

easing --- transitions

for Clients Between EO Agencies



March 2009

**The Easing Transitions for Clients Between EO Agencies project
would like to thank the following individuals and organizations:**

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The agencies that participated and embraced the experience

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Our three validators, Jacklyn Catterick, Tina Deluca and Normand
Savoie

Literacy Link Niagara
Executive Director: Gay Douglas Broerse
Research Team: Ashley Hoath & Kathleen Batstone

Easing Transitions for Clients Between EO Agencies Project
Table of Contents

Overview of Project	3
Goals, Outcomes & Deliverables	5
Goals	5
Outcomes	5
Deliverables	5
Explanation of Assessment of Materials	6
Literacy & Basic Skills Levels	6
Essential Skills	6
Clear Writing & Design	7
Results of Assessment	8
Description of Clients & Services	8
Organization A Program Notes	9
Organization B – Location 1 Program Notes	11
Organization B – Location 2 Program Notes	12
Organization B – Location 3 Program Notes	13
Organization C Program Notes	14
Organization D Program Notes	15
LBS Assessment of Materials	17
Organization A	18
Organization B	19
Organization C	22
Organization D	24
Essential Skills Assessment of Materials	26
Organization A	26
Organization B	27
Organization C	30
Organization D	32
Clear Writing & Design Assessment of Materials	34
Clear Writing & Design Self Assessment	34
Clear Writing & Design Audits	42
ET Training	45
Best Practices	48
Recommendations	49
Conclusion	50

Overview of Project

In hopes of expanding our current information and referral strategy to our Employment Ontario partners that specialize in employment preparation, Literacy Link Niagara was funded by MTCU to conduct some important research in the Summer of 2008. Literacy Link Niagara wanted to better understand the literacy levels necessary to fully participate in the employment preparation programs offered in the Niagara Region. It was hoped that the knowledge gained from the project would help ensure that literacy learners referred to employment programs would be appropriately matched, which would in turn lead them to be more successful.

A literature review was the first action taken in the Easing Transitions project. The research team was unable to find any evidence of the leveling of employment preparation materials using LBS levels in Canada and the world.

An Advisory Group was created early on in the project to discuss the best strategies to achieve the project's goals and outcomes. The Advisory Group was made up of professionals in the employment field who were working directly in employment preparation, as well as professionals working in other employment related sectors. It was obvious in the first meeting that people were concerned that their materials and programs were being assessed in reference to the Employment Ontario restructuring. It was suggested that agencies who participated in the project would not be named in the final report. Without making the assessment confidential, it is very unlikely that an employment preparation agency would have participated.

The research team sent out a call via email to all Employment Ontario employment preparation agencies in the Niagara Region to participate in the project (Appendix A). Six different programs sent in application forms to participate. As shown in the results, one organization had three locations which each participated in the project.

The research team went out to each program location, interviewed the staff to gain an understanding of a client's typical experience and collected materials. Materials were assessed for Literacy & Basic Skill (LBS) levels, Essential Skills (ES) levels and Clear Writing & Design. A validation committee of three LBS front-line workers was created to validate the research team's assessment of LBS and ES levels.

To communicate what was being assessed to the agencies that participated, Literacy Link Niagara held a half-day training event on

March 13, 2009 to introduce agency staff to LBS, ES and Clear Writing & Design. Not only were the concepts introduced and explained, but the importance and relation of all three were demonstrated in relation to the agencies' programs. The research team feels that the services provided were seen as valuable to the employment preparation programs that participated as evidenced by the results of post-training surveys.

Goals, Outcomes & Deliverables

Goals

Short term goals of the Easing Transitions project included:

- clearer understanding of literacy needs and essential skills required for EO referral
- better understanding of Clear Writing & Design by EO agencies so that they can increase the readability of their documents
- increased appropriate referrals to EO agencies
- identification of barriers and obstacles for clients moving between EO agencies
- enhanced working relationship with EO partners

Originally, the Easing Transitions project was going to look solely at the LBS levels required by a learner to participate and complete an employment preparation program. The advisory group and the research team felt that the inclusion of Essential Skills and Clear Writing & Design would help to increase the understanding of the overall requirements of a learner to complete a program and to increase the usability of program documents and tools.

