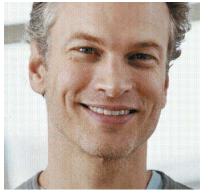


# Adult Literacy & Essential Skills



Tillsonburg & District **Multi-Service Centre (MSC)**  
Serving the Community since 1978

**WINTER 2016**

**"Someone you know may need us"**

## Building the Workforce of Tomorrow

### Volunteer Quotes

**"What is the essence of life? To serve others and to do good."—Aristotle**

**"Service to others is the rent you pay for your room here on Earth."- Muhammad Ali**

**"Volunteers are the only human beings on the face of the earth who reflect the nation's compassion, unselfish caring, patience and just plain loving one another." - Erma Bombeck**

The success of community based, college and school board literacy programs is based on Ministry direction and adequate funding. The links between literacy, employment and the local labour market are becoming more apparent and in need of attention. Approximately a year ago a Ministry Panel was to "develop an integrated strategy to help the current and future workforce adapt to the demands of a technology-driven knowledge economy—with a goal of doing so by bridging the worlds of skills development, education and training. The resultant document: Building the Workforce of Tomorrow: A Shared Responsibility offers a number of recommendations.

Some of the recommendations include the following: \*Create a training program for workers which allows them to acquire the skills and

literacies that are required for the changing nature of their work.

\*Identify ways of teaching students competencies demanded by the evolving economy such as problem solving, teamwork, etc.

\*Expand experiential learning by ensuring that every student has at least one experiential learning opportunity by the end of high school and one opportunity by the end of post-secondary education. A process to streamline matching students to employers should also be developed.

Many students in our program have employment related goals: write shift notes, understand computer screen prompts, read GPS (trucking), document parts/units on the line, compose and send e-mails for inventory, search job sites/job banks, create a resume etc.

We extend thanks to our tutors who support students with their



literacy/employment related goals. As the world changes — the demands of the workplace also change.

We invite you to visit this link to read more—[https://www.ontario.ca/page/building-workforce-tomorrow-shared-responsibility?\\_ga=1.16214134.1960199313.1461355834](https://www.ontario.ca/page/building-workforce-tomorrow-shared-responsibility?_ga=1.16214134.1960199313.1461355834)

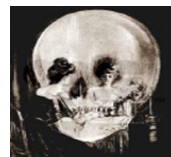
## Learning Disability Awareness & Accommodations



*\*Know your student  
\*Determine learning challenges and learning strengths  
\*Talk about the learning process with your student  
\*Set goals*

The literacy program was fortunate to have William Hubert, ATN Access provide a presentation on Learning Disability Awareness & Accommodations to volunteer tutors on November 22, 2016. Topic areas explored included: what are learning disabilities; types, characteristics and effects of learning disabilities; ways to communicate effectively and accommodation/training techniques. William did a great job in making us aware of how we might learn could be different from how someone else may learn. How we teach may be different from how our student learns.

What do you see? A picture of a skull or a woman looking in a mirror? How do you process information?



Some tutoring techniques offered by William included the following:

Use a multisensory approach to teaching and communicating; use repetition and review; work with the most difficult/complex concepts early; use self-

management and coaching strategies with your student to assist your student in developing organizations skills, motivation and personal accountability; be clear and specific in giving directions to reduce frustration and facilitate learning. If you would like a copy of the workshop power point presentation please contact the office. Enclosed you will also find a listing of helpful links provided by William. Throughout the presentation, William emphasized the need to know your student. Please know if you find that your student is experiencing learning challenges and you see a pattern or regularities in this—please contact staff. We wish to help you.

## Mid-Year Student Satisfaction Survey—Report Card



The program offers students an opportunity to evaluate the program—as a means to identify our strengths and address areas in need of improvement. The survey speaks to the whole program experience and ensures that the program is accountable to students and our funder. See highlights below.

81% of students who responded “agreed” or “strongly agreed” that they made good progress in reaching their goals

95% of students who responded “agreed” or “strongly agreed” that learning activities were useful in working toward their goals

100% of students who responded “agreed” or “strongly agreed” that staff explained the program clearly to them

100% of students who responded “agreed” or “strongly agreed” that staff treated them fairly

91% of students who responded “agreed”

or “strongly agreed” that the hours of the program were convenient for them

95% of students who responded “agreed” or “strongly agreed” that they were satisfied with the LBS program

100% of students who responded “agreed” or “strongly agreed” that they would likely recommend the program to someone looking for similar services

Although a percentage of students felt that they did not make progress in reaching their goals – the ratings in other areas were generally higher. Progress is dependent on a number of factors including attendance, student expectations regarding abilities, goal achievement, skills upon entry, learning styles, learning environments etc.

The fact that: 100% of students who responded “agreed” or “strongly agreed” that they would likely recommend the program to someone looking for similar

services—is very high—might indicate that the individual perception/expectations of some students may have been different/higher than objective/observed outcomes. Staff and tutors continue to remain attentive to clients’ needs in the provision of service delivery which is student-centered and student focused. We thank tutors for their part in the success of these ratings. Your “report card” reveals an A+ in all areas. Thank you.

