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Project Overview

The goals of this project include determining, through research:

- The actual literacy needs of youth, (ages 16-18) in Hamilton, who are not in the high school system.
- The best type of program design or delivery model to meet youth literacy needs.
- Possible funding sources/sponsors/partnerships to deliver services.

In September of 1999, a forum was held in Hamilton, called “Linking Literacy to the Community”, at which there was representation from Ontario Works, Business and Education. At this forum, small group discussion participants raised concerns around gaps in servicing to specific groups of people. This included youth ages 16-18. This group of early school leavers does not have adequate access to literacy upgrading opportunities.

Under the Ministry of Training, Colleges and Universities (MTCU) guidelines, literacy services are funded for people 19 years of age and older who have been out of the school system for at least one year. But there is a significant group of youth that have left the school system and need upgrading. The youth are in need of programming which can offer them the opportunity to upgrade their skills in a setting that will allow them to maintain their dignity and achieve success.

Research Goals

Goal 1

This research will suggest program development to meet current literacy needs of youth ages 16-18 in Hamilton.

The youth issue was raised again in October of 2000 at a focus group consisting of representatives from Human Resources Development Canada (HRDC); the Hamilton Training Advisory Board; Regional Social and Public Health Services; MTCU Apprenticeship Branch; the McMaster University Health Unit; the Chamber of Commerce; and the Education sector. The 1999 Literacy Service Plan for Hamilton reflects the concern generated around the issue stating, “The ramifications of mandatory grade 10 literacy testing is of concern to this group. There is a good chance that many youth will fail the test and might drop out-of-school. Programs need to be in place for those individuals. Current funding criteria of 19 and out-of-school one year, will not provide programming for these possible clients and HRDC can only fund programs for homeless youth.”¹

¹ Source: Adult Basic Literacy Association. 1999-2000 Hamilton Literacy Services Plan.

Goal 2

This study will suggest proactive program development or, at the very least, proactive planning for program development, should the anticipated failure rate occur as a result of the mandatory literacy testing.

The Hamilton Training Advisory Board Environmental Scan 2000 states, “High-risk youth have considerably lower skill levels than high school graduates, far fewer employment opportunities, and almost no exposure to a ‘higher skill context’, either at home or through a job. Linkages between school and work are also critical in helping them gain employment.”²

Goal 3

This study will provide an opportunity to really determine how “at risk” Hamilton youth ages 16-18 are, and how interested members of the community of Hamilton can help direct the youth to programs and services which will meet their needs.

² Source: Hamilton Training Advisory Board. 2000 Environmental Scan.

RESEARCH SCOPE

Youth Survey

A survey was developed to interview in-school and out-of-school youth (see Appendix A). The survey questions were developed to encompass seven different developmental categories, that when not completed, have been linked to high-risk behaviour in youth. The categories include: social competencies, positive identity, support, boundaries and expectations, empowerment, commitment to learning, and constructive use of time.³

Youth Survey Section	Developmental Category ⁴
Part A: Identity	<ul style="list-style-type: none"> • Social Competencies • Positive Identity
Part B, B1: Identity/ and Internal Supports	<ul style="list-style-type: none"> • Social Competencies • Positive Identity • Support
Part C, C1: Ontario Secondary School Literacy Test	<ul style="list-style-type: none"> • Boundaries and Expectations • Social Competencies
Part D, D1: Continuing Education Plans	<ul style="list-style-type: none"> • Empowerment • Boundaries and Expectations • Commitment to Learning • Social Competencies
Part E: At Risk	<ul style="list-style-type: none"> • Social Competencies
Part F: Use of Time	<ul style="list-style-type: none"> • Constructive Use of Time • Social Competencies
Part G: Self-Assessment of Skills	<ul style="list-style-type: none"> • Empowerment • Social Competencies • Positive Identity

The survey was conducted via face-to-face interviews at six different locations in the City of Hamilton. The survey results of the 51 interviewees (36 in-school youth and 15 out-of-school youth) are summarized in this report.

³ Source: Information on The Survey of Student Resources and Assets by America's Promise and Search Institute <http://www.search-institute.org/surveys/ap.htm>

⁴ Ibid.

Youth Services Providers Survey

A survey was developed to gather information from youth services providers in Hamilton (see Appendix B). The purpose of the survey was to identify:

- Whether youth service providers felt there was a literacy issue amongst the target group,
- If programming was being provided by the agency, or
- If youth services providers were currently making referrals when a literacy issue was identified.

The survey was conducted via email, telephone interviews and face-to-face meetings. Thirty organizations in Hamilton that are involved in the provision of youth and/or literacy services were contacted during the course of the project. The information gathered from phone interviews and web searches has been summarized later in this report. Contact and program information for all the youth service providers that serve the target group of youth ages 16-18 the researcher could identify is included in Appendix D.

Concurrent Youth and Literacy Project Consultation

The researcher also consulted with the project coordinator of a concurrent youth project managed by Literacy Link South Central (LLSC). The primary focus of LLSC's project is establishing connections between the literacy network and local youth service providers in London. Many of the conclusions reached after talking to youth service providers in Hamilton mirror conclusions being made in the London area.

National Adult Literacy Database (NALD) and National Literacy Secretariat (NLS) Database Search

The researcher searched the NALD and NLS databases to identify youth projects funded since 1999 in Ontario. Youth projects that have been conducted in the last few years were reviewed as well as materials currently available to start up and support youth literacy programs. Several relevant projects have been or are currently being funded by the National Literacy Secretariat. The researcher found that products from many of the finished projects are useful and informative for the planning phase of program development. The findings from other youth literacy projects are reflective of and relevant to the local situation in Hamilton. Citations for the project reports are included in the annotated bibliography (see Appendix D).

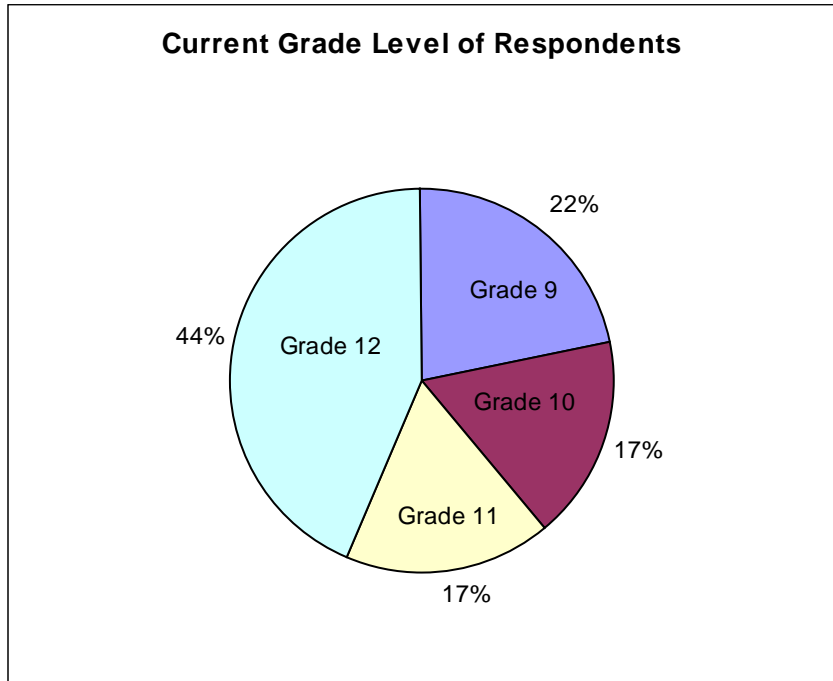
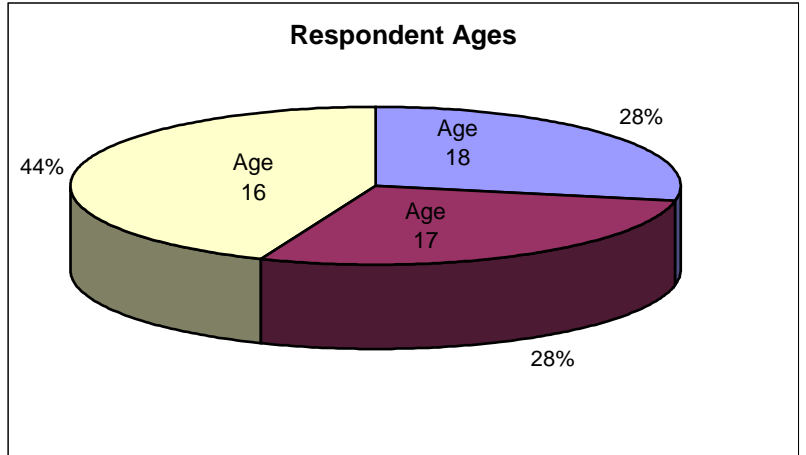
RESEARCH FINDINGS

Youth Survey Results from In-School Respondents

Thirty-six in-school youth were surveyed. All surveys were conducted face-to-face.

a) Respondent Group Description

61% of the respondents were male. 39% of the respondents were female. 100% of the respondents currently resided at home with one or both parents.



b) Ontario Secondary School Literacy Test (OSSLT)

Only 6% of the survey respondents had written the OSSLT. Only 28% of the respondents believed that they would have to take the test at some time in the future. This is interesting since 72% of the respondents were in either grade 9 or 10 and since only 6% had previously taken the test, 66% would therefore be required to take the test to obtain their secondary school diploma. Sample comments from the respondents who planned to take the test in February 2002 are outlined below.

- "I think it will be hard. I'm not too good at English."
- "I think it will be hard. I will be prepared."
- "I'm not worried about it."

c) Further Education

72% of the respondents were planning on pursuing post secondary education, 17% were not and 11% were still unsure.

d) Employment

72% of the respondents were currently employed part-time. 22% of the respondents were currently looking for employment.

