

Literacy:
ability to

IDENTIFY

UNDERSTAND

INTERPRET

CREATE

COMMUNICATE

COMPUTE

AND USE

**printed
and
written
materials
with varying
CONTEXTS**

Literacy Service Plan

Your gateway to skills for work, learning and life.

PREPARED BY: THE LITERACY NETWORK OF DURHAM REGION



2011-2012
DURHAM REGION

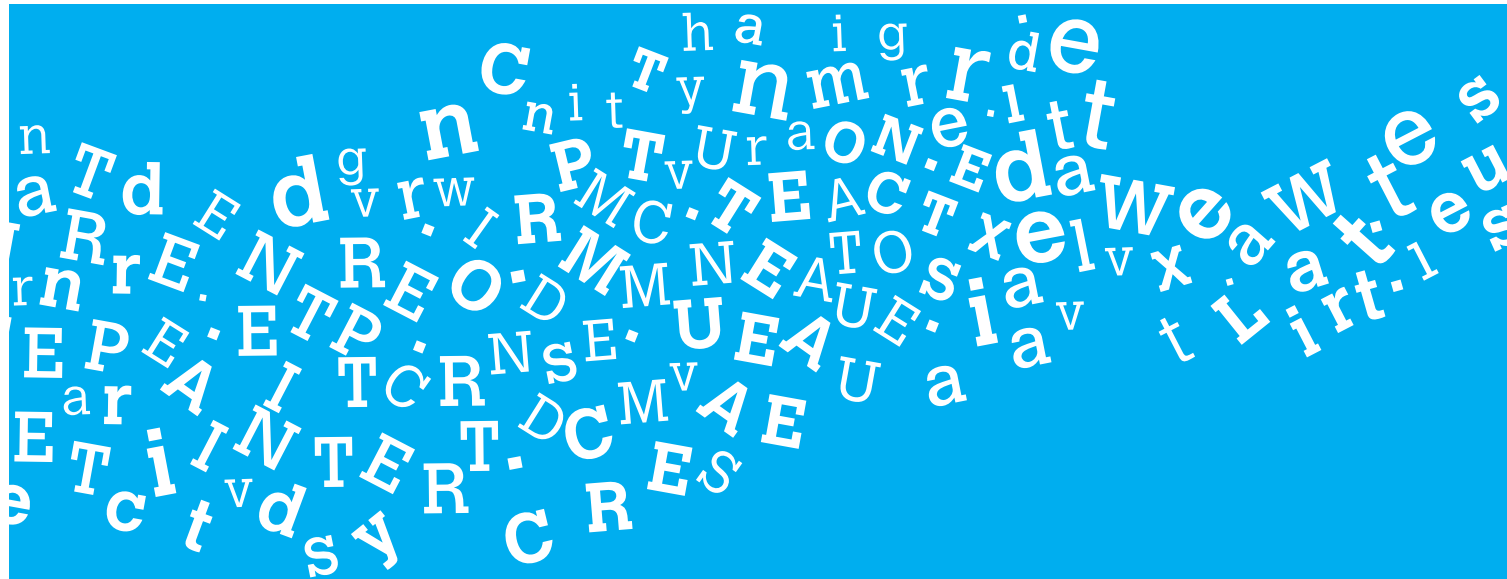


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What is Literacy?

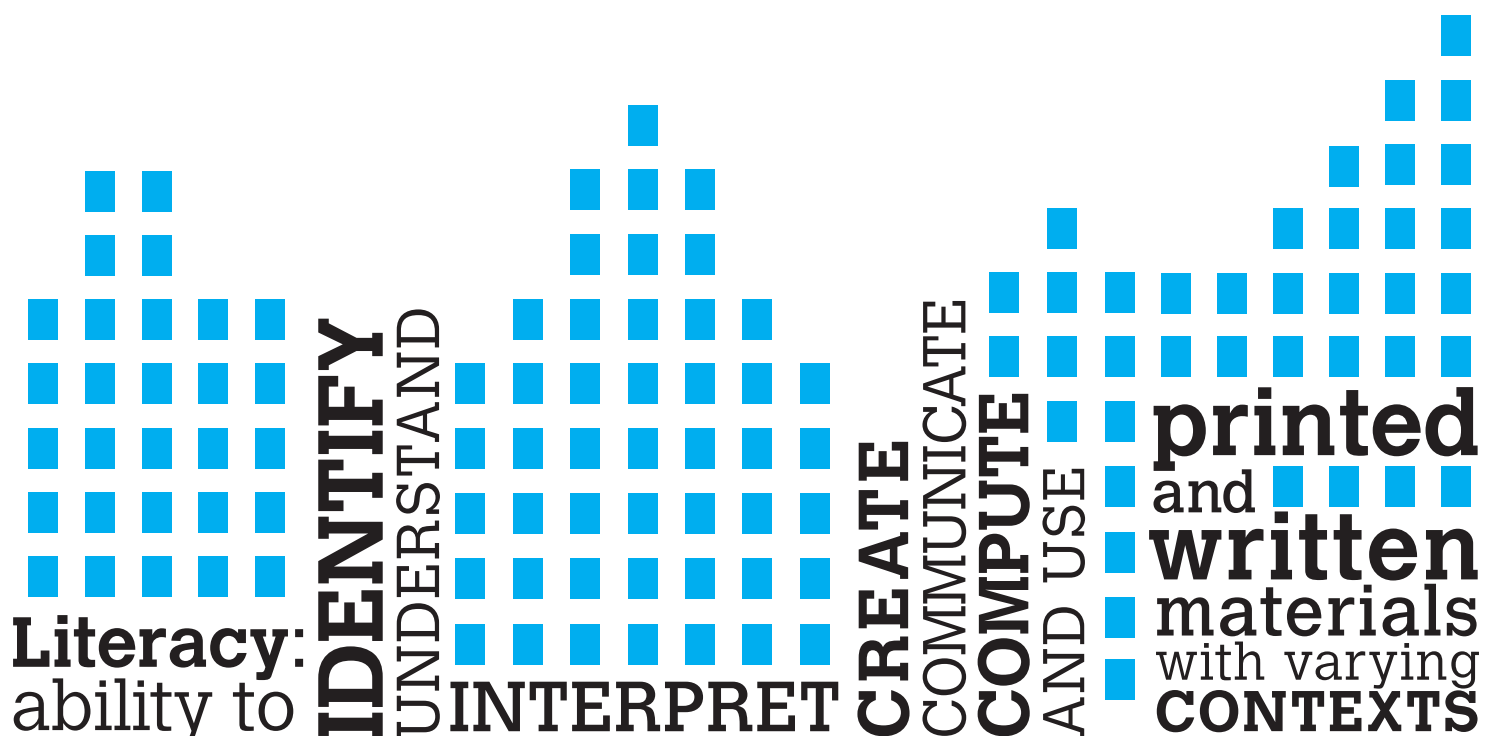
Literacy is an ever expanding term and the definition of literacy tends to change to reflect the context in which literacy skills are used. The literacy skills required to be successful in 2011 are quite different from the skills that were needed twenty or even ten years ago.

