estimation</u>	1				
<u>Job Task Planning and Organizing</u>	1	2			
<u>Decision Making</u>	1	2			
* <u>Problem Solving</u>	1	2	3		
<u>Finding Information</u>	1	2			

The skill levels represented in the above chart illustrate the full range of sample tasks performed by experienced workers and not individuals preparing for or entering this occupation for the first time.

OSP Work Habits Plan

NOC Number 1411

Occupation: General Office Clerks

Problem Solving

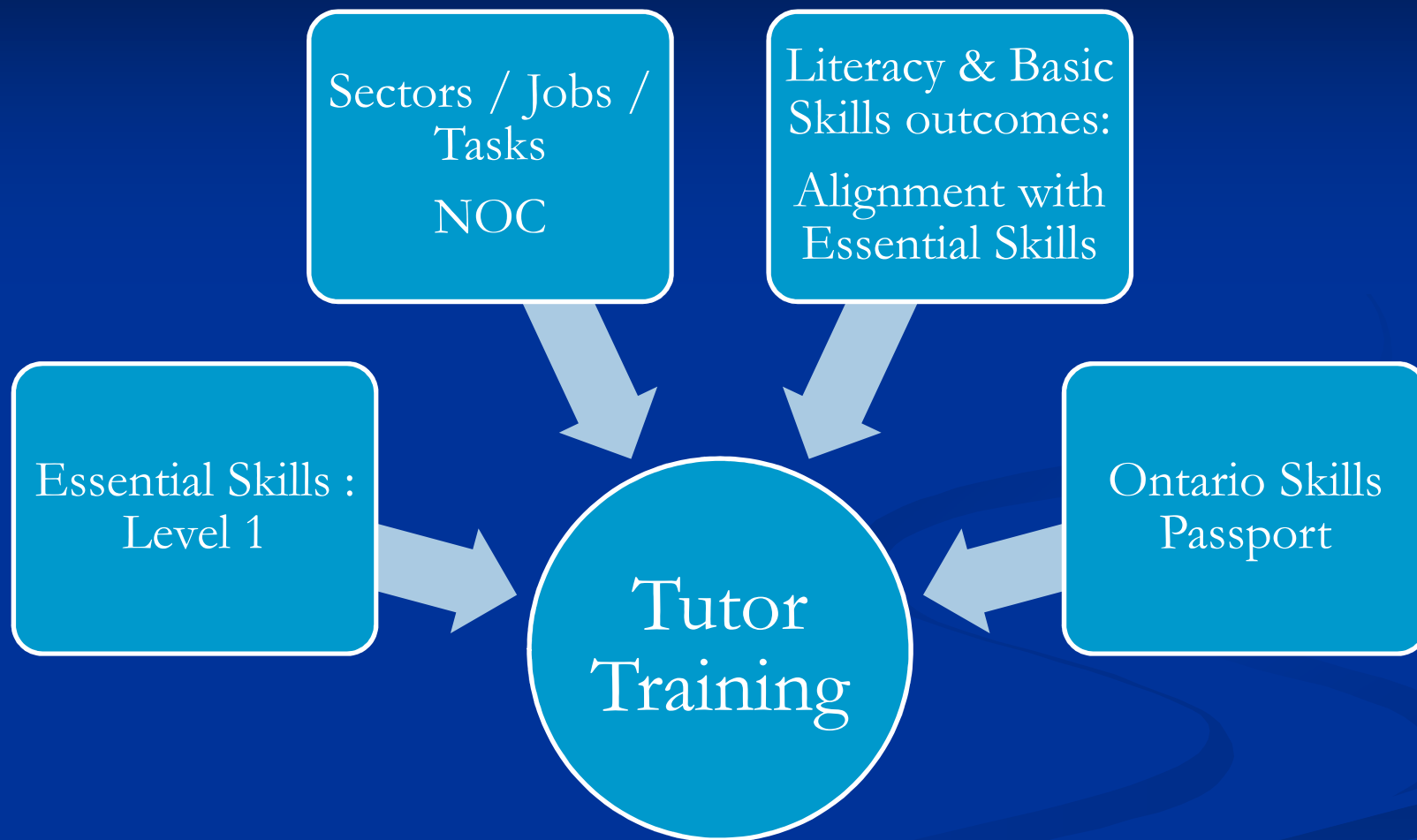
Tasks Performed	Check if Demonstrated
discrepancies have been found in the dollar figures when reconciling the accounting ledger. Compare slips and ledger entries to find the error. (1)	
a document is held up at the printing office and it will be difficult to get tasks completed within a set time frame. In this case, you may have to adjust the schedule to be ready to give priority to the delayed document as soon as it arrives. (1)	
an error is noticed in a document. Contact the individual who produced the document to find out what wording was intended. (1)	
a client's mail has been returned as undeliverable. Check with co-workers or make phone calls to locate a correct address. (1)	
a computer or photocopier is malfunctioning. Try to fix the problem or call a technician. (2)	
the computer crashes when the payroll is due. Consider various options to get pay cheques out on time. (3)	