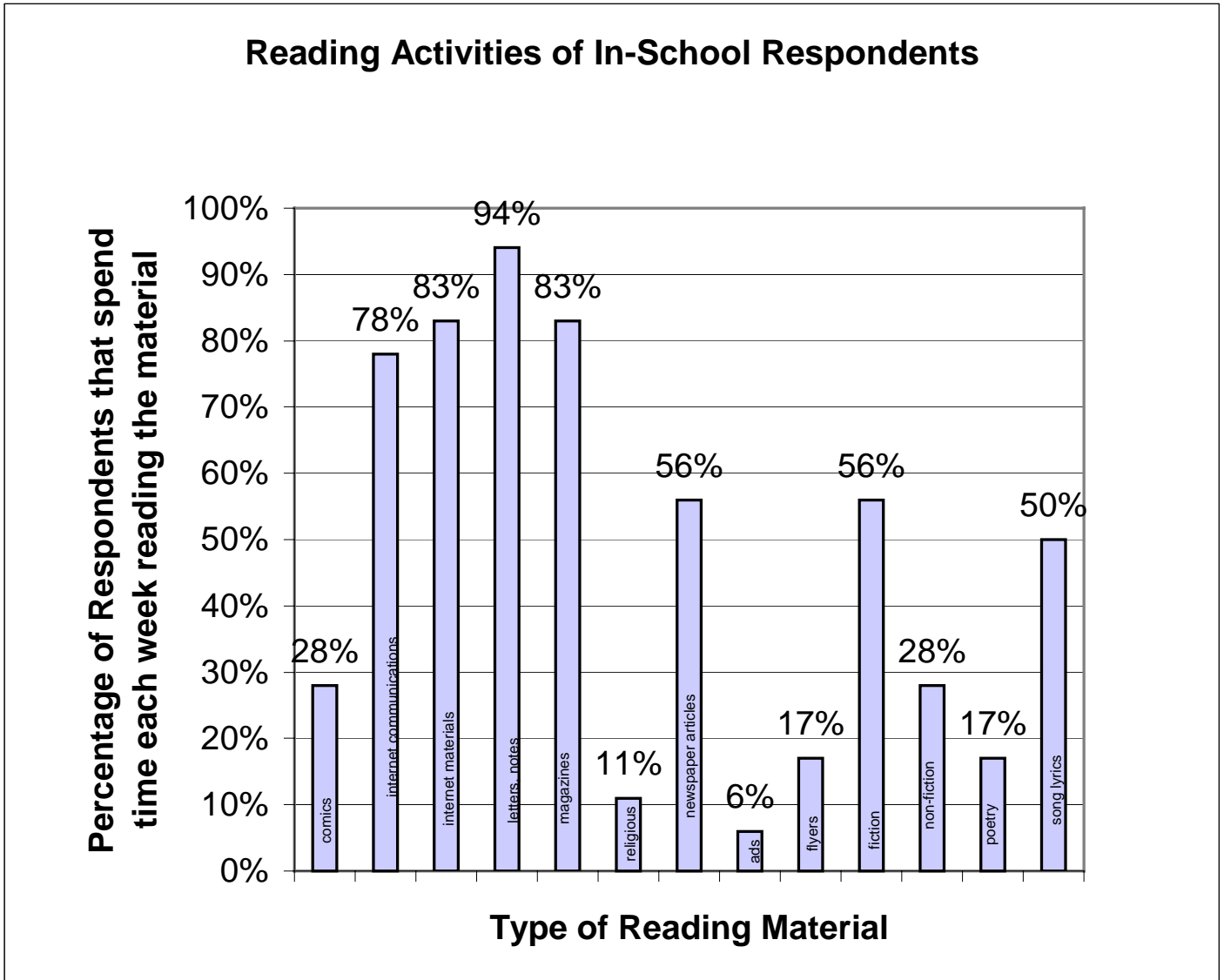
e) Self-Assessment of Skills

72% of the respondents felt they had strong reading and writing skills. 22% of the respondents did not feel that they had strong reading and writing skills. 6% were not sure. 44% of the respondents had received some form of extra help in the past. Respondents were asked to indicate where and how they had received help. Many had received help in elementary school, but not since. Some had received help at a learning resource centre or library in the school system and some had received extra help in a volunteer tutoring program.

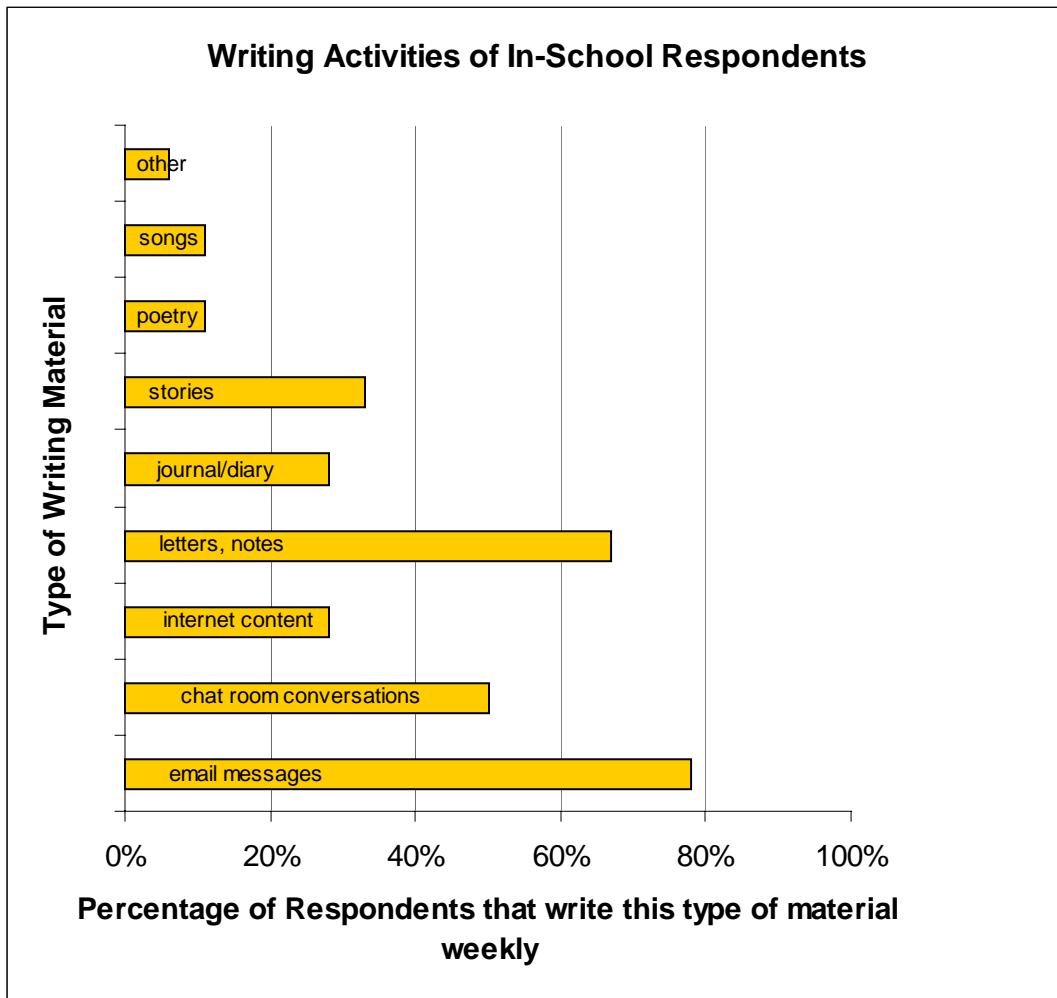
f) Computer Access and Use

100% of the respondents have access to a computer either at home or at school. 89% use the computer regularly and 94% have their own email address.

g) Reading Activities



h) Writing Activities

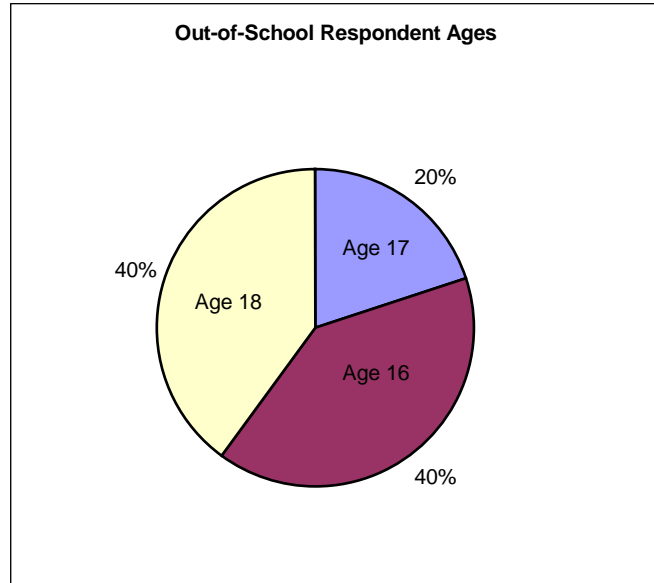


Youth Survey Results from Out-of-School Respondents

Fifteen out-of-school youth were surveyed in a one-to-one interview situation.

a) Respondent Group Description

60% of the respondents were male. 40% of the respondents were female. 20% of the respondents currently resided at home with one or both parents. 80% of the respondents lived on their own or with friends.



b) Ontario Secondary School Literacy Test (OSSLT)

None of the respondents had written the OSSLT. Most were not aware of the test and the requirement to write and pass it as part of obtaining the Secondary School Graduation Diploma.

Further Education

100% of the respondents would like to return to school.

The reasons for leaving school included:

- “I wasn’t doing well.”
- “It wasn’t working out.”
- “It wasn’t the right learning environment.”
- “I socialized too much.”
- “I can’t be around other people I know.”

The reasons for not returning to school included:

- “I don’t have enough time.”
- “I have a three year old and I’m pregnant.”
- “I’ve sent away for the GED package and I’m waiting to get it.”

Things that would help them get back into school included:

- “A place to go where I’m comfortable.”
- “If I had enough money.”
- “If there was babysitting.”
- “If there were more interesting subjects (like music and skateboarding).”

c) Employment

100% of the respondents are currently unemployed. 60% of the respondents are currently looking for a job. 60% of the respondents have had a job in the past.

d) Self-Assessment of Skills

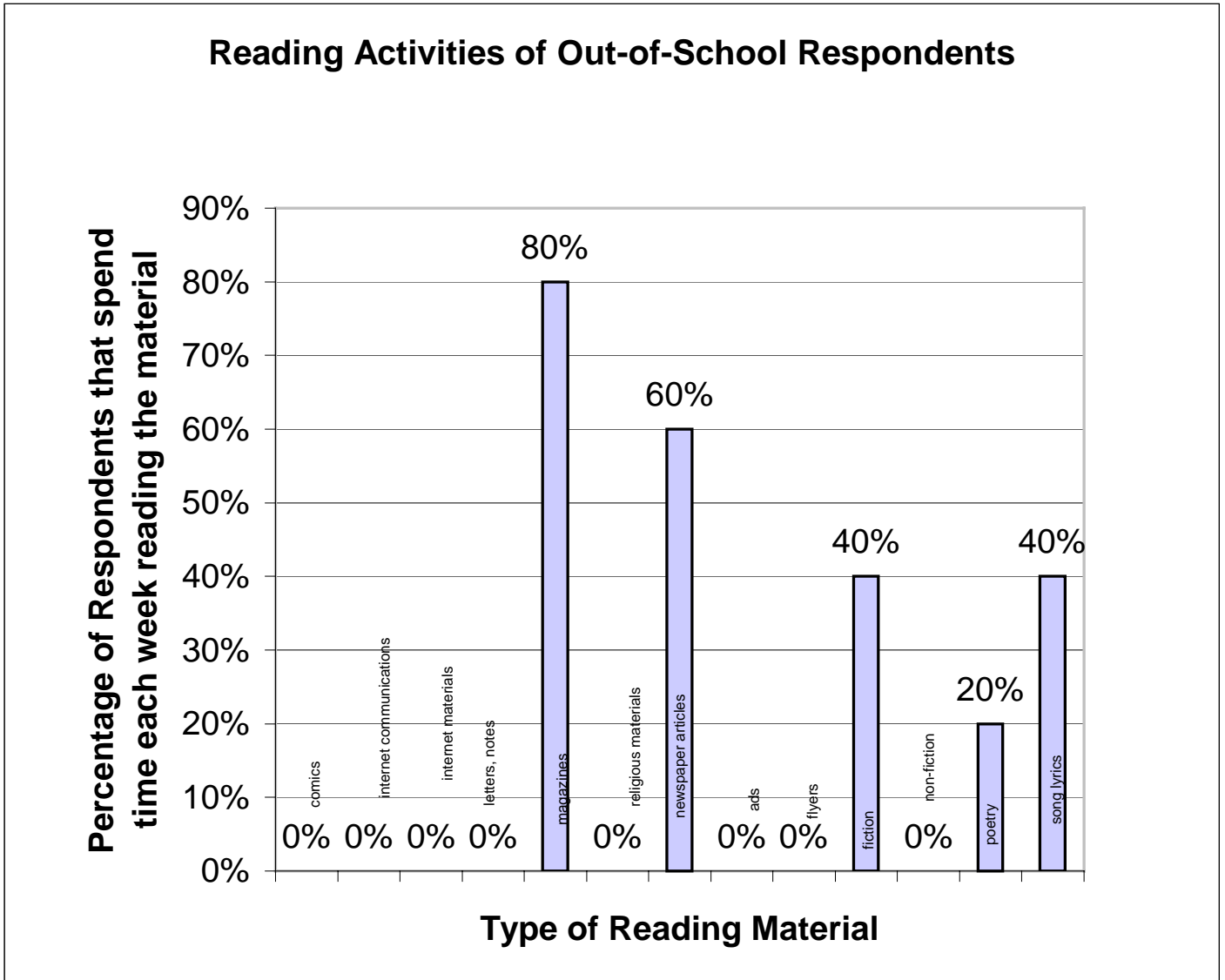
Only 20% of the respondents felt they had strong reading and writing skills. 80% of the respondents had received some form of extra help in the past. Respondents were asked to indicate where and how they had received help. A sample of the responses can be found below:

- “A friend of my family helped me.”
- “When I was in Grade 7 a volunteer helper at school helped me.”
- “I had extra help from a teacher in public school.”