The International Adult Literacy Survey (IALS) defines literacy as “the ability to understand and employ printed information in daily activities at home, at work and in the community - to achieve one’s goals, and to develop one’s knowledge and potential”. Literacy has clearly moved from a skill set that is “value added” to one that is absolutely necessary in order for people to meet their immediate and long term employment and training goals.

The link between literacy and economic success is being closely examined. With a global economy, an ageing workforce and an increasing reliance upon immigration to address skills shortages, the literacy level of Ontarians is a growing issue. The goal of Employment Ontario is for Ontario to “**have the most educated people and highly skilled workforce in North America in order to build the province’s competitive advantage.**” Literacy is now being recognized as the foundation upon which such a workforce will exist.

Through the development and promotion of the Essential Skills, literacy is recognized as being more than the ability to read, write and perform math tasks. Literacy is also about the ability to think, to communicate, to problem solve, to continually learn and to use technology.

With a fully literate population, Ontario will not only be able to effectively meet its labour demands; it will also be a province in which Ontarians can effectively contribute to their families and to their communities.



What is Literacy and Basic Skills (LBS)?

Literacy and Basic Skills programs are funded across Ontario by the Ministry of Training, Colleges and Universities (MTCU). MTCU's intent in funding these programs is **“to establish a training system relevant to the needs of workers and employers, one that will help Ontarians find and keep jobs in increasingly competitive markets.”**

Since the early 1990's, each Literacy and Basic Skills Program has received funding from MTCU to deliver five services:

INFORMATION AND REFERRAL – Literacy agencies are expected to conduct promotional and outreach activities that are consistent with the learner focus of the agency's services. Agencies also implement a systemic approach to tracking, reporting and analyzing information and referral activity and follow-up.

LITERACY ASSESSMENT – Literacy assessments occur at each stage of a person's participation in a literacy program (initial, ongoing, and exit). The purpose of literacy assessments is to assess a client's existing literacy and basic skills. Literacy practitioners then work with clients to identify specific goals and the skills that are needed to achieve those goals.

TRAINING PLAN DEVELOPMENT – Through the process of developing a training plan, learners map out a possible sequence for training and the time necessary to achieve their goals. The training plan is portable and belongs to the learner. It is a very valuable tool, especially when literacy may only be part of the training needed for clients to meet their goals.

TRAINING – The focus of Literacy and Basic Skills (LBS) programs is the actual literacy instruction provided to adult learners. All other LBS activities support this service. Different training approaches and methods are used, but all must lead to measurable learning outcomes.

EVALUATION AND FOLLOW-UP – This delivery service helps demonstrate the value and effectiveness of the four other delivery services in meeting the literacy needs of learners. Continuous improvement performance management is an integral part of program evaluation.

People who want to improve their literacy skills come from all different kinds of social and economic backgrounds and they all bring individual challenges, histories and learning styles to the learning process. Because of this, MTCU funds three different literacy sectors or types of literacy programs: community-based, school board, and college programs. Where possible, a mix of literacy programs exists in each community to meet individuals' goals. Regional literacy networks (16 across Ontario) support literacy programs and work with each other in order to strengthen and improve the literacy system within Ontario.

The Role of Regional Literacy Networks

Regional literacy networks play an important role in documenting and guiding the development of literacy services within their region. They bring literacy programs and literacy stakeholders together within each community to plan literacy services and to create literacy pathways. These pathways help people who have developed their literacy skills to take that next step – to work, to further education and training, or to personal independence.

Regional literacy networks also coordinate information and referral by helping agencies to promote literacy and by ensuring a systematic approach to tracking, reporting and analyzing information and referral activity.

REGIONAL LITERACY NETWORKS ALSO:

- Enhance communication among literacy programs and between literacy programs and the Ministry of Training, Colleges, and Universities
- Assist literacy programs in understanding and implementing government initiatives
- Apply for and manage literacy development projects
- Raise awareness of literacy, its effects, and literacy programs
- Plan and provide professional development opportunities for literacy practitioners and other community partners
- Coordinate literacy service planning and the development and promotion of an annual literacy services plan.

What is Literacy Service Planning (LSP)?

Since 1993, literacy networks have been funded by government (currently by MTCU) to coordinate literacy service planning. In the earlier days, the focus of literacy service planning was on understanding local demographics and then examining local literacy programs within each community to see if there were gaps or duplication in services. Literacy networks helped literacy agencies determine what services should be offered.