Oral Communication

Tasks Performed	Check if Demonstrated
interact with couriers to clarify pickup and delivery times. (1)	
talk to clients, in person or on the phone, and provide them with information. You are often the clients' first contact with the office. (1)	
interact with other employees, in person or by telephone, to share information about tasks, meetings, deadlines, work methods and the location of various documents. (1)	
talk with contractors and suppliers to discuss discrepancies in invoices or to order supplies. (1)	
page employees over an intercom system. (1)	

Demonstration of Work Habits

WORK HABITS	DESCRIPTION	Check if Demonstrated
Working Safely	Works in a manner that prevents injury to self and others	
	Reports unsafe conditions	
	Participates in health and safety training as required	
	Uses and wears all protective equipment and devices	
Teamwork	Works willingly with others	
	Shows respect for ideas and opinions of others	
	Takes responsibility for his or her share of the work	
	Contributes to team efforts by sharing information, resources and expertise	
Reliability	Punctual	
	Follows direction	
	Gives attention to detail	
	Uses time effectively and produces work on time	
Organization	Organizes work priorities when faced with a number of tasks	
	Devises and follows a coherent plan to complete a task	
	Revises the plan when necessary to complete a task or make improvements	
Working Independently	Accomplishes tasks independently	
	Independently selects, evaluates and uses appropriate materials, tools, resources and activities	
	Uses prior knowledge and experience to solve problems and make decisions	



Community Connections: Focus Group

WHO

- Ontario Works
- Employment Resource Centres
- Job Connect
- Literacy Agencies
- Employers

WHAT THEY TOLD US

- Barriers
- Opportunities
- Skill gaps – especially social, self-advocacy, self-management
- What the student needs to bring to them