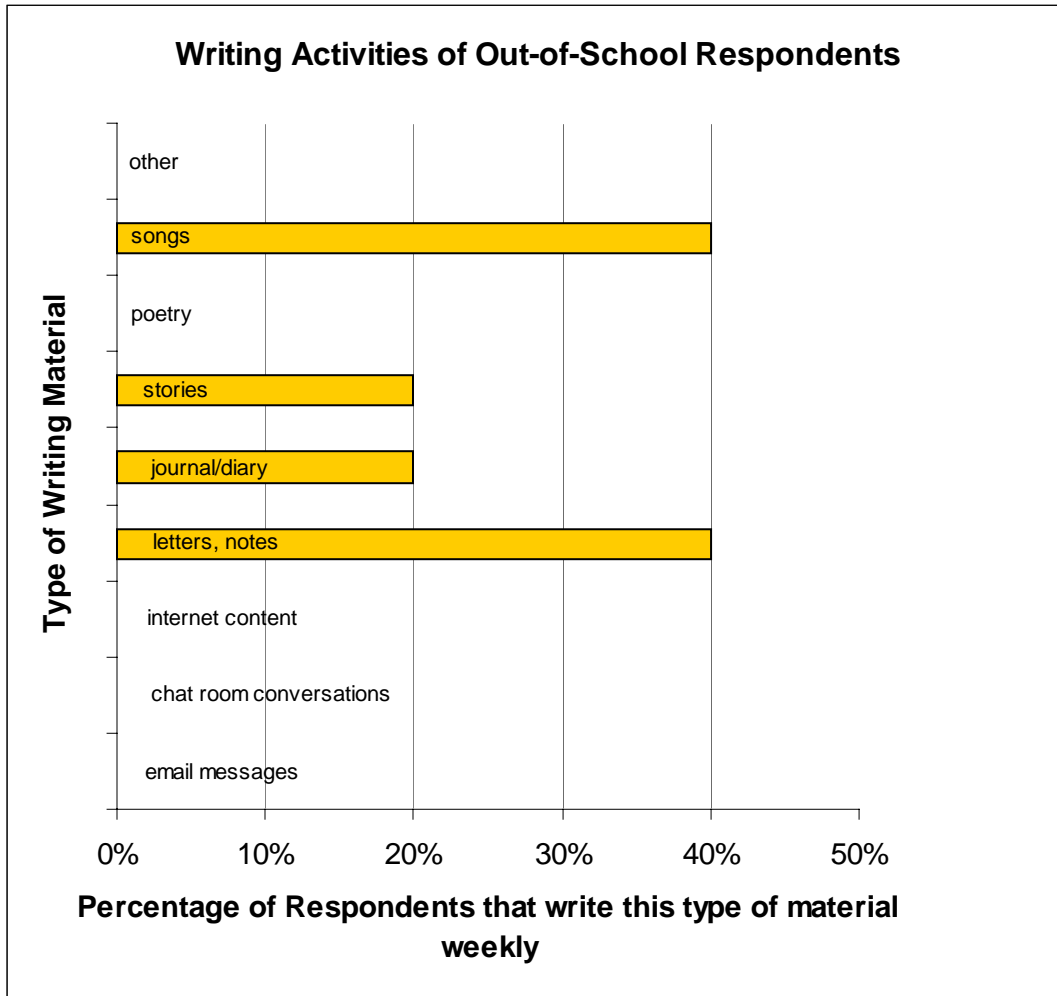
e) Computer Access and Use

50% of the respondents have access to a computer. None of the respondents use a computer regularly or have an email address. However, all of the respondents indicated an interest in being able to access a computer and enhance computer skills.

f) Reading Activities



g) Writing Activities



Youth Survey Discussion

The in-school youth who were surveyed are not concerned about the implementation of the Ontario Secondary School Literacy Test. It is important to note that 100% of the youth in this group have access to a computer and 89% use a computer regularly. “The age group (in Canada) with the most Internet users is 15-19 years old; 90% of them report using the Internet.”⁵ The Internet could be an important vehicle for disseminating information about literacy issues and available programs to this group.

In most cases, the out-of-school youth did not have an opportunity to access a computer but all felt that improvement of their computer skills would be extremely beneficial in helping them obtain employment. “49% of non-users (in Canada) aged 15-24 are highly interested in using the Internet.”⁶ Including computer-based training in programming developed for youth is essential.

All of the out-of-school respondents are currently unemployed compared to 72% of the in-school respondents who are currently employed part-time. Of the 60% (out-of-school) and 22% (in-school) respondents searching for employment, it was the out-of-school group for which the need for employment was most urgent. Although all of the out-of-school youth indicated a desire to return to school, the majority were more concerned with obtaining some form of employment. This may be related to the fact that 80% of the out-of-school youth do not live at home with one or more parents.

A larger percentage of the out-of-school youth perceive themselves to have poor reading and writing skills. The same percentage had received some form of “help” in the past, but in most cases this was in elementary school.

Most of the in-school youth felt they had good reading and writing skills, but almost half of them had also received some form of help in the past.

Both in-school and out-of-school youth were asked to indicate what reading and writing activities they participated in on a weekly basis. The purpose of the questions related to reading and writing activities was to identify types of materials and activities that would be most useful in a successful youth literacy program. The results are informative for ensuring that materials used in a youth literacy program align with reading and writing materials that youth find interesting.

Youth Services Providers Survey Discussion

Thirty organizations were contacted by phone and subsequently received a survey through email. Appendix B contains the survey questions sent to the youth services providers. In addition, organizations that could not be reached

⁵ Heather Dryburgh. “Changing Our Ways: Why and how Canadians Use the Internet” page 1. Statistics in this report were derived from the Statistics Canada General Social Survey 2000.

⁶ Ibid, page 4.

by phone were emailed the survey with a letter of introduction explaining the project purpose and goals.

This survey was also used as the base to collect information in a focus group with members of the Youth Servicing Agencies Network (YSAN) on February 15, 2002. It was through a telephone interview with one agency that YSAN was brought to the researcher's attention as an important network to connect with for information about youth in Hamilton. The members of YSAN initially started meeting because they had a common funder. The network has since evolved to promote and increase opportunities for children and youth through a coordinated service approach that shares resources and information.

The majority of the youth provider respondents indicated that they do see literacy issues in their client groups. Some agencies already have some form of programming in place to address literacy issues among out-of-school-youth. For example, one organization uses Independent Learning Curriculum that is then modified to meet individual client needs. Another organization has staff on its team who have been trained by the Hamilton Literacy Council and who will consult with the Council if questions arise. More programs tend to focus their programming efforts on in-school youth below the age of 16. One survey respondent stated:

“We provide services for those children between 5 and 15 – reading club, reading circle, and test their skills. If we feel that they need extra attention, we make sure to provide them with that, without embarrassing the child. If it is felt that we cannot provide the attention needed, we then contact the parents out of concern of finding an alternative way of assisting them. Overall, I think that our agency is very aware of literacy issues. However, I do feel that it would be important to learn more about literacy agencies that can assist the children.”

Although youth services providers who were consulted generally admit that they see literacy problems with clients on a regular basis, the primary focus and mandate in most cases is to deal with basic physiological and initial safety needs such as food and shelter. They may suspect problems but ascertaining and meeting the literacy-specific needs is difficult when the primary focus is not literacy issues.

Another concern raised by respondents about this client group is that they may not be ready to participate in an upgrading program at this age. If youth have left school, they are generally not amenable to returning to any type of education related programming for a few years. This may explain why there have not been a significant number of referrals to Literacy and Basic Skills programs in this age range.

English as a Second Language (ESL) literacy issues were identified as a significant youth problem in the Hamilton area. Frontier College and Settlement and Integration Services are currently partnering to create a program in one Hamilton high school to begin to address this emerging problem. Researching this issue further was beyond the scope of this project.

However, the issue was important to the respondents and may warrant future consideration and research.

Generally, the respondents in the youth agency survey process were aware of literacy as an issue among youth, but were not familiar with programming that does exist. They indicated that having a comprehensive quick-list would be a helpful referral tool. When presented with some of the tools and resources that have been developed, specific to the issue of youth and literacy, respondents agreed that access to this type of information would be beneficial. The respondents all indicated a desire to be included in the discussions about literacy and are amenable to having more information about the issue. They would be receptive to on-site in-service presentations dealing with the issue of youth literacy.

Barriers to the Research Process

A major barrier to the research process was the creation of a comprehensive list of youth services providers in Hamilton. First, there are many providers and secondly, many are interconnected. Some programs are actually outreach programs of a larger Hamilton agency. Many programs are “hidden”. Therefore, the only way to access them is by word of mouth from another agency.

All programs contacted were willing to discuss the issues over the phone. This was followed up with the email survey. Of the 30 youth services organizations, which received the survey by email, including the members of YSAN, only three organizations actually completed and returned it. Therefore, most of the information related to available programming and the opinion of youth service providers regarding literacy problems among youth was obtained through meeting with YSAN members and telephone conversations.

Another fundamental barrier to the project was accessing youth, either generally or through the programs. Most youth service workers were enthusiastic about having youth in their respective programs participate in answering the survey, but needed to obtain permission from superiors. Permission was not granted due to confidentiality issues. Consultation with other projects indicated that this is a common problem when attempting to access youth for research purposes. In addition, youth ages 16 to 18 are not prevalent even within the youth-serving agencies’ programs. Respondents indicated that it is often difficult for them to access this particular client group, even if they are in need of various services. By the time youth reach that critical age of 16, they have generally left any programming or services that are available. One survey respondent stated:

“It appears difficult for youths in the school system to access literacy support within their day school at the site. They seem to get lost in the school system and usually at 16-18 years will just stop attending – it’s easier.”

The Effect of the Ontario Secondary School Literacy Test

The test is based on the reading and writing skills across subjects on the Ontario Curriculum up to the end of Grade 9. All students in Grade 10, who are working towards a secondary school diploma, are required to write the test. The majority of the students required to take the test will be 15 or 16 years of age. In 2001-2002, students who write the test and do not succeed will have to retake the test and complete it successfully in order to obtain their diploma. This has an implication for one of the major research premises of this project, namely that "The Literacy Service Plan states, "The ramifications of mandatory grade 10 literacy testing were of concern to this group. There is a good chance that many youth will fail the test and might drop out-of-school. Programs need to be in place for those individuals." The premise cannot be tested until the test has been written by the first group for which it becomes an official requirement of obtaining the diploma.