Over the years, the focus of literacy service planning has changed slightly. With new technology and statistical programs, regional networks can now work at the community level to help programs determine the effectiveness of their programming – to set targets as a community and then monitor results.

It is also the role of regional literacy networks to bring community partners to the planning table. Literacy is an issue that touches many employment and educational goals and it's important to talk to community partners about the skills that clients need in order to succeed in employment and educational programs. The range and level of literacy services offered in a community may depend upon what other community services exist.

Outcomes/Pathways

Literacy learners want to improve their communication and math skills for a variety of reasons. Programs are keen to ensure that learners obtain the type of instruction they require to achieve their learning goals – this is referred to as an **“outcomes-based”** approach to learning. While this process is supported by a complex system of training plans, demonstrations and benchmarking, what is most critical is that the literacy programs deliver the individualized instruction that each learner requires to achieve their learning goal or outcome.

Community based, school board and college providers are the traditional settings that offer literacy programs. In each case, these sectors have developed expertise to deliver services in specific goal path areas.

For the past 10 years, literacy programs have carefully monitored the various learning objectives stated by learners and have grouped these into three rough goal categories: further education and training, workforce and independence.

FURTHER EDUCATION AND TRAINING: This pathway enables learners to obtain the literacy skills they require to continue in their future studies. This may mean completing a high school or equivalent diploma or possibly pursuing skills training and post secondary education. For this goal path, literacy programs may partner with a variety of community stakeholders such as Apprenticeship programs to ensure a smooth transition to skills training.

WORKFORCE: This goal path takes the learner directly from a literacy program to the workforce. In some cases, learners are already employed but wish to apply their literacy learning to their current work situation. In other cases, learners are attempting to obtain employment. Literacy programs in all three sectors offer this type of direction and they actively partner with or refer to local employment service providers to promote movement from literacy learning to employment.

INDEPENDENCE: This traditional approach to literacy outcomes is based on the personal life goals of the learner. These may include learning to read to a child, keeping a journal or improving leisure reading skills. In the case of learners who wish to pursue independence learning outcomes, natural partners tend to include community agencies such as centers for community living, mental health agencies and the Ontario Early Years centers. Often, independence goals lead to further education or workplace participation in a learner’s life by virtue of literacy learning’s positive affects.

Again, the goal of any literacy program, whether it is community based, school board or college, is to help learners identify the relevance of literacy learning in their lives and create a curricular approach that is responsive to these goals.

Training Supports

Literacy programs funded by **Employment Ontario** (the Ministry of Training, Colleges & Universities) do not charge fees for their service delivery. In some cases, learners must pay a book deposit and supply their own supplies such as pens, notebooks and so on.

Funded programs may offer training supports to learners. These may be in the form of bus tickets or passes, childcare allowances or related learning material or supplies. These allowances are carefully tracked and accounted for and are intended to help low-income learners access literacy training. Where possible, literacy programs coordinate these training supports with those also offered by Ontario Works or other Employment Ontario agencies.

Details on training supports are provided by the individual program and vary from agency to agency. All training supports are covered by agency policy.

Community Profile and Trends

Durham Region lies immediately to the east of the City of Toronto within the Greater Toronto Area and encompasses an area of approximately 2,590 square kilometers (1,000 square miles). The Region lies along a continuous urbanized lakeshore and shares prime access to the Great Lakes and northeastern markets of the continent, encompassing some 120 million persons.

The area is well known for the strength of its manufacturing sector that is continually undergoing significant downsizing. Durham is endowed with a young, skilled labour force. It has all the utilities, transportation and social infrastructure associated with modern metropolitan communities. The single most significant economic factor for the Region has been the dramatic increase in residential development.

(Source: [Region of Durham Website: www.durham.ca](http://www.durham.ca))

In addition to residential and manufacturing sectors, the City of Oshawa is also home to Durham College and the University of Ontario Institute for Technology. The expansion of these post secondary institutions in the region has resulted in the regeneration of the downtown core as well as supporting the substantial growth in the north Oshawa area. New services and businesses have developed as a result of the influx of post-secondary students into the region however the employment landscape in all of Durham has remained somewhat stagnant.

The following table is derived from the Statistics Canada 2006 census. "Population" refers to people aged 15 to 64 years old.

LOCATION	POPULATION	WORKING AGE POP.	GOV'T INCOME	AVG OF WORKING POPULATION WITH LESS THAN HIGH SCHOOL
Region of Durham	561,260	323,760	244,450	12%

A report by the Planning Department estimates that the population of the Region of Durham will be 760,000 people by the year 2011, and a target of 970,000 people by the year 2021 - more than double the 1991 population.

Employment Statistics

According to Statistics Canada, the Oshawa Census Metropolitan Area, which includes Whitby and Clarington, represented an unemployment rate of 10.5% in August 2010 and 10.3% in July 2010. Durham is experiencing much higher unemployment than the national rate of 8.1% for August 2010.

Oshawa represents a significant portion of the overall regional population and has fared poorly during the recession. As home to General Motors and numerous feeder plants, it has seen its unemployment rate increase by 1.3% since September 2009 compared with other municipalities which have seen an unemployment rate decrease. With over 10% of the municipal population unemployed and 12% of the population holding less than a grade 12 diploma, Oshawa continues to represent a community in great need of literacy and upgrading services.

LABOUR FORCE CHARACTERISTICS, UNADJUSTED, BY CENSUS METROPOLITAN AREA

(3 MONTH MOVING AVERAGE) (Oshawa (Ont.), Toronto (Ont.), Hamilton (Ont.))