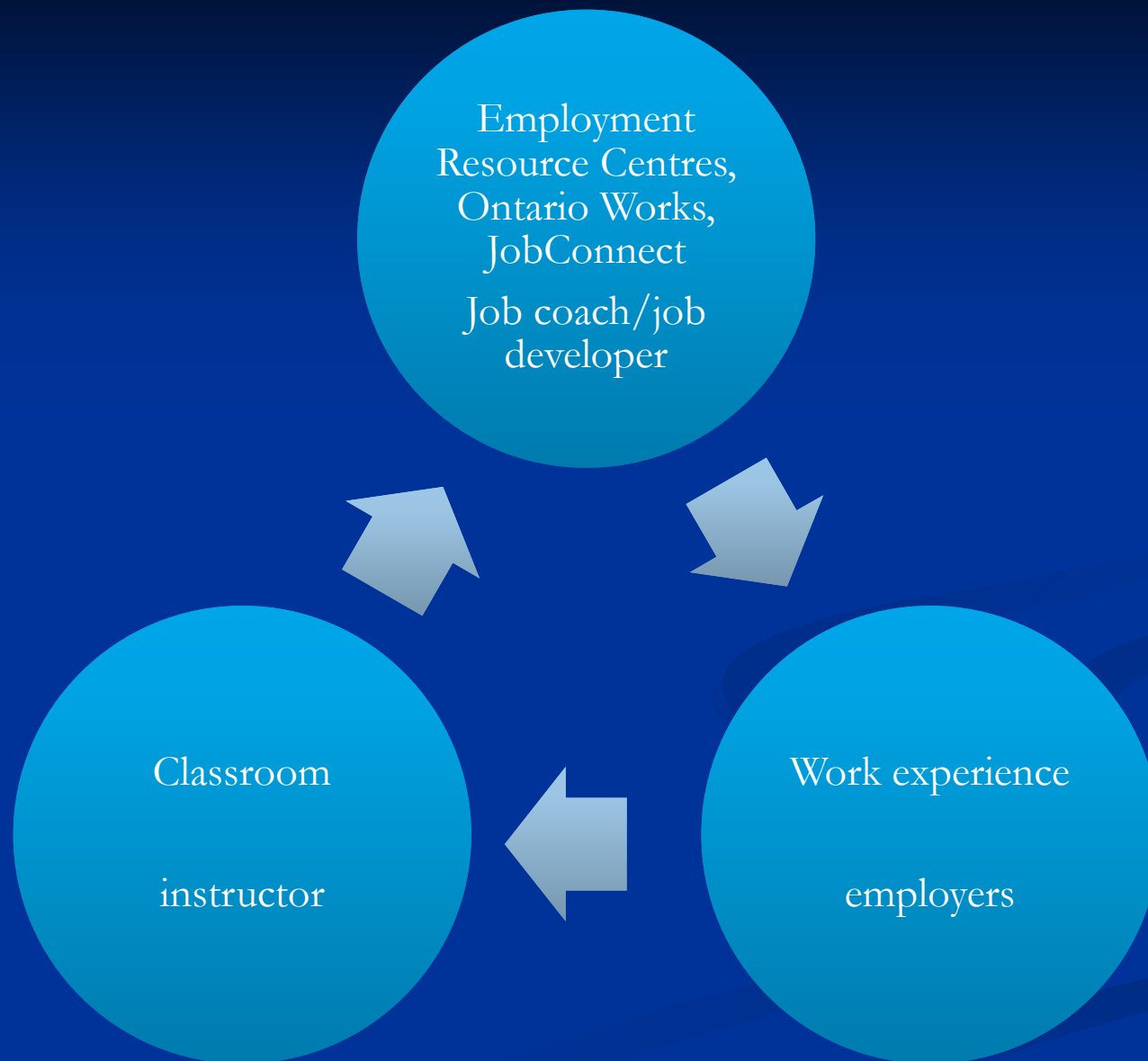
Barriers

■ **Soft skills:**

- ❖ personal hygiene & appearance
- ❖ time management
- ❖ working with others
- ❖ self-advocacy
- ❖ dealing with harassment
- ❖ money management – budgeting
- ❖ health issues

Ready for Work to addresses “soft skills”



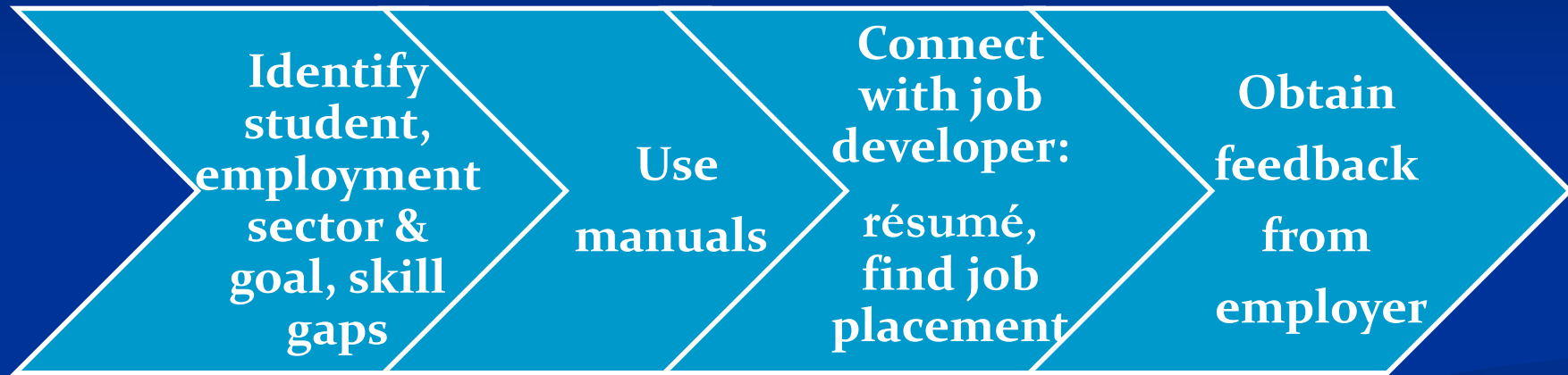


Pre-testing & Preparing

- Contact employer to obtain list of tasks
- Visit site, or set up similar location
- Pretest student – skills, timing, learning ability, work habits, timeliness, appearance
- Assess which skills are in place and which need training
- Train
- Place in job