The October 2001 test was postponed until February of 2002 due to a breach of security. Parts of the test were obtained and posted on the Internet two days before the start of the scheduled test dates. Therefore, the latest results were not published at the time this report was completed. However, the results from the initial testing are outlined below.

**Ontario Secondary School Literacy Test Results
October 2000 Testing – Hamilton Wentworth⁷**

	Did not write (includes deferrals)	Failed both reading and writing	Failed reading, passed writing	Passed reading, failed writing	Passed both reading and writing	Total number of students working towards a diploma
Provincial Results	10%	13%	5%	11%	61%	141,012
Hamilton-Wentworth DSB	14%	12%	5%	12%	57%	4,146
Hamilton-Wentworth Catholic DSB	5%	15%	6%	11%	64%	2,012

Percentages are taken from Education Quality and Accountability Office’s (EQAO) Method 1 of analysis. Method 1 expressed the number of students as a percentage of all Grade 10 students who are working towards an Ontario Secondary School Diploma, including students who were deferred or absent for all or part of the test.

When 2000 results from both the Public and Catholic Hamilton school boards are averaged, they do not deviate far from the provincial results. The Catholic School Board, which offers a fee-based tutoring or extra-help program, indicated that the Literacy Test did not create a great influx of students who required extra help into this program.

In the course of this research, youth were surveyed regarding whether or not they had written the test or were going to be writing the literacy test in the future. Those in-school youth who will write the test were apprehensive about it, but felt that they would be able to obtain extra help from school learning resource centres if necessary. In many schools, a learning resource centre is now available. The students who had accessed these services all indicated that it was a positive and helpful experience. A comprehensive listing of this type of service available in each secondary school in the city would be a useful referral tool for literacy organizations and youth services providers. The youth services providers supported the need for this type of information to be available in an easily accessible format. None of the out-of-school youth respondents had written the OSSLT. Most were not aware that passing the test would be a mandatory requirement to obtain a secondary school diploma.

⁷ Source: Data can be obtained from the Education, Quality and Accountability Office (EQAO) website: <http://www.eqao.com/>

It is not possible at this time to ascertain whether the OSSLT will have a dramatic impact on the number of youth who leave school because they are having difficulty in-school and subsequently fail the literacy test. The data will need to be monitored for several years in order to determine the true impact. It may be useful to review the test results as part of the literacy services planning process each year to project the potential number of new literacy clients from this client group. The literacy test will be written in October of each year with the results being posted in time for planning for the following fiscal year.

CONCLUSIONS

1. Most out-of-school youth surveyed feel that they could improve their reading and writing skills.
2. Youth serving agencies and youth services providers surveyed believe that there is a literacy issue among the group targeted by this research.
3. The Ontario Secondary School Literacy Test has not to date had a dramatic impact on the number of early school leavers or the number of youth accessing remedial help within the schools. This may be due to the fact that results of the test only become critical as of this current school year. It is not yet possible to determine what effect the test will have on the number of students dropping out-of-school.
4. This client group (out-of-school youth age 16-18) is very difficult to access. The most effective way to access information about this client group is through the youth services providers.
5. It is the belief of some service providers that this particular group is not ready to access further training during this phase of their life. This is an important factor to consider when making decisions about required services.
6. Many secondary schools have now established resource centres where students in need can access support. However, most youth service providers lack the necessary information to be able to make appropriate referrals to these resource centres.
7. All the out-of-school youth surveyed indicated a desire to access computer training. All of the in-school youth surveyed had access to a computer. Any programming developed for out-of-school youth should involve a computer-training component. The Internet is an effective vehicle to target in-school youth.
8. Although the youth services providers contacted believe that literacy is an issue for the youth population in Hamilton, many of the agencies are concerned with addressing immediate and basic physical and emotional needs and do not have the time to address literacy issues without support. Because the out-of-school youth are so difficult to access, building relationships, and establishing referral procedures with the youth services providers is essential to target this group.

RECOMMENDATION FOR A YOUTH LITERACY SERVICE DELIVERY MODEL FOR HAMILTON

Recommendation #1

Community Awareness and Partnerships

The first and most important step in addressing the needs of youth and even ascertaining their true needs is for the literacy providers and interested stakeholders to develop stronger partnerships/relationships with youth service providers. Overall, youth services providers are receptive to hearing about the issue but seem to be more comfortable within their own environments. The issue has now been brought to the Youth Servicing Agencies Network's table. Keeping in touch with this network will help keep the youth literacy issue on the table. The members of this organization often partner to achieve common goals (e.g. training, achievement awards) and could be good candidates for partnership in any future youth literacy programs that are developed.

Good communication with the youth services provider community will lead the way to effective referrals and program development.

“Outreach is challenging and requires considerable effort: The most effective approach for recruitment of participants is through networking with a diverse range of community agencies. Partnerships with others are critical, and time and effort are required to create and nourish them.”⁸

Suggestions to build communication:

- A literacy provider or interested stakeholder should join the recipient list to receive the YSAN minutes. Pertinent information should be shared during the Literacy Community Planning Process in Hamilton.
- A literacy provider or interested stakeholder should attend at least one YSAN meeting per year to discuss the issue of youth literacy.
- Members of the youth services providers community should be invited to participate in the community planning process or at least provide some input into the process (e.g. via survey).
- Youth services providers could be provided with information about tools or reports that are relevant to their clients.

Recommendation #2

Literacy Awareness Education for Youth Service Providers

The respondents of the youth services provider survey and discussions were all very interested in the issue of literacy. They were willing to learn more about it and participate in further discussions.

Identified needs include:

- Sensitization to recognizing literacy issues.

⁸ Burt Perrin, How to Engage Youth in Literacy. October 1998, page vi.

- Recognition of the potential link between literacy problems and other social problems and the appreciation of the value of providing literacy help and/or making literacy referrals.

An education plan should be developed to provide the youth services agencies with training around the identified needs. Some tools and information are already available to address the identified needs. The annotated bibliography found in Appendix D identifies several resources. Most of the resources produced by the literacy field that address youth deal with setting up youth focused programming within the adult literacy system. One notable resource is, “Learning About Literacy: A Handbook for Youth Service Providers”.⁹ It is directed at youth providers, not literacy providers. This resource could be easily tailored to the Hamilton region and distributed to youth services providers. It has also been adapted for use with the Ontario Works literacy initiative. Obtaining permission to adapt and distribute this tool would be valuable for the youth services providers.

A second stage to this step would be to provide some “in-house” training regarding the identification of literacy issues and making appropriate referrals using tools that have already been developed.

Recommendation #3

Assessing and Accessing Current Programming/Making Appropriate Referrals

Although MTCU funded Literacy and Basic Skills (LBS) programs are not mandated to service youth, there is some flexibility within the guidelines to accept clients from the under 19 group. Agencies can recommend serving young adults between the ages of 16-19 as long as the young person demonstrates the maturity to benefit from the adult education system. In addition, there are several youth services agencies that are not specifically literacy providers but are currently providing programming that addresses literacy issues among youth clients. There are also several “alternative schools”, some of which are listed in appendix C, in the region. Having the proper contact information for these organizations and programs would set the groundwork for developing an effective referral process. Getting this information to the youth who need it may be problematic. If a youth with literacy issues did try to figure out where to go for help, they would find the number and variety of available services very difficult to navigate. However, as most youth would not self-select to get literacy help, referrals would likely be made through youth services organizations.

There is an excellent resource available entitled *Youth Literacy Referral Kit*¹⁰ that could be consulted for developing an effective youth referral protocol. An annotation of this kit can be found in Appendix D.

⁹ Anne Marie Curtain, Learning About Literacy: A Handbook for Youth Service Providers. Literacy Link South Central.

¹⁰ Aimee Field, Literacy Referral Kit: A guide for agencies that work with youth who have literacy barriers. QUILL, 1999.

Suggestions:

- Create and distribute a listing of secondary schools with resource centres.
- Create and distribute a listing of literacy programs and alternative programs that out of school youth can access.
- Create a web page with a “Youth or Youth Services Provider Link” that identifies an up-to-date and complete listing of services, programs and alternatives for youth who want to access further training.
- Produce and distribute a one or two page “flyer” to youth service providers with “tips” on identifying literacy issues.

Recommendation # 4

Continue to Monitor OSSLT Results on a Yearly Basis

Because the mandatory testing is new, the results need to be monitored over the next few years to determine how many youth are failing the test and how many youth are subsequently dropping out-of-school. This should be included as part of the Literacy Services Planning Process each year.

Recommendation #5

Develop Future Literacy Programs for Youth

If there is insufficient space for youth in available programming, then new programming will need to be developed.

Six suggestions are outlined below.

1. Encourage youth services providers in Hamilton to provide programming. Aid in the development of the programming by providing information about available resources, access to sensitivity training, etc.
2. Because the MTCU guidelines do allow some flexibility to accept certain members of this client group into LBS programming, it would be prudent to discuss the issue in terms of the Literacy Services Planning process. It is important to determine if any of the LBS organizations in Hamilton have capacity without extra funding and, if not, whether it is feasible to include a request for additional funding to pilot such a program.
3. Connect with Frontier College to determine their capacity and potential as a partner in creating a new youth literacy program in Hamilton.
4. Apply for independent funding to provide a youth literacy program in Hamilton. Potential funders:

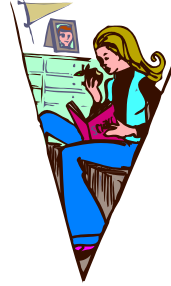
Funder /Contact Information	Funding Program Available
<p>Levi Strauss & Co.</p> <p>Website: www.levistrauss.com</p> <p>Canada and Latin America letters of inquiry can be mailed to Patricia Boero, Senior Manager, Public Affairs, LS&CO., Weston Corporate Center, 2700 S. Commerce Parkway, Suite 200, Weston, Florida 33331.</p>	<p>Youth Empowerment grants support youth engagement in decision-making and problem solving. We support programs that help them become advocates for positive change among their peers, families, and communities by being involved in decision making at all levels of the organization and giving youth a voice in their communities.</p>
<p>Hamilton Community Foundation</p> <p>Website: www.hcf.on.ca</p>	<p>(1) Registered Canadian charitable organizations and others qualified as described in Section 110 of the Income Tax Act may submit an application to the Community Fund.</p> <p>(2) Organizations that are not Registered Canadian charities but wish to submit an application to the Community Fund may refer to the "Information Sheet for Applicants to Community Foundation Regarding Charitable Status - Agency Relationships" regarding additional application requirements. A copy may be obtained by contacting our office or by way of an online download in printable PDF format.</p> <p>Initiatives to be supported must be carried out within the City of Hamilton.</p> <p>Application Deadlines are October 1 and April 1.</p>

<p>Trillium</p> <p>Website: www.trilliumfoundation.org</p>	<p>Operating Grants</p> <p>Operating costs are defined as a group’s ongoing program and administration costs. If you request operating funding, you must be able to show sustainability in the long term, clearly outlining how you will replace the Ontario Trillium Foundation funding in the year after the grant ends.</p>
<p>Microsoft Canada</p> <p>Website: www.microsoft.com/canada</p>	<p>I CAN Software Donation Program</p> <p>Microsoft Canada provides software at no charge to charitable and not for profit organizations that demonstrate a commitment to empowering children and youth in Canada.</p> <p>In 2001 our software donation program impacted the lives of over 90,000 Canadian children and youth positively. Since the program began in 1994, \$42 million in software grants have been provided to over 15,000 Canadian organizations.</p>

5. Ensure any programming developed includes a computer-based component.
6. Streamline program curriculum development by adapting available curriculum to the Hamilton Region.