		SEPT. 2010	SEPT. 2009 TO SEPT. 2010	SEPT. 2009 TO SEPT. 2010
		thousands	change (thousands)	% change
OSHAWA (ONT.)				
Population	294.6	300.6	6.0	2.0
Labour force	203.5	217.6	14.1	6.9
Employment	184.0	193.9	9.9	5.4
Unemployment	19.5	23.7	4.2	21.5
Participation rate (%)	69.1	72.4	3.3	...
Unemployment rate (%)	9.6	10.9	1.3	...
Employment rate (%)	62.5	64.5	2.0	...
TORONTO (ONT.)				
Population	4,671.0	4,783.3	112.3	2.4
Labour force	3,220.8	3,345.2	124.4	3.9
Employment	2,886.2	3,011.5	125.3	4.3
Unemployment	334.6	333.7	-0.9	-0.3
Participation rate (%)	69.0	69.9	0.9	...
Unemployment rate (%)	10.4	10.0	-0.4	...
Employment rate (%)	61.8	63.0	1.2	...
HAMILTON (ONT.)				
Population	602.3	607.4	5.1	0.8
Labour force	411.0	408.7	-2.3	-0.6
Employment	374.7	377.4	2.7	0.7
Unemployment	36.3	31.4	-4.9	-13.5
Participation rate (%)	68.2	67.3	-0.9	...
Unemployment rate (%)	8.8	7.7	-1.1	...
Employment rate (%)	62.2	62.1	-0.1	...

Note: Population 15 and over.

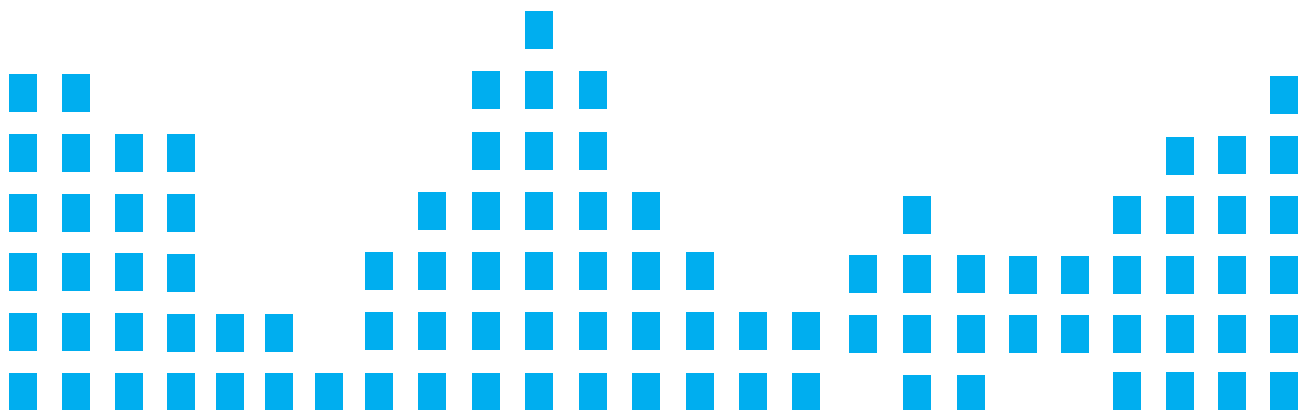
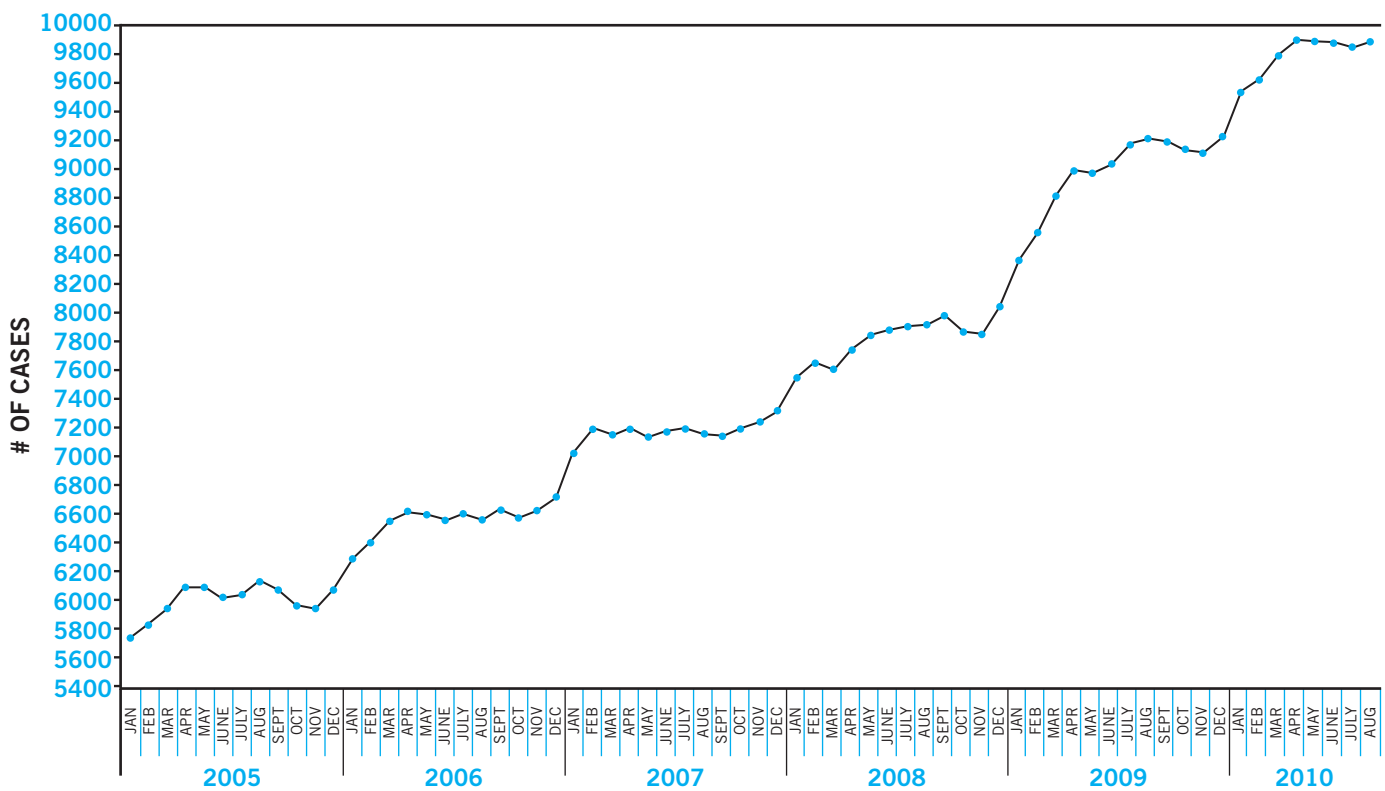
Sources: Statistics Canada, CANSIM, table (for fee) 282-0090 and Catalogue no. 71-001-XIE.