### Student Comments:

*Will tell everyone about this program*

*You guys have been great to me here. I can't thank you enough for everything you did for me. Thanks to you guys I can pick up a piece of paper and write something. I couldn't do that before I came here.*

*Great tutor – awesome!*

*I'm sorry I did not start this program earlier. I enjoyed the time I spend in this program.*

*When I started my job I felt like I was choking. Now that my reading is better I can breathe.*

## Winter Blues Getaway—Fundraiser for Adult Literacy Program

Enjoy great food, music and a fun overnight outing you won't forget. Enter the raffle to win an all expenses paid “**Winter Blues Getaway**” for you AND up to 7 of your friends!

**DETAILS:** A dinner and concert experience at **The Revival House, Stratford**. Includes dinner and complimentary drink; concert seating in a private balcony. Post-concert meet and greet with blues band **Samantha Martin and Delta Sugar**! Overnight accommodation at the beautiful **Rosehurst**. Includes: exclusive use of the entire bed and breakfast, gourmet snacks, high end local wines, unique

and delicious breakfast. Transportation to and from Stratford is included!



**Samantha Martin & Delta Sugar**

By purchasing 1 raffle ticket for \$25.00 you could win this complete package! The winning ticket will be drawn on January 6, 2017 at 4:00 p.m. The Winter Blues Getaway is on January 27-28, 2017.



**The Revival House, Stratford.**

### To Purchase Tickets:

\*Go to - [www.eventbrite.ca](http://www.eventbrite.ca)

\*Contact Angela at 519-9008 ext. 150 or [anewson@multiservicecentre.com](mailto:anewson@multiservicecentre.com)

\*Front Desk – Livingston Centre

**Total Prize Valued at \$2500**  
**Limited number of raffle tickets available**

## Family Literacy Day—January 27, 2017

The Winter Blues Getaway fundraiser has been planned in light of Family Literacy Day—which is on January 27th. Family Literacy Day focuses on parents as the means to improve the reading and writing skills of all family members. By reading to children and engaging in fun literacy activities, parents are actively keeping their own skills sharp while at the same time strengthening the relationship between the family which, in turn, encourages lifelong learning. Literacy is a life-long family affair. Family Literacy day was created by ABC Life Literacy Canada in 1999. Here are some family literacy activities: **Grocery Hunt:** Write a grocery list with your child and let kids find all the items in the store – a fun way to do the grocery shopping! **Map it!:** Pretend your family is anywhere in the world – on a world map, point to a location. Find out more about that county. What language do they speak, what is the weather, what sports do they play? **What do you mean?:** Write a sentence about something you want to tell your mom or dad. Cut the words out and tape each word to a building block and mix up the blocks. Can they figure out what you want to say?

Visit ABC Life Literacy Canada for more ideas <http://abclifeliteracy.ca/fld/activity-ideas>

## Literacy & Health

(Taken from Literacy and Health—Metro Toronto Movement for Literacy.) Health and literacy have links when considering possible outcomes for one's overall well being. The Public Health Agency of Canada defines health literacy as "the ability to access, comprehend, evaluate and communicate information as a way to promote, maintain and improve health in a variety of settings across the life-course". It estimates 60% of Canadian adults and 88% of seniors have challenges with health literacy. This is considered important when considering health outcomes such as: access to health care, patient's interaction with health care professionals and self care. Individuals with low literacy skills are impacted the most. The health care system can be difficult to navigate at the best of times. What does this mean for someone with limited literacy skills? Research from 2004 and 2011 reveals some interesting points. See some of the key findings below:

- \*Poorer health status based on self reports
- \*Increased rise of hospitalization
- \*Reduced knowledge of health services and health outcomes
- \*Increased use of emergency care and hospitalization
- \*Lower probability of mammogram and flu vaccination
- \*Less skills for taking medications appropriately

\*Poorer interpretation of labels and health messages

\*Poorer health status among the elderly



The World Health Organization advocates for access to education and those who need it. The greater challenge is that health information is often above a Grade 8 level and includes complex medical terminology. One of the recommendations of the American Medical Association is that patients should be encouraged to ask the following 3 questions: *What is my main problem? What do I need to do? Why is important for me to do this?* This would assist many—especially those with low literacy skills. They may feel more confident and involved in addressing their health care needs.

The agency staff and literacy networks have made attempts to advocate for plain language when it is opportune to do so. Many professionals in legal, medical, employment and health care fields would benefit in lessons learned to help those who may be most in need of successful outcomes.

## Volunteer Tutor Satisfaction Survey

Each year the literacy staff undertake a Volunteer Satisfaction Survey to identify any areas of need as this pertains to providing tutors with a satisfying experience in the Adult Literacy & Essential Skills program. The results reveal the following:

\*83% of all responses received were classified in ratings 2 – Above Average or 3 – Exceeds standards.