APPENDIX A

YOUTH SURVEY



A Joint Project of the Hamilton Training Advisory Board and the Adult Basic Education Association of Hamilton

The survey is to be administered verbally. Accommodations can be made by the interviewer as needed (e.g. explanation or simplification of questions). The following will be explained to the interviewee prior to being surveyed:

- The purpose of the project.
- That the survey is absolutely voluntary.
- That the interviewee can refuse to answer any of the questions that make them feel uncomfortable.
- That the interviewee can stop the process at any time.
- That the survey will be administered verbally.

Part A: Identity

1. Name: _____
2. Age: _____
3. Gender: Female Male
4. Do you currently attend school? Yes No

If the answer to question 4 is yes, complete Parts B, C, D, Part E-G. If the answer is no, complete Parts B1, C1 (if applicable) , D1, and Parts E-G.

Part B: Identity Continued

- 1. What grade are you in? _____
- 2. What school do you attend? _____
- 3. Where is it located? _____
- 4. How long have you attended that school? _____
- 5. Have you attended other schools? (identify the schools and locations)

- 6. Do you currently live at home with one or more of your parents?
 Yes No
- 6b. If no: Where and with whom do you live? _____

- 7. How long have you lived in your current home? _____

Part C: Ontario Literacy Test

If the interviewee is in Grade 10 or Grade 11, ask the following questions: (Students in grade 10 are being questioned in case they did not pass grade 10)

- 1. Did you write the Ontario Secondary School Literacy Test in October 2000?
 Yes No
- 1b. If interviewee responded No:
Are there any special reasons that you did not complete test?

1c. If the interviewee answered yes:

Did you pass the test?

- Yes No

1d. If the interviewee did not pass the test: Are you planning on re-writing the test?

- Yes No

2. Did you know that if you retake the test, it then becomes a requirement for you to get your diploma, and that you will be required to pass it to graduate?

- Yes No

3. Comments: (What did you think about the test? Did you find it difficult? Did you find it easy? Do you feel you were prepared to take the test?)

4. What other services, help, etc. would have helped you with the test?

Part D: Continuing Education Plans

1. Are you planning on completing your Secondary School Diploma?

- Yes No

1b. If no: What are your reasons for not completing the diploma?

2. Are you planning on pursuing post-secondary education?

- Yes No

2b. If yes: What school/program do you plan to attend? _____

2c. If no: What are your reasons for not planning on pursuing post secondary education? (e.g. financial, difficulty in school)

3. What are your career goals? _____

Part E: At Risk of Dropping out of School

(Note: only to be asked if interviewer really thinks student is considering this)

1. Are you thinking about dropping out of school?

- Yes No

1b. If yes: What are your reasons? What could happen to make you change your mind?

Part B1: Identity (Continued) and Internal Supports

1. How long have you been out-of-school? _____

2. What grade did you last attend? _____

3. What school did you last attend? _____

4. Where was the school? _____

5. Have you attended other schools? (identify the schools and locations)

6. What were your reasons for leaving school? _____

7. Do you currently live at home with one or more of your parents?

- Yes No

7a. If no: Where and with whom do you live? _____

8. How long have you lived in your current home? _____

Part C1: Ontario Secondary School Literacy Test

If applicable:

1. Did you write the Ontario Secondary School Literacy Test in October 2000?

- Yes No

1b. If interviewee responded No:

Are there any special reasons that you did not complete test? (other than not in school at the time)

1c. If the interviewee answered Yes:

Did you pass the test?

- Yes No

2. Did you know that if you retake the test, it then becomes a requirement for you to get your diploma, and that you will be required to pass it to graduate?

- Yes No

3. Comments: (What did you think about the test? Did you find it difficult? Did you find it easy? Do you feel you were prepared to take the test?)

4. What other services, help, etc. would have helped you with the test?

5. Did this test affect your decision to leave school?

- Yes No

Comments: _____

Part D1: Continuing Education Plans

1. Would you like to go back to school and complete your Secondary School Diploma?

- Yes No

1b. If yes: What is stopping you right now from going back to school?

1c. If yes: What would help you get back to/into school?

1d. If no: Please explain why you don't want to get your diploma.

1e: If no: Is there anything that could happen that would change your mind about going back to school to get your diploma?

2. Would you like to pursue post-secondary education?

- Yes No

2a. If yes: What school/program would you like to attend? _____

3. What are your career goals? _____

Part E: Use of Time
Reading and Writing outside of School

1. Do you have access to a computer?

- Yes No

2. Do you use a computer regularly?

- Yes No

3. Do you have an email address?

- Yes No

4. Do you **read** any of the following on a regular basis? (check off all applicable sections and record average amount of time spent)

Activity	Amount of Time Spent per Week
<input type="checkbox"/> Comics	
<input type="checkbox"/> Internet communications (e.g. email, chatroom)	
<input type="checkbox"/> Internet material (e.g. info on websites)	
<input type="checkbox"/> Letters	
<input type="checkbox"/> Magazines	
<input type="checkbox"/> Newspapers <ul style="list-style-type: none"> <input type="checkbox"/> Articles <input type="checkbox"/> Classified ads 	
<input type="checkbox"/> Flyers	
<input type="checkbox"/> Fiction (e.g. novels, short stories)	

<input type="checkbox"/> Non-fiction (e.g. biographies, history)	
<input type="checkbox"/> Poetry	
<input type="checkbox"/> Song lyrics	
<input type="checkbox"/> Religious or spiritual materials	
<input type="checkbox"/> Other _____	

5. Do you **write** any of the following on a regular basis? (check off all applicable sections and record average amount of time spent)

Activity	Amount of Time Spent per Week
<input type="checkbox"/> Email messages	
<input type="checkbox"/> Chat room conversations	
<input type="checkbox"/> Internet web site content	
<input type="checkbox"/> Letters, notes	
<input type="checkbox"/> Journal/diary	
<input type="checkbox"/> Stories	
<input type="checkbox"/> Poetry	
<input type="checkbox"/> Song lyrics	
<input type="checkbox"/> Other _____	

Part F: Self-Assessment of Skills

1. Do you feel that you have strong reading and writing skills?
 Yes No

2. Have you ever had extra help with your reading and writing?
 Yes No

2a. If yes: Describe when and where you had help and who helped you.

Part G: Employment Information

1. Do you have a job?

Yes No

1b. If yes: Part-time Full-time

Where is it and what do you do?

1c. If no: Are you currently looking for a job?

Yes No

Comments (e.g. Are you having difficulty? Where have you looked?)

2. Have you ever had a job? Yes No

If yes, please describe.

APPENDIX B

Researching Literacy Needs of Youth Ages 16-18

Joint Project Proposal of the Hamilton Training Advisory Board and the Adult Basic Education Association of Hamilton

Youth Services Providers Survey/ Focus Questions

Survey completed by

Name -

Organization Name -

Organization Location -

Telephone number -

Email-

1. How many youth between the ages of 16-18 does your agency serve?
2. What types of programming and services do you provide for them?
3. How many of your clients are still in the school system?
4. Do you see literacy problems as an issue with this age group?
5. Does any of your programming for this age group specifically target literacy issues?
6. If a client has literacy issues and /or problems with schoolwork is there somewhere you would currently refer them?
7. Are your clients comfortable discussing "literacy" problems or issues? If not, do you use other terms to describe it and if so what are they (e.g. upgrading)?
8. Do you have any interaction with local literacy programs or networks?
9. What other programs/types of programs do you commonly make referrals to?
10. What literacy services do you think are currently lacking for the youth population (age 16-18)?
11. Do you think it would be important and/or appropriate for your organization to become more aware of literacy issues and services?
12. Would your agency be interested in participating in future discussions about this issue and/or receiving the report generated by this project?

APPENDIX C

Youth Services and Programs

<p>Afro-Canadian Caribbean Association of Hamilton and District</p> <p>423 King St. East Hamilton, ON L8N 1C5 905 385-0925 fax 905 385-4914</p> <p>infor@accahamilton.org</p>	<p>Cultural programs that involve Afro-Canadian Caribbean youth.</p>
<p>Alternatives for Youth</p> <p>105 Main Street, Suite 101, Lower Level Hamilton, Ontario L8N 1G6 Phone: 905-527-4469 Fax: 905-527-8291</p>	<p>Alternatives for Youth (AY) provides individual, group and family counselling to youth aged 13 – 22, located in the Burlington and Hamilton-Wentworth area, who are experiencing difficulties related to the use of tobacco, alcohol and other drugs.</p> <p>Hamilton locations listed below:</p> <hr/> <p>BARTON SECONDARY SCHOOL 75 Palmer Road, Hamilton</p> <hr/> <p>SIR WINSTON CHURCHILL SECONDARY SCHOOL <i>Student Health Centre, 1715 Main Street East, Hamilton</i></p> <hr/> <p>HAMILTON URBAN CORE COMMUNITY HEALTH CENTRE 71 Rebecca Street, Hamilton L8R 1B6 Homework Club For children up to Grade 11. Tuesdays 4-6 p.m.</p> <hr/> <p>CHEDOKE CHILD & FAMILY Evel Building, Hamilton</p> <hr/> <p>MCMASTER UNIVERSITY <i>Student Health Services, 1280 Main Street West, Hamilton</i></p> <hr/> <p>NOTRE DAME YOUTH HOSTEL 14 Cannon Street West, Hamilton L8R 2B3 905 308-8090 A Ministry of the Good Shepherd Centre of Hamilton that offers emergency shelter and a one-stop, multi-agency resource centre for homeless teens. Multi-Resource Centre is open form 10 a.m. to 10 p.m.</p> <p>Resources include help getting back into school or finding a job. Note: Programs are also available in Ancaster and Waterdown</p>
<p>Big Brothers of Burlington, Hamilton-Wentworth</p> <p>639 Main St. E., Hamilton, ON Phone: (905) 525-3860</p> <p>Marianne@callbigbrothers.com info@callbigbrothers.com</p>	<p>Mission: To contribute to the healthy development of lone-parent families and their children, primarily by providing the children with quality one to one, adult volunteer relationships and all family members with appropriate counselling and information services.</p>

<p>Big Sisters</p> <p>56 Charlton Avenue West Hamilton, Ontario L8P 2C1 Tel - (905) 529-7262 ext. 214 Fax - (905) 529-5291 Matching Program - (905) 529-7262</p>	<p>A special one-to-one relationship matches a woman to a young girl aged 6-18 years. Big Sisters nurture the development of self-esteem in young girls who may be experiencing social, emotional or family problems. Each match is expected to spend four (4) hours each week together, engaging in no-cost or low-cost activities.</p>
<p>Catholic Youth Organization</p> <p>735 King St. E., Suite 3 Hamilton, ON L8M 1A1 Phone: (905) 528-0011</p> <p>www.cyo.on.ca</p>	<p>Mission: To guide youth, irrespective of race, colour or creed, toward the development of character and talent through group activities and other programs; and to stimulate in youth, through education, personal & social conduct corresponding to sound moral principles, and to offer such other opportunities and programs that will guide youth toward successful leadership.</p>
<p>City of Hamilton, Culture and Recreation</p> <p>Youth Services 71 Main St. W. Hamilton 905 648 4571 ext. 228 fax: 905 648-7195 or The Rotary Centre 385 Jerseyville West Ancaster L9G 4L5</p> <p>cbeaudoi@city.hamilton.on.ca</p> <p>cultureandrecreation@city.hamilton.on.ca</p>	<p>Offers youth recreation programs in the City of Hamilton.</p>
<p>Community Adolescent Network (Adolescent Community Care Program)</p> <p>121 Augusta St., Hamilton, ON L8N 1R5 Phone: 905 524-2501 905 529-6866 fax 905 529-9242</p> <p>can@thecan.ca</p>	<p>Provides services to youth with special needs. Operates a spectrum of residential and non-residential services, and are committed to participating in the process of interpreting the needs of youth in the community. Helps adolescents with emotional and developmental difficulties learn skills necessary for independent living, and provide programs and services that enable youth to improve the quality of their lives</p>
<p>Dawn Patrol Child and Youth Services</p> <p>82 Victoria Ave. South Hamilton, ON L8N 2S7 Tel: (905) 526-9529 Fax: (905) 526-7852</p> <p>www.dawnpatrol.on.ca</p>	<p>Dawn Patrol is a non-profit, registered charitable organization that provides housing for troubled youths.</p>