Pilot Sites

- Midland Area Reading Council
- Barrie Literacy Council
- Simcoe County Community Services
- KW Habilitation Services (2 sites)
- Waterloo Region District School Board (LBS)
- Extend-a-family: WALES
- The Literacy Group of Waterloo
- Canadian Hearing Society (Toronto)
- Hamilton District School Board (ARC & Red Hills)



Ready for Work

- **Essential Skills**
 - Exploring the Essential Skills
 - Essential skills at 1
 - Alignment of ES to Literacy and Basic Skills
 - Using the Ontario Skills Passport

- **Student Units**
 - Before Applying for the Job
 - On the Job

- **Evaluation**

Student Units

BEFORE APPLYING FOR THE JOB

- Choosing a Job
- Fit for the Job
- Keep Fit
- Using a Personal Wallet ID card
- Going for the Interview

ON THE JOB

- Pay Information
- Form Filling
- Succeeding in the Workplace: Personal and Interpersonal Skills
- Messages
- Bus Smart
- Time

Student Units

■ Introduction

- Description of unit
- Prerequisite & additional skills not taught in unit
- Objectives
- Materials
- Vocabulary
- Resources

■ Essential Skills Chart

■ Learning Activities

- Essential Skills
- Materials
- Instructions

.../continued

Student Units (continued)

- Teaching Aids
- Student Activity Sheets
- Demonstrations
 - Instructor Page
 - Tasks
 - Assessment Page

Look at a Unit

- **Introduction**
 - What is the purpose of the unit?
 - What key prerequisite skill is needed?
 - What additional skills could be taught?
 - Any community or Internet resources (links)?
- **Essential Skills chart**
 - note the range of skills
- **Learning Activities**
 - Choose a couple and find their Teaching Aids and Student Activity Sheets
- **Demonstration**
 - Instructor page
 - Tasks – note the “I Can”
 - Assessment

Sector Manuals

- Introduction
 - How to Use the Resource
 - National Occupation Profiles and the Essential Skills
 - Summary of 1 Tasks – chart
 - Self-Evaluation form
- Safety
- Sector Specific Units

Sector-Specific Units

CLERICAL

- Collating
- Photocopying
- Preparing Envelopes for Mailing
- Taking Phone Messages
- Making Telephone Calls

.../continued

Sector-Specific Units

GROUNDS MAINTENANCE

- Understanding Hazardous Product Labels
- Tools and Fasteners
- Lawns and Gardens: Tasks and Tools
- Lawnmowers
- Flower Gardens
- Communicating on the Job

Sector-Specific Units

JANITORIAL

- Understanding Signs
- Understanding Hazardous Product Labels
- Mopping Floors Following a Pattern
- Garbage: Bags and Recycling

Sector-Specific Units

KITCHEN HELP

- Loading and Unloading the Dishwasher
- Counting & Patterns
- The Condiment Station: Sorting & Storing Food
- Setting Temperatures
- Measuring Ingredients

Sector-Specific Units

RETAIL

- Counting Money
- Sorting by Size
- Matching UPC Numbers
- Stocking Shelves

Look at a Sector

- **Introduction**
 - What is the purpose of the unit?
 - What key prerequisite skill is needed?
 - What additional skills could be taught?
 - Any community or Internet resources (links)?
- **Essential Skills chart**
 - note the range of skills
- **Learning Activities**
 - Choose a couple and find their Teaching Aids and Student Activity Sheets
- **Demonstration**
 - Instructor page
 - Tasks – note the “I Can”
 - Assessment

Using the Resources

- Use Essential Skills section for tutor training
- Student Units
 - Assemble additional materials for each unit (magazines, etc) -- tubs
 - Laminate or mount Teaching Aids
 - Photocopy student sheets
 - Prepare Demonstrations
 - Plan timetable: combination of Ready for Work and sectors
 - Incorporate group time as well as one-to-one
- Make links with job developers and employers

What's Next?

- Add sector specific tasks to complete 1
- Add tasks at 2 +
- Develop relationships between literacy agencies and job agencies
- Workshops
- Network with employers – build the cycle