Last modified: 2010-10-08.

Ontario Works / Social Services

Ontario Works Durham reports that its caseload of social assistance recipients has almost doubled inside of six years. The most dramatic increase in its caseload has occurred over the last two years in particular. This phenomenon may be influenced by the trend of laid off residents who have run out of employment insurance benefits and are now dependant on social services. These recipients may also possess low basic skills and face chronic unemployment as a result.

ONTARIO WORKS CASELOAD 2005 - 2010



Literacy Report Card for Oshawa

In 2010, Data Angel, a policy research agency issued literacy report cards for most communities across Canada. For the purposes of this report, the data for Oshawa has been highlighted in order to illustrate the potential impact of skills improvement on the local community.

THE ECONOMIC DEMAND FOR LITERACY SKILL GRADE: *A*

The aggregate demand for literacy skill in Oshawa is 48,900,000 points for an average of 289 literacy points per job. This average falls in Level 3 near the national average and near the provincial average.

THE SUPPLY OF LITERACY SKILL GRADE: *C*

Oshawa has an average prose literacy score of 278. This score places it in Level 3 in the middle quintile, near the national average and near the provincial average. The aggregate supply of literacy skill is 71,600,000 points.

Employed workers in Oshawa have an average prose literacy score of 289. This score places it in Level 3 in the middle quintile, near the national average and near the provincial average. The aggregate supply of literacy skill of employed workers is 48,800,000 points.

LITERACY UTILIZATION RATES: The Oshawa economy currently makes use of 68% of the available supply. This utilization rate falls in the 2nd highest quintile of rates.

LITERACY SKILL SHORTAGES IN THE LABOUR MARKET: Of the 168,950 workers in Oshawa, 85,000 or 50% of workers have literacy skills below the level required by their occupations, a percentage near the national average and near their provincial/territorial average.

THE COSTS OF ELIMINATING LITERACY SKILL SHORTAGES THROUGH INSTRUCTION: The total cost of eliminating literacy skill shortages in Oshawa is \$118 M or \$696 per worker.

THE POTENTIAL ECONOMIC BENEFITS OF ELIMINATING LITERACY SKILL SHORTAGES: Research suggests that each literacy point gained yields an additional \$155 in additional earnings per year. For Oshawa this translates into a potential direct economic return of \$576 M or \$6,800 per worker in literacy skill shortage.

Service Delivery in Durham

The Literacy and Basic Skills (LBS) program in Durham Region is delivered by:

- Durham Catholic District School Board
- Durham College
- Durham District School Board
- Literacy Council of Durham Region
- John Howard Society, Learning Alternatives Program
- Durham Deaf Services

Each delivery agency has identified its service niche whether employment, further education and training or independence. In most cases, a program will meet the needs of learners in at least two pathways. Additional programming is designed to meet more specific exit outcomes such as the ACE or OSSD credentials and employment training such as the Personal Support Worker program. Some successful project initiatives have also targeted specific client profiles such as laid off workers or employment bound adults with mental health barriers. Each agency offers service in a variety of geographic locations and according to various schedules.

Client Profile

Durham Region, Oshawa in particular, has been especially hard hit by the recession.

This has manifested itself through increased service delivery at local Literacy and Basic Skills programs. In 2009/2010, local programs delivered 10,930 more learner contact hours than they were contracted to provide.

The following is a description of the current trends that influence literacy service delivery in Durham Region as captured by 2009/2010 full year statistical data.

CLIENT PROFILE:

- The vast majority of our learners are assessed at LBS level 3.
- Over 75% are working aged, between 19 and 44.
- Upon intake, 27% are employed with a full 73% deriving income from other sources such as Employment Insurance, Ontario Works, Ontario Disability Support, WSIB or are financial dependants.
- Training and further education is the most prevalent goal stream with over 72% of learners pursuing literacy for that purpose. Seventeen-percent of learners have the exit goal of employment and 6% are pursuing literacy for independence purposes.

EXIT PROFILE:

- Half of LBS learners in Durham exit a program because they have attained their exit goal.
- Upon exiting LBS programs, 28% of learners enroll in further training and education with another 25% exiting to accept employment .

Client Profile (cont'd)

COMMUNITY NEED:

LBS programs continue to experience high demand. All programs at the mid-year mark reported that they were on track to ending the year either at or above service targets. It is expected that targeted contact hours and learner numbers will greatly exceed contracted targets once again.

This additional service has been supported by capacity funds. Given that all programs continue to function with high volumes of learners, capacity funds should be sustained permanently to ensure that local programs can continue to address local skills shortages.

LBS programs have responded to local community needs by initiating several Workplace Literacy and Essential Skills (WLES) programs that addressed specific client niches:

- Laid-off workers in Action Centres
- LBS learners with mental health barriers
- LBS learners in remote and underserved communities.

As these initiatives continue to function at full capacity and in some cases have short wait lists, it would be advantageous to the community for these WLES programs to continue beyond the March 31, 2011 end date.

TRENDS AFFECTING ENROLMENT:

The largest trend impacting enrolment in Durham has been chronic layoffs in the auto-manufacturing sector. This observation is evidenced by the fact that Oshawa alone experiences a considerably higher unemployment rate than the provincial or federal average.

Furthermore, as individuals exit the employment insurance program and are unable to secure new employment, they end up as Ontario Works recipients. This phenomenon has resulted in a double-digit increase in OW recipients during the past eighteen months.

Programs benefited greatly by receiving capacity funding and WLES project funds however even with this support they remain at or beyond program capacity. It is expected that high literacy program demand in Durham Region will persist for several years to come as those laid off workers who were not adjusted back into employment continue to struggle to access labour market-relevant training opportunities including Second Career, LBS and Apprenticeship. This is compounded by the fact that Durham Region is expected to have continued high population growth over the next 20 years.

Programs have reported that without capacity funds, they will be unable to meet their expected service targets as a consequence of long-term flat-lined funding. This would result in at least a 25% reduction in overall service levels.

Service Rationale

Literacy services planning for 2011-12 will focus on maintaining quality of service to communities and continuing to build positive links to local employment service providers.

LOCAL LITERACY AND BASIC SKILLS (LBS) AGENCIES ARE CURRENTLY AFFECTED BY AND RESPONDING TO THE FOLLOWING MTCU PRIORITIES:

SECOND CAREER

Durham Region has had significant numbers of SC candidates enter the program. It is expected that this will remain a continuing trend until the program ends. Some SC candidates continue to access basic skills training to prepare for post secondary studies.

RAPID RE-EMPLOYMENT

While there are fewer action centres in Durham Region, there continues to be chronic lay offs in various sectors. Services offered to these laid off workers include LBS information and referral. Currently, there are two special projects that support recently laid off workers or those dealing with chronic unemployment. The Literacy Council of Durham Region is offering onsite LBS training to laid off workers at the CAW Local 222 Action Centre in Oshawa and John Howard Society Durham is offering workforce LBS programming to individuals who have mental health disorders and require additional program supports. Both of these programs have met with considerable success and continue to operate at full capacity.

INTEGRATED INFORMATION AND REFERRAL

Durham Region has a long standing history of MTCU-funded programs working closely together. Starting in the mid-1990's, LBS and Job Connect programs worked together to maintain information and referral protocols. Local LBS programs continue to work with Employment Ontario employment service providers and Apprenticeship programs to ensure a seamless customer service model in the region. This is supported through ongoing, regular meetings between all EO stakeholders facilitated by both the local literacy network and other support organizations. These meetings include the identification of communications strategies, local problem solving and ongoing cross promotion of services Referral tracking protocols between local EO stakeholder agencies are the priority for 2011/2012. In addition to several all-stakeholder meetings, local EO agencies have discussed joint project initiatives and continue to work in a collaborative manner.

PERFORMANCE MANAGEMENT

LBS programs continue to work towards setting improvement goals including working together to ensure local service excellence. The ultimate goal of the LBS program in Durham Region is to ensure that all clients have access to high quality, responsive and effective LBS training. Programs continue to work to reduce lost client contacts, improve learner satisfaction results and identify key areas for improvement targets on their business plans.

Literacy: ability to **COMPUTE** **AND USE** **printed** **and** **written** **materials**

Distribution

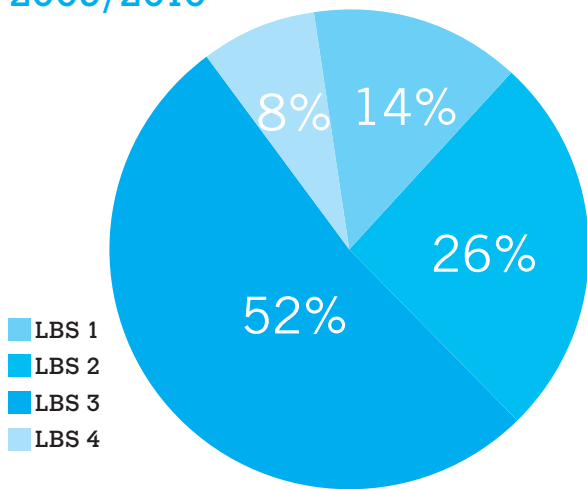
PROGRAM NAME	PROGRAM STRUCTURE				LEVELS COVERED		
	CULTURAL STREAM	ONE TO ONE	SMALL GROUP	CLASS	LBS LEVEL 1	LBS LEVEL 2	LBS LEVEL 3
AJAX/PICKERING							
Durham Catholic District School Board	A			✓	✓	✓	✓
Durham District School Board	A		✓			✓	✓
Literacy Council of Durham Region	A	✓			✓	✓	
WHITBY							
Durham District School Board	A		✓			✓	✓
Literacy Council of Durham Region	A	✓			✓	✓	
EAST DURHAM							
John Howard Society	A	✓	✓		✓	✓	✓
Literacy Council of Durham Region	A	✓			✓	✓	
OSHAWA							
Durham Catholic District School Board	A	✓		✓	✓	✓	✓
Durham College	A	✓	✓	✓			✓
Durham Deaf Services	D	✓	✓	✓	✓	✓	✓
Durham District School Board	A		✓		✓	✓	✓
John Howard Society	A	✓	✓		✓	✓	✓
Literacy Council of Durham Region	A	✓	✓		✓	✓	
NORTH DURHAM							
Durham College	A	✓					✓
Literacy Council of Durham Region	A	✓			✓	✓	