<p>Diverse Community Achievement Centre</p> <p>859 King St. E. Hamilton, ON L8M 1B5 905 543-0222 fax: 905-544-5187</p> <p>www.DiverseCommunity.org dca@hwcnc.org</p>	<p>The Diverse Community Achievement Centre's main focus is to motivate youth to set and pursue high educational goals. Programs include:</p> <ul style="list-style-type: none"> • Tutoring courses offered in math, english, french, science, and computer technology. Tutorials are supervised by qualified teachers and McMaster University Volunteers • Mentoring young people on how to link with post-secondary students • Counselling and educational assessment. This program is culturally sensitive to meet the psychological needs of a culturally diverse youth population • Entrepreneurship clinic introduces participants to the Canadian business environment and helps prepare students to launch and effectively manage their own business • Conferences and workshops include issues of violence, poverty and self empowerment
<p>Elizabeth Fry Society</p> <p>627 Main St. E., Hamilton, ON Phone: (905) 527-3097</p> <p>www.elizabethfry.ca</p>	<p>Mission: The Elizabeth Fry Society Hamilton Branch is a community based, correctional agency which addresses the particular concerns of women by providing counselling, housing, educational and preventative services, and advocating on behalf of individuals involved in the criminal justice system.</p>
<p>Friendship Centres</p> <p>1207 Main St. W., #981 Hamilton, ON Phone: (905) 312-0422</p>	<p>Mission: To provide friendships to individuals & integrate them back into the community.</p>
<p>Frontier College - Hamilton</p> <p>1100 Main Street West Suite 205 Hamilton, ON L8S 1B3 Phone: (905) 522-0638 Email: jadam@frontiercollege.ca</p>	<p>Children's Aid Society Activities: One-on-one tutoring children and youth, 8 to 17. Since 1993 McMaster Students for Literacy has been working with the Children's Aid Society. Volunteers work with children who are in the care of the Children's Aid Society and need assistance in developing their reading and writing skills. Children's ages in the program range from 8 to 17. Each year one child is matched with one volunteer tutor for 6 months, October to April. Tutors are expected to meet with their child once a week for 1 to 2 hours, for fun and academic activities. Volunteers are needed: One evening a week (flexible)</p> <p>Salep Centre 905 387 9379 Activities: Small group and one-on-one tutoring, and mentoring youth 14-15. The Salep Centre is an alternative school for youth 14-15 run through the Hamilton-Wentworth School Board. Learners work independently on core subjects and participate in specialized programming (job readiness, life skills etc...). Volunteer tutors work with small groups of learners and one-on-one, developing reading and writing skills, and acting as a mentor. Volunteers are needed: Monday to Thursday, preferably 10:00 to 12:00 but afternoons are also possible</p>

Researching Literacy Needs of Youth Ages 16-18

<p>Good Shepherd Men's Centre Brennan House</p> <p>905 528 9109 (Men only)</p>	<p>All services at Good Shepherd Centres are offered free of charge to all people, irrespective of race, religion or national origin. Teens live at and/or receive counselling from Brennan House.</p>
<p>Good Shepherd - Martha House</p> <p>905 523 8895 (Women only)</p>	<p>All services at Good Shepherd Centres are offered free of charge to all people, irrespective of race, religion or national origin.</p>
<p>Hamilton Catholic District School Board</p> <p>905-577-0555</p>	<p>Individual Tutoring Program</p> <p>Available to Grade 7-12 Students with the Hamilton-Wentworth Catholic District School board October 2001 to January 2001 Monday to Thursday Evenings and/or on Saturday (St. Charles Mountain only)</p> <p>\$20.00 per hour</p>
<p>Hamilton CAS</p> <p>New Pathways School Program</p> <p>www.hamiltoncas.com</p> <p>info@hamiltoncas.com</p>	<p>Tutoring program is in place that is run with Frontier College volunteers. Clients would be completely inaccessible for the purpose of survey due to confidentiality issues.</p>

Researching Literacy Needs of Youth Ages 16-18

<p>Hamilton Detention Centre 905 523-8800</p>	<p>Has a Y.O. Phase 2 secure custody section- falls under the Ministry of Corrections</p>
<p>Hamilton District School board</p>	<p>Some schools have learning resource centres where students can access extra help.</p>
<p><i>Hamilton East Community Services</i> 681 Main Street E. Hamilton, ON L8M 1K3 905 545-0133 fax 905 549-9011 www.hecs.org inquiries@hecs.org</p>	<p>Hamilton East Community Services is a service-focused, multi-program non-profit corporation led by a volunteer Board of Directors. The service provides leadership with our community partners in the areas of service delivery, creative and innovative program development and client advocacy to benefit the communities we serve. Programs include Camp Maple Leaf, George R Force Group Homes, Grocer-Ease, Hamilton East Community Care (Foster Care), Peninsula Youth Centre, Arrell Youth Centre, William C Bain Youth Homes and a charitable foundation (Hamilton East Community Services Foundation).</p>
<p>Hamilton East Kiwanis's Boys' and Girls' Club 45 Ellis Ave. Hamilton, Ontario 905 549 4023 905 549-2814 fax 905 549-6269 glenn@kboysandgirlsclub.com</p>	<p>The Boys and Girls Clubs of Ontario is a leading partnership of community serving Clubs committed to; developing the potential of children and youth; enhancing Club development and capacity through mutual supports; and promoting the Boys and Girls Club movement.</p>
<p>Jamaica Association 186 Balsam Ave S, Hamilton, ON, L8M 3B8 (905) 545-6294 nnunes@cgocable.com</p>	<p>The Jamaican Association assists Jamaicans with integration into the community; they deal with social issues and work with Jamaican youth to keep them in school.</p>
<p>John Howard Society of Hamilton Wentworth & District 128 Hughson Street North Hamilton, ON L8R 1G6 905 523-7460 Fax 905 523-7468 E mail: jhoward@icom.ca http://www.johnhoward.ca/directory/ont/Jhsont2.htm#Hamilton</p>	<p>ON Employment Experience Program: This program is designed to address the issue of recent and potential early school leavers. Providing a variety of learning experiences, unlike those in a regular school setting, young people between the ages of 14 and 17 participate in workshops relating to employment and career orientation. Participants work 28 hours per week in employment settings closely related to their interests. The employment setting provides the hands on experience.</p>

<p>Living Rock</p> <p>30 Wilson Street Hamilton, ON L8R 1C5 905 528 7625 fax 905 526 8723</p> <p>www.thelivingrock.org livingrock@hwcnc.org</p>	<p>Offering hope to youth in a refuge of safety and growth within the community. Living Rock Ministries is a nondenominational Christian outreach that provides support, safety, training, social-recreational programs and positive relationships, enabling street-involved youth to find direction and purpose. Services include:</p> <ul style="list-style-type: none"> • The Rock Youth Resource Centre • The collective kitchen is a drop-in centre which provides evening meals for youth between the hours of 6:30pm-10:00pm on Tue,Wed,Thu <p>Breakfast Program runs from 8:00am-9:30am Mon-Fri</p> <ul style="list-style-type: none"> • Sports at YMCA on Wed, jam sessions, movie nights, themes and groups at Oasis Coffee House (Tue-Thu evening) • Youth-focused food bank and clothing exchange • TRI-Rock Program for 10-weeks of life skills and 20-weeks of work experience • Summer Youth Project: Work and volunteer opportunities through the summer • Special Events: special dinners groups and other activities take place throughout the year • Rock Experience Program (REP): work experience program for youth • Rock Resources: follow-up program for young offenders in Hamilton-Wentworth Detention Centre
<p>Mission Services and Discovery</p> <p>905 528 7635 (Men only)</p>	<p>Mission Services of Hamilton is a Christian, non-profit, charitable organization whose purpose is to serve men, women and children in the greater Hamilton area in response to basic human needs and to support them in reaching their potential, thereby fulfilling God's call to act justly, to show mercy and to offer people hope.</p>
<p>Mission Services In as Much House</p> <p>905 529 8149 (Women only)</p>	<p>Inasmuch House provides a short-term safe and supportive environment for women and their children in crisis due to abuse or the need for emergency accommodations. Women are informed of alternatives for themselves and their families as they plan for the future.</p>
<p>Native Women's Centre</p> <p>905 522-1501 (Women only)</p>	<p>The Native Women's Centre provides safe, emergency shelter for all women regardless of age, ancestry, culture, place of origin or sexual orientation and their children who are experiencing crisis in their lives due to family violence, homelessness or conflict with the law.</p>
<p>Phoenix Alternative Education</p> <p>50 Millwood Place, Hamilton, Ontario L9A 2M8 905 383-3371 Fax: 905-574-8151</p>	<p>Target group are those adolescents whose performance in the past has indicated that they were capable of achieving academic success, but whose recent results were unsatisfactory. All students must be referred from a home school. Admission process dates are scheduled four times in the school calendar year.</p>

<p>S.T.A.R. of Hamilton-Wentworth</p> <p>41-2 Oriole Cres. Hamilton, ON L8H 2G8 905 545 6698 Fax: 905 545 6241</p>	<p>Operate out of housing – run programs</p>
<p>Settlement and Integration Services 905-521-9917 905 667 7484 morteza@siso-ham.org</p> <p>Souhaila Dihaini Youth Programs 905 667-7494 dihaini@siso-ham.org</p>	<p>Currently starting up a pilot project with Frontier College. Have identified some high schools in the city where over 50% are ESL. They are starting up a “homework club” type program to support these youth. They will be testing it in February and starting it next year.</p>
<p>Social and Public Health Services Department, Youth and Mental Health Branch</p> <p>71 Main Street W. Hamilton, ON L8P 4Y5 905 546-3089 fax 905 546 3658</p> <p>nvoorver@city.hamilton.on.ca</p>	<p>Child and adolescent services accesses and treats children 2-18 year with behavioural, and emotional difficulties who live in the city.</p>
<p>Wesley Urban Ministries’</p> <p>195 Ferguson Ave. N., Hamilton, ON Phone: (905) 528-5640</p> <p>71 Main Street West 905 546-3597</p> <p>jdlee@city.hamilton.on.ca</p>	<p>Mission: Wesley Urban Ministries’ vision is to increase options and decrease barriers for members of our community who are trapped in the cycle of poverty. We reach this goal by offering a full spectrum of programs and services to people of all ages helping them to fulfill their potential by becoming involved with the community.</p>
<p>Wilma’s Place (Cathedral’s Alternative Programme)</p> <p>380 Main Street East Hamilton, ON 905 525-6640, 905 525-6705 Fax 905 525-6290</p>	<p>A place of education, hope and acceptance. An alternative co-educational programme of students who are at risk of dropping out of school or who have been out of school for a period of time.</p> <p>Students can be referred by school personnel, self, community agencies or by another student.</p>

Researching Literacy Needs of Youth Ages 16-18

<p>YMCA of Hamilton/Burlington</p> <p>Ida Thomas, VP, Operations 79 James Street S. Hamilton, ON L8P 2Z1 905 317-4913 fax 905 529-6682</p>	<p>YMCA of Hamilton/Burlington is a charitable organization that involves a growing number of members and participants who reflect the diversity of the total community. We build strong kids, strong families and strong communities.</p> <p>YMCA offers alternative education for high school students, a resource centre for job seekers, job search assistants, employment programs, literacy upgrading and much more.</p>
<p>YWCA of Hamilton</p> <p>75 McNab St. South Hamilton, ON L8P 3C1 905 522-9922 ext.101 fax 905 522-1870</p> <p>ymca.jrumbler@cogocable.net</p>	<p>Offers recreational programs for youth.</p>
<p>Youth Employment Centre Citizen Action Group</p> <p>Victoria Ave and Main Street E. 905 522-4902 fax 905 521-5514</p> <p>www.youth-employment.com</p>	<ul style="list-style-type: none"> • Provides individual employment counselling primarily for youth, 15-24 years of age. Assistance with employment related paperwork • Self marketing techniques • Referral to on-the-job training programs

APPENDIX D

Youth Literacy – Annotated Bibliography

Recruitment and Referral

Field, A. (1999) *Literacy referral kit: - a guide for agencies that work with youth who have literacy barriers*. Walkerton, Ontario: QUILL Literacy Network.