\*There were not any responses rated as "0" - or unsatisfactory

Those items rated the highest include the following:

*Resources suggested by staff address the needs of my student*

*Volunteers are given regular opportunities to receive and give feedback*

*The volunteer role provides an opportunity to personally develop and to contribute to the community*

Although there were not any unsatis-



factory responses, tutors are inquiring about additional accommodations for tutoring beyond meeting at Community Employment Services, The Livingston Centre and at the library in open areas. Please know that there continues to be ongoing consultations with community providers to find suitable accommodations.

When setting up a tutor/student match staff are responsible for providing support to students and volunteer tutors. It is our role to ensure that community members have a positive experience as a volunteer tutor. We monitor a tutor/student match to ensure that the student progresses in the program and that the volunteer has the information they need, the required resources for tutoring and

direction to effectively tutor their student. If your student is struggling we want to help. If you feel that your student needs to bump up a level we would like to hear from you. If you have a question about grammar or punctuation—don't hesitate to contact us. We wish to provide the supports and information necessary for a successful tutor/student match. Staff are your supporters, advocates and advisors. Don't hesitate to call us.

Please know that staff not only value your time but your commitment, talents and compassion. Thank you for making our program successful!

By choosing to work for us without a fee, you have proven that your time and talents are priceless. Thanks for volunteering. Great volunteers like you never want anything in return, but are always ready to do great things out of turn. Hope for mankind's brighter future lies in selfless acts of giving and volunteering... like the ones done by you.

**"Someone you know may need us"**  
**www.multiservicecentre.com**

96 Tillson Avenue  
 (in The Livingston Centre)  
 Tillsonburg ON N4G 3A1

**Phone:**  
**519-842-9000(Tillsonburg)**  
**519-539-8161(Woodstock)**  
**Fax: 519-842-4727**  
**E-mail:**  
**info@multiservicecentre.com**

**Staff: Wendy Woodhouse**  
**Maureen Vandenberghe**  
**Herta Taylor**

## Heath & Safety First - Important Tips



We always want tutors to consider health & safety when tutoring. See tips below.

\*If the weather is snowy or icy cancel and reschedule your lesson. Your decision in this regard is respected and accepted \*Follow the Fire/Emergency Evacuation Procedures at the place of tutoring should an emergency occur \* Limit walking to designated walkways and don't take shortcuts \*Wear appropriate footwear during winter that provides traction \*Walk slowly over snow or ice \*Take short steps to maintain your centre of gravity \*Report situations that you see as unsafe.

**Volunteer Tutor Stories** - A thank you is extended to the 10 individuals who submitted stories for our booklet. The stories were reflective, inspirational, heartwarming and so interesting! Those volunteers who contributed stories to the booklet will receive a complimentary copy. Note: anyone interested in reading the booklet can borrow this from our literacy libraries. Be prepared to be inspired!!

## Christmas/New Years Hours

Woodstock and Tillsonburg literacy staff will be away from the office from December 24, 2016 until January 1, 2017—returning on Tuesday January 2, 2017.

## Local Employment Planning Councils

As part of the Ministry of Advanced Education and Skills Development's work to modernize employment and training programs across the province, they have recently launched 8 pilots for Local Employment Planning councils (LEPCs). Literacy Link South Central, in partnership with the Elgin Middlesex Oxford Workforce Planning and Development board, will be coordinating the LEPC for Elgin, Middlesex, Oxford and the City of London.

This initiative is a component for the Ministry's Transformation of Employment and Training Services (TETS), intended to modernize and coordinate employment and training programs to ensure they are effective within each unique region of the province. It is hoped that LEPCs will serve as a key system feature for integrated employment and training services by connecting employers, different levels of government, service providers and other local partners. (Taken from: Literacy Link South Central Employment Planning Council document.)

Literacy/upgrading programs fall within the definition of training programs and staff seek to do their part in regard to this initiative. Support for this direction has been revealed by an increase in the "goal area" identified by students when entering our Adult Literacy & Essential Skills program. Close to 58% of students identify "Employment" as their goal. This figure has steadily increased since 2013. The demands of workplace accountability (paperwork), technology and HR standards require employees to adapt new workplace requirements and necessities.

## Enclosures

- Christmas Greeting
- Token of Appreciation - \$3.00 Tim Hortons Gift Card—You are appreciated always!
- Website listing—Useful sites/helpful resources—from the literacy program and from William Hubert's Workshop on Learning Disability Awareness and Accommodations
- Learning Activities: Christmas Word Find; Christmas Syllables
- Tutor Report forms enclosed for the next 5 months

## T:GO Update

T:GO is growing! This local transportation solution began in March 2016. Since that start, the service has offered almost 3,300 rides to 166 clients, with 675 of those rides happening in November 2016. The number one market is those seeking reliable transportation to and from work.

Starting with a staff of one, T:GO now has two drivers (one part-time and one full-time) as well as one part-time dispatcher.

To find out more, individuals are encouraged to call 519.842.9000 and ask for ext. 257 or T:GO.

Interested individuals are also encouraged to go to:



<http://ridetgo.ca/>

**Serving the Community since 1978 ~ Celebrating 38 years in 2016**