LEVELS COVERED CONT'D			FULL/PART TIME		TIME OFFERINGS			SUPPORTS	
LBS LEVEL 4	LBS LEVEL 5	OBS LEVEL 4	PART-TIME	FULL-TIME	EVENING	SUMMER	DAY TIME	TRANSPORTATION	DAY CARE
✓	✓		✓	✓			✓	✓	
			✓		✓				
			✓		✓	✓	✓	✓	
			✓	✓			✓		
			✓		✓	✓	✓	✓	
✓			✓	✓		✓	✓	✓	✓
			✓		✓	✓	✓	✓	
✓	✓		✓	✓			✓	✓	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓	✓		✓	✓			✓	✓	✓
✓			✓	✓	✓	✓	✓		
✓			✓	✓	✓	✓	✓	✓	✓
			✓		✓	✓	✓	✓	
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			✓		✓	✓	✓	✓	

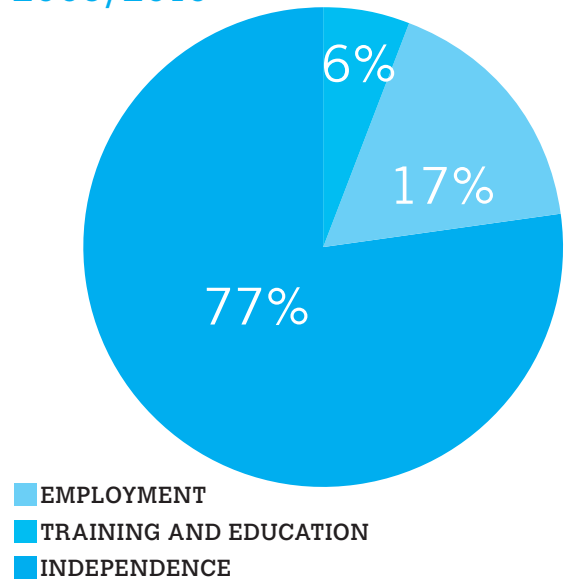
Services

	DURHAM CATHOLIC DISTRICT SCHOOL BOARD	DURHAM COLLEGE	DURHAM DEAF SERVICES	DURHAM DISTRICT SCHOOL BOARD	JOHN HOWARD SOCIETY	LITERACY COUNCIL OF DURHAM REGION
LEVELS	Levels 1-5	Levels 3 to OBS IV	Levels 1-5	Levels 2-4	Levels 1-4	Levels 1-2
DELIVERY METHOD	One-to-One, Small Group, Class	One-to-One, Small Group, Class	One-to-One, Small Group,	Small Classroom	One-to-One, Small Group Class	One-to-One, Small Group
SERVICES DELIVERED	ALL LITERACY AND UPGRADING TRAINING IS DEVELOPED ON AN INDIVIDUAL BASIS, BASED ON THE GOALS OF THE LEARNER					
SPECIALIZED SERVICES	One-to-one in a small group setting in Oshawa and Ajax locations.	New programming at Whitby Skills Training Centre	Program for Deaf, deafened and Hard of Hearing clients	Full time, part time, evenings	Full time, part time, evenings	Specializing in one-to-one tutoring for LBS Level 1 and 2 learners. Flexible times and locations throughout Durham.
ACCESSIBLE	YES	Centre for Students with Disabilities for accommodations also available.	American Sign Language Environment and Wheel-chair access.	YES	YES	YES
HOURS OF OPERATION	Oshawa Mon to Thur 8:30 - 3:00 Ajax Mon to Thur 9:00 - 3:00 Fri 9:00 - 12:00	Oshawa Mon to Fri part/full time and evenings Uxbridge one day per week Whitby part/full time 9:10 am - 2:40 pm, 6:30 pm - 9:30 pm	Day Classes Mon to Thurs 9:00am-11:30am / 12:30pm-3:00 (Fri-by appt only) Night Class 6:00pm-9:00pm	Oshawa 8:30 - 2:00 Tues and Thurs 6:00- 9:00 Ajax Tuesdays 6:30 to 9 Whitby 8:30 to 3	Oshawa Mon, Wed 8:30 am to 3pm Tues, Thur 8:30 am to 8 pm Bowmanville Mon - Thur 8:30 am - 3 pm Whitby Mon - Thur 8:30 am - 3 pm	Oshawa 10 - 8 pm, other locations flexible schedule
LOCATION	Oshawa, Ajax	Oshawa, Uxbridge, Whitby	Oshawa	Oshawa, Ajax, Whitby	Oshawa, Bowmanville	Durham Region
PHONE NUMBERS	(905) 438-0570 ext 8444 c: (905) 626-6631 Ajax: (905) 683-7713	O,W (905) 721-3131 U:(905) 852-7848	905-579-3328 V 905-579-6495 TTY	(905) 440-4507	(905) 579-8482 (905) 623-6814	(905) 434-5441
EMAIL	diana.petre@dcdsb.ca petre.d@rogers.com	cheryl.hurst@durhamcollege.ca	info@durhamdeaf.org	vandelaar_brigitte@durham.edu.on.ca	literacy@jhsdurham.on.ca	lcdr@bellnet.ca