This Kit includes:

- Protocols for making referrals to LBS training
- An Upgrading program information package
- A list of ways to forestall common objectives or assumptions about LBS training
- Background information related to Youth and Literacy Issues
- Some recommendations for literacy agencies in order to assist them in serving youth learners

To order:

QUILL

Box 1148, Walkerton, Ontario, N0G 2V0

519-881-4655

Fax 519-881-4638 or e-mail at info@quillnet.org

<http://www.quillnet.org/>

Oldfield, M. (1998) *Youth literacy resource kit: - resources to help literacy programs serve out of school youth aged 16-24*. Toronto, Ontario: Ontario Literacy Coalition.

This kit contains information for groups who already serve youth and groups who want to start serving youth, or want to serve youth (ages 16-24). The resources in this kit can be used to: - put together publicity material - enhance or support a project funding proposal - inform the public, agencies you work with, politicians and anyone else about youth literacy - train volunteers and staff The kit contains a set of fact sheets about youth literacy. The titles are:

- Why Some Youth Don't Learn to Read Well
- Some Youth who Read Poorly Drop out of School
- Low Literacy Skills Lead to Youth Unemployment
- Low Literacy Skills Lead to Low Incomes
- Some Youth End up in the Street
- Low Literacy Skills are Linked to Youth Crime

A report entitled "Learning from Others About Youth Literacy Programs" is included. Topics covered:

- Host Organizations and Funding;
- Differences Among Urban, Rural and Northern Programs;
- Values of Youth Learners and Program Staff, etc.

Program Development

Calgary John Howard Society. *First Steps in Participatory Practice.* Calgary, Alberta: Calgary John Howard Society.

The purpose of this project was to address the need for high interest, appropriate and relevant literacy learning materials for youth in conflict with the law and to give them the opportunity to take an active rather than a passive role in the development of learning materials for use by themselves and their, and their own literacy learning and continuing educational endeavours.

This document is available online at:

<http://www.nald.ca/fulltext/1ststeps/cover.htm>

Fernandez, P. (1999). *Research into Providing Literacy/Upgrading Programs for Youth Who Have Dropped out of School.* Toronto, Ontario: Frontier College.

Strong literacy skills are a predictor of success in school and in the workplace. Many Canadian youth (aged 16-24) who have dropped out of school have low literacy skills. Even if they wish to return to school, they have to overcome a number of barriers, which contribute to their low-literacy skills in the first place. The purpose of this research was to identify those elements which would contribute to creating effective and successful programs for youth who have dropped-out of school. Two groups of youth, one from Toronto, Ontario, and the other from St. John's, Newfoundland, were interviewed using focus groups to collect "oral testimony". This report discusses what the youth said and looks at the implications of the data collected. Based on this discussion, it makes recommendations regarding program design and policy.

This resource is available on NALD's Full-Text Documents at

<http://www.nald.ca/fulltext/youth/cover.htm>

Frontier College. (1998) *On the Margins: Creating Opportunities for Learning with Computer Technology for Homeless People.* Toronto, Ontario: Frontier College Press.

This report outlines Beat the Street's study of computer technology and how it can be used effectively. The intent is to provide the literacy community with relevant information about the challenges that are presented when using technology as an educational tool. The issues discussed include: accessibility; effective planning; elements for building a solid foundation; supporting instructional activities with software.

To order:
Beat the Street
290 Jarvis St.
Toronto, ON
M5B 2C5
Tel. (416) 979-3361
Fax (416) 979-3292
WWW <http://www.nald.ca/bts.htm>

Frontier College. *The Peanut Butter and Jelly Guide to Organizing a Homework Club.* Toronto, Ontario: Frontier College Press.

This booklet shows how a group of committed citizens can organize a homework club in their neighbourhood to help kids stay in school. This guide was written for parents, teachers, friends, neighbours, and community organizers. The Peanut Butter and Jelly Guide to Organizing a Homework Club outlines a simple and effective way to really help the children in your community stay in school. This grass roots approach is a highly effective tool that can easily be used by anyone.

To order:
Frontier College
35 Jackes Avenue
Toronto, ON M4T 1E2
Phone: (416) 923-3591
Fax: (416) 323-3522
Toll Free: 1-800-555-6523
e-mail: information@frontiercollege.ca
web: www.frontiercollege.ca

Ladanchuk, S. (1996) *What Do You Really Want in a Literacy Program?* Kitchener, Ontario: CORE Literacy

This book provides the reader with perspectives from youth, youth workers and potential youth employers regarding their expectations from a good literacy program.

Curriculum Development

Adult Basic Education Association. (2001).
***READ A Basic Skills Referral Kit.* Hamilton, Ontario: Adult Basic Education Association.**

This tool allows social workers using a simple ordered process to recognize signs of low skills, examine current skills, goals and needs, advise clients of options and document findings in order to make appropriate referrals. Developed in consultation with Ontario Works workers in Hamilton and Niagara regions

To order:
 Adult Basic Education Association
 Hamilton, ON L8N 1A3
 Tel: 905.527.2222 Fax: 905.527.2166
 E-mail: abeall@sprint.ca

Barry, B. *The Real Game.* St-Joseph, New Brunswick: National Life/Work Centre.

The Real Game series is designed to show youth the relevancy of their schooling and the importance of planning for their futures. It is designed to show the links between the decisions that they make now and the effects that these decisions will have on their future life and career choices. It also allows them to explore a variety of possible roles in the work force, helping them to broaden their horizons. Each version of the game caters to a particular age group in the issues that it addresses and the complexity of the scenario, which it presents:

- The Be Real Game - Ages 14-16
- The Get Real Game - Ages 17-18
- Real Times, Real Life - Ages 18 and up

National Life/Work Centre
 Memramcook Institute, 488 Centrale Street, P.O. Box 180, St-Joseph, NB E0A 2Y0, Tel. 1-800-956-4263, Fax (506) 758-0353, E-Mail: lifework@nbnet.nb.ca
 WWW: <http://realgame.ca/>

Career Resource Network. *Careers: Choices for Your Future.* Toronto, Ontario: Career Resource Network

The user of audio-visual material to assist in career exploration has been shown to be effective in assisting youth of all ages (especially potential dropouts and those with low literacy levels) to make the appropriate career and training decisions.

Choices for Your Future to address these fulfill the following objectives:

- a) create viewer interest;
- b) increase awareness of careers presented;
- c) develop a more positive attitude toward careers presented;
- d) investigate variables which promote memory retention using video medium; and
- e) "pave the way" for the production of future career videotapes of all careers in high demand.

Each tape starts with a vital and eye-catching opening to help in memory retention. Workers are portrayed as having needs and desires linked to the job function, including job satisfaction and a sense of pride and/or belonging. How working within a given trade or skill adds to the quality of life is emphasized. Facts Corners appear three times during the presentation to electronically show the level of education required, location of schools or apprenticeships, and salary levels. They can be ordered through the distributing company of McNabb and Connolly:

65 Heward Avenue
 Building B, Suite 209
 Toronto, Ontario
 M4M 2T5
 Tel: (416) 462-0223

Curtain, A. *A Job Search Survival Guide for Youth*. London, Ontario: Literacy Link South Central.

The purpose of this book is to help youth between the ages of 16 and 25 to find employment.

To order:

Literacy Link South Central
 (519) 681-7307
 Email: literacylink@bellnet.ca

Curtain, A. *Learning About Literacy: A Handbook for Youth Service Providers*. London, Ontario: Literacy Link South Central.

This handbook provides information for youth service providers about how to identify clients for whom literacy is an issue, how to talk about the issue with sensitivity and what local options for programming are available. There are also six toolkits covering the following topics:

- Communication
- Assertiveness

- Self-Esteem
- Skills and Traits
- Time Management
- Goal Setting and Problem Solving

To order:

Literacy Link South Central

(519) 681-7307

Email: literacylink@bellnet.ca

Edmonton John Howard Society. (2002). *Youth, Literacy and Career Project: A Project for Youth Aged 18 to 24*. Edmonton, Alberta: Edmonton John Howard Society

This booklet is an easy read story guide to demonstrate how to gain access to the various tools and resources on youth, literacy and careers, along with a useful list of websites, resources, materials and addresses appropriate for learners who are working on their literacy development.

The booklet will soon be available online in the [NALD Literacy Collection](#).

Edmonton John Howard Society

#301, 10526 Jasper Avenue, Edmonton AB T5J 1Z7, Tel. (780) 428-7590, Fax (780) 425-1549, Email : info@edm.johnhoward.org

Native Education Centre. (1998). *Working Words: Employment Skills for Aboriginal Youth - A Curriculum Resource Package*. Vancouver, British Columbia: The Native Education Centre.

This resource presents culturally relevant employment training. In today's labour market, many Aboriginal youth have limited access to employment. While many youth experience a period of transition from formal schooling to the labour market, most Aboriginal youth have never experienced an effective and appropriate education. Therefore, many Aboriginal youth face limited literacy skills and severe restriction in the labour market. Employment Literacy is a new concept in education that will provide Aboriginal youth with both basic academic skills and workplace knowledge to help secure and maintain employment. The resources will help Aboriginal youth develop a sense of their place in the world around them. Activities develop skills not only for survival, but also for personal and professional transformation.

To Order:

Native Education Centre

285 East 5th Avenue

Vancouver, BC V5T 1H2

Tel.: (604) 873-3761

Fax: (604) 873-9152

NWT Literacy Council. (1998) *Literacy Handbook for Young Offenders.*North West Territories: NWT Literacy Council

This handbook contains a selection of low-level literacy stories and exercises which has the students of the Isumaqsunnigittut Youth Centre, in Ikaluit, Northwest Territories, as its target audience. The stories and exercises can be adapted and used in a variety of settings. In addition, the handbook contains a complete story for more advanced readers which can be found in Appendix A. Instructors working with young offenders had discussed literacy needs in the classroom and identified a need for low-level, culturally relevant literacy learning materials.