Outcomes

Literacy Link Niagara hopes that long term outcomes may include:

- changes to EO system to provide greater access for clients
- heightened client mobility between EO programs.

Deliverables

- analysis of materials by Literacy Level, Essentials Skills and Clear Writing & Design
- identification of key barriers
- final report with recommendations for ease of client movement between EO programs

As stated previously, the analysis of program materials by Essential Skills and Clear Writing & Design principles was added to the list of deliverables after the project had begun. Because of trepidation and concern surrounding the restructuring of Employment Ontario, agencies did not want their materials submitted directly to MTCU, although this was originally stated as a deliverable in the proposal.

Explanation of Assessment of Materials

After the employment preparation materials were collected, the research team individually assessed the documents for LBS, ES and Clear Writing & Design.

Literacy & Basic Skills Levels

Documents were assessed using the Literacy Descriptors. Documents were assessed for the level of reading, writing and numeracy (as applicable) required by a learner to complete the task. As the assessors did not have full knowledge of how the document was distributed to the learner, they used the information about a typical client experience they learned from the interview with the agencies to decide the level of the document.

The materials were given to three experienced LBS front-line workers who also assessed the documents individually. The research team and the validation team came together in a series of three meetings to negotiate and discuss the LBS levels of the documents.

Essential Skills

Ashley Hoath, a member of the research team, met with Lesley Hamilton, of LOCS network in early January 2009. They spent a day discussing the best practices when assessing a document using Essential Skills. It was from this discussion that it was decided that documents would be assessed for the essential skills required to complete the task, but that these would not be leveled.

Documents were assessed using the Essential Skills Rating Chart. Any of the nine Essential Skills that could be used were identified. As the assessors did not have full knowledge of how the document was distributed to the learner, they used the information about a typical client experience they learned from the interview with the agencies to decide the level of the document.

The materials were given to three experienced LBS front-line workers, who also assessed the documents individually. The research team and the validation team came together in a series of three meetings to negotiate and discuss the ES levels of the documents.

Clear Writing & Design

Each agency was sent an Organizational Clear Writing Health Check to complete and send back to the research team. This required that agency staff take a look at their program documents and identify their strengths and weaknesses using Clear Writing & Design principles. Three of six programs sent back completed Health Checks.

The research team assessed the documents for Clear Writing & Design using an Organizational Clear Writing Audit. This tool uses many of the same principles that agency staff used to assess their documents for Clear Writing & Design and provides suggestions to improve the agencies' current documents.

Results of Assessments

Description of Clients & Services

Each of the agencies that participated in the Easing Transitions Project was interviewed in order to determine the profile of clients they serve, the parameters of the program(s) they offer, their approach to accommodating clients with LBS needs, and the type of materials they use.

Three of the agencies deliver the same program in different locations using similar materials.

Overall, we found that agencies are aware that LBS may be an issue among their clients, with approaches to identifying clients who need LBS training ranging from self-identification to an assessment tool measuring LBS skills. All of the agencies have systems in place to refer clients to LBS training, and some agencies allow clients to pursue LBS training while participating in an EO program while others require clients to complete LBS training either before or after the EO program.

All agencies have supports built into their programs that make completing the program easier for clients with low literacy. Intake forms and other introductory materials are completed with the assistance of an agency staff member, and clients are rarely left to complete materials on their own. All of the programs either work one-on-one with clients or have them working in a group setting under the supervision of a staff member.

The program notes that follow provide more information about each of the agencies involved in the project.

Organization A Program notes

Clients:

- Aged 16 to 24 – cannot be in school – cannot be EI eligible
- Clients must fit the profile target which includes categories such as: age 19 or under, ODSP/Ontario Works client, has had 2 or more jobs per year, has never worked, has been out of work for 24 weeks or more, has a disability, grade 