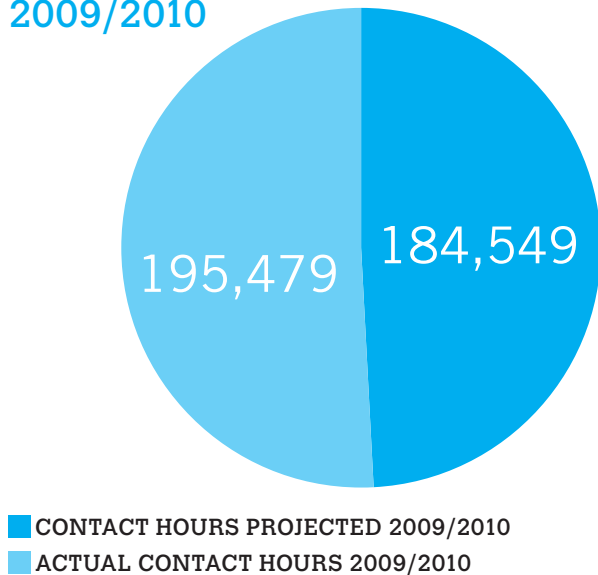
Literacy Basic Skills Levels Served 2009/2010



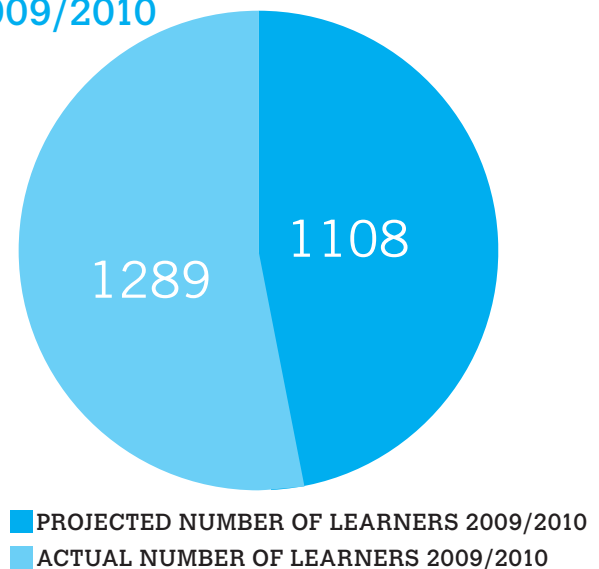
Goal Streams Served 2009/2010

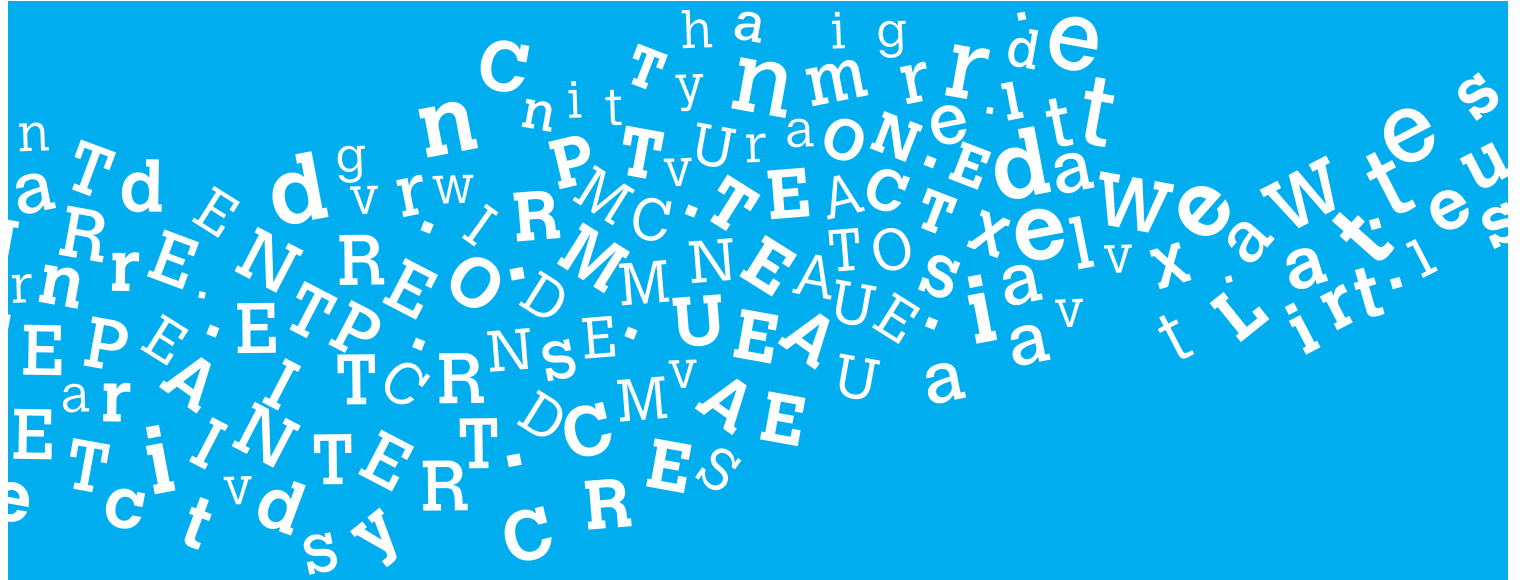


Projected vs. Actual Contact Hours 2009/2010



Projected vs. Actual Learners 2009/2010





LITERACY AND BASIC SKILLS PROGRAMS IN DURHAM REGION:

Durham Catholic District School Board
Durham College
Durham Deaf Services
Durham District School Board
John Howard Society Learning Alternatives Program
Literacy Council of Durham Region

Regional Literacy Network:

Literacy Network of Durham Region

850 King Street West #20

Oshawa, ON, L1J 8N5

1.800.236.0993

jakata@lindr.on.ca

Mission Statement:

Everyone is a learner. All learning is valued.

www.lindr.on.ca

Credit to UNESCO for the literacy definition as it appears on the cover page.

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Literacy:
ability to

IDENTIFY
UNDERSTAND
INTERPRET

CREATE
COMMUNICATE
COMPUTE
AND USE

printed
and
written
materials
with varying
CONTEXTS