NWT Literacy Council

Box 761
 Yellowknife, NT X1A 2N6
 Tel. (867) 873-9262, Fax (867) 873-2176
 E-mail : kimcr@polarnet.ca

Rideau Street Youth Enterprises
***Digital Collection (On-line).* Retrieved December 12, 2001 from the**
World Wide Web: <http://collections.ic.gc.ca/literacy/rsye.htm>

An online collection of youth literacy activities.
 The collection can be accessed on:
<http://collections.ic.gc.ca/literacy/rsye.htm>

The Canadian Public Health Association's National Literacy and Health Program. (2000). *What the HEALTH! A Literacy and Health Resource for Youth.* Ottawa, Ontario: CPHA National Literacy and Health Program.

This resource was developed for use by health providers, youth workers and literacy practitioners working with youth in health centres, drop-in centres and literacy programs. It contains stories, discussion questions, activities and information on: Feelings, Safer Sex, Self-Esteem, Drug Abuse, Drinking, Smoking, Prejudice, Safe Environments, Homelessness and Healthy Eating. What the HEALTH! Is in a loose-leaf, easily reproducible format.

To order:

Canadian Public Health Association

400-1565 Carling Avenue
 Ottawa, ON K1Z 8R1
 Telephone: (613) 725-3769
 Fax: (613) 725-9826
 Email: hrc/cds@cpha.ca

Toronto Alpha Centre: *Youth of the Diaspora: Moving Forward with Education and Action*. Toronto, Ontario: Toronto ALFA Centre.

This curriculum is a self-directed learning program that employs youth issues, interests, culture, arts, community investigation, media studies, and multi-media within the learning/teaching process. It is based on three modules:

- Communication
- Diversity
- Multi-Media/Technology

To order:

Toronto ALFA Centre
1900 Davenport Road
Toronto, Ontario
M6N 1B7
416 652-3652

blackyouthliteracy@hotmail.com

Related Research

Calgary John Howard Society. (2001). *Youth Literacy Research Project*. Calgary, Alberta: Calgary John Howard Society.

This research report goes in-depth into the bibliographical research for youth literacy. There were also interviews with and presentations by youth, and what came out strongly was their desire to have caring, involved teachers who would see them as individuals worthy of attention and respect. Challenges in reaching and retaining at-risk youth in their literacy learning are great, yet efforts at creating inviting and stimulating learning opportunities for them must continue. In light of the difficult and often tragic circumstances in the lives of these children, efforts at finding ways to help them be successful must be sought. While literacy programs and alternative schools offer means by which this may be accomplished after the fact, the regular school systems must renew their efforts to achieve this goal as well.

To order:

Calgary John Howard Society

917-9 Avenue S.E., Calgary AB T2G 0S5, Tel. (403) 266-4566, Fax (403) 265-2458, Email: info@johnhoward.calgary.ab.ca

This report will soon be available online in the [NALD Full-Text Documents](#)

Campbell Murphy, H. & Cool, J. (1991) *Dropping Out and Dropping In - A Learner's Guide*. Ottawa, Ontario: The Canadian Youth Foundation.

This report provides readers with useful information about what attracts dropouts to upgrading programs and what makes them stay. It also addresses the issues facing young people who choose to leave school early and discusses a variety of programming options aimed at young people. 78 literacy programs across Canada were visited. Young people were asked about their experiences with dropping out of school and dropping in to literacy upgrading programs. Youth interns at the Canadian Youth Foundation carried out all aspects of this project.

To order:

The Canadian Youth Foundation

215, rue Cooper Street 3rd Floor, 3e étage

Ottawa, Ontario K2P 0G2 Tel: (613) 231-6474 Fax: (613) 231-6497

E-mail: cyf@cyf.ca

Devereaux, M. (ed.) (1993). *Leaving School Results from a national survey comparing school leavers and high school graduates 18-20 years of age*. Government of Canada.

This report discusses who the early school leavers are and the reasons why they left school.

Fitzgerald, M.D. (1998). *To live and to learn: Homeless youth, literacy, education, and career*. Halifax, Nova Scotia: Phoenix Youth Programs.

This study examined the learning and upgrading needs of high-risk and homeless youth between the ages of 16 and 24 in the Halifax Regional Municipality. Six staff members and fourteen youth participated in focus group discussions and sit-down interviews to provide a "picture" of the lives and learning of these youth. The purpose of this study was twofold: "to investigate the learning and upgrading needs of high risk and homeless youth, between the ages of 16-24, in the Halifax Regional Municipality"; and to publish the results in a report and produce a directory of services "to initiate or expand stronger and ongoing partnerships with current, traditional, and alternative educational and vocational programmes."

To order:

Phoenix Youth Programs

6035 Coburg Road

Halifax, Nova Scotia B3H 1Y8

902-420-0676

902-422-7656

phoenix@phoenixyouth.ca

<http://www.phoenixyouth.ca>

Jessup, L. (1997) *Barriers to Youth Acquiring Literacy Assistance*. Tillsonburg, Ontario: Adult Basic Literacy Program Tillsonburg and District Multi-Service Centre.

The numbers of Canadian youths (aged 16-25 years) attending Adult Basic Education is much lower than expected, based on the recent Stats Can (ILS) report that indicated ten percent of Canadian youth have difficulty with very basic literacy skills (Jones, 1996). This publication is a summary of the research project, which investigated the reasons for youth non-participation in the existing Adult Basic Education programs. The study involved both rural and urban programs in Oxford, Middlesex and Elgin, Ontario.

To order:
Adult Basic Literacy Program,
Tilsonburg and District Multi-Service Centre
40 Brock Street West Tilsonburg, ON N4G 2A2
Tel. (519) 842-9007 Fax (519) 842-4727

Kirsch, I. & Jungeblut, A. *Literacy: Profiles of America's Young Adults.* Princeton, New Jersey: NAEP.

This publication studies the literacy skills of America's young adults ages 21 to 25.

National Assessment of Educational Progress (NAEP)
P.O. Box 6710
Princeton, New Jersey
U.S.A. 08541

Literacy and Basic Skills Section, Ministry of Training, Colleges and Universities. (1999). *Literacy Profile of Ontario's youth* Toronto: Queen's Printer.

Ministry of Education- B.C. *The Top Ten - A Brief Look at Successes in British Columbia.* Vancouver, B.C.: Ministry of Education – B.C.

This booklet is a product of the effective federal-provincial partnership that has developed in the implementation of the Stay-in-School Initiative in British Columbia. Stay-in-School programs in B.C. are based on a belief that a caring, supportive and individualized approach is essential for students at risk and that program success depends on a high level of community involvement and good working relationships between the schools, the community and business partners. This booklet also reflects the effective cooperation among program coordinators, teachers, parents and business people. These community partnerships have enabled at risk students to achieve their personal best.

To order:
Student Support Services
Ministry of Education
Victoria, B.C.
Tel: (604) 356-2489
Fax: (604) 356-0580

Penna, Gia. (2000). *Listen to Learn Youth Literacy Project*. Literacy Network Northeast.

This report details the findings of the *Listen to Learn Youth Literacy Project* undertaken by **Literacy Network Northeast** (LLN). The findings included in this report have been combined to include: *Results from the Youth Survey* distributed in Northeastern Ontario; *Discussions from Youth Focus Groups*. The Project has been established to:

1. Identify gaps in youth literacy service provisions.
 2. Provide a better understanding of the difficulties youth encounter in pursuing education.
 3. Identify reasons for youth dropping - out and not dropping in.
 4. Provide recommendations to literacy service providers on youth programs.
 5. Understand what attracts youth to learn and what discourages them.
 6. Become attuned to the needs of youth and what motivates them to pursue learning.
 7. Redefine our perceptions of youth and adjust our approach to youth literacy.
- The results of the research reflect the needs of the youth in the area, from their perspective. Northeastern Ontario is a diverse economic region with higher than average illiteracy rates. One of the challenges faced by literacy service providers is the relatively small size of the communities and the distance between communities. Most cities and towns have limited services for youth and very little diversity in the educational programs available. Literacy agencies have identified youth literacy services as a major area of concern. Agencies often encounter difficulty in attracting youth, and frustration in keeping the youth in the programs. Statistics from [Human Resources Development Canada](#) indicate that approximately 15% of the total population in Northeastern Ontario communities are between the ages of 15 and 24. The unemployment rate for this age group is above 20% and youth dropout rates are very high in the region.

The report can be found online on the LNN website at :

<http://www.nt.net/~literacy/pg13Youth.htm>

LLN

38 Pine Street North, Suite 146, Timmins, ON P4N 6K6, Tel. (705) 267-5663 or 1-800-489-7614, Fax (705) 267-5711, Email : literacy@ntl.sympatico.ca WWW : <http://www.nt.net/~literacy/>

**READ Saskatoon. *Literacy Needs Assessment for Saskatoon*.
Saskatoon, Saskatchewan: READ Saskatoon.**

The primary objectives of the project were:

- To determine the literacy and numeracy concern/needs of members of five target groups: Indian and Metis Persons; Persons with an Intellectual

Disability; Persons with a Physical Disability; Teen Parents; and Youth-At-Risk; and

- To collaborate with service providers and community members associated with the five target groups to explore the potential for literacy partnerships.
- Empowerment of members of the target groups through a self-advocating voice to express their needs and ideas regarding literacy;
- Establishing and improvement of the coordination of literacy programs and services by Saskatoon agencies and organizations for members of the target groups through the opportunity to discuss common issues; and
- Encouragement of advocacy groups to form partnerships to deliver literacy services to members in the target populations.

READ Saskatoon
 #305-220 Third Avenue South
 Saskatoon, Saskatchewan S7K 4R6
 Phone: (306) 652-5448 Fax: (306) 652-4205
<http://www.nald.ca/readsask.htm>
 E-mail: aa295@sfn.saskatoon.sk.ca

Ryerse, C. (1990) *Literacy and Youth in Care of the Child Welfare System*. Ottawa, Ontario: Child Welfare Association.

The Canadian Child Welfare Association is a national non-profit organization, which addresses the issues and problems of special needs children and youth who have been or are at risk of being taken into the care of the child welfare system. CCWA members are those provincial associations, agencies and individuals who provide services to children and youth (i.e. direct service, advocacy, professional associations, etc.).

To order:

Canadian Child Welfare Association
 55 Park dale Avenue Ottawa, Ontario K1Y 1E5
 Tel: 613-761-9243 Fax: 613-722-4829

Terry, M. (1998). *Youth-at-risk educational safety net initiative: "Critical elements" report*. Brandon, Manitoba: Coalition for West Regional Literacy Services.

The purpose of this study was to investigate the elements of a community-based literacy program that appear to be critical for the educational success of youth at risk. Youth at risk are defined as young adults and pre-adults below the age of 25, who have not completed their grade schooling including those who have dropped out, as well as those who are in school but are at risk of dropping out. This study sought to

explore the viability of community-based literacy programs as an alternative to regular schooling for these individuals.

To order:

Brandon Literacy Council
138 Madison Crescent
Brandon Manitoba R7A 2H1
204 729-9964

blc@westman.wabe.ca

Willms, J.D. (1999) *Inequalities in Literacy Skills Among Youth in Canada and the United States*. Statistics Canada Catalogue No. 89-552-MPE

This study examines general findings from the HRDC report *Literacy Skills for the Knowledge Society*.
An electronic version is available free of charge from the Statistics Canada website.

Willms, J.D. (1997) *Literacy Skills of Canadian Youth*. Statistics Canada Catalogue No. 89-552-MIE, no. 1

This study examines the literacy skills of Canadian youth based in the data from the International Adult Literacy Survey.
An electronic version is available free of charge from the Statistics Canada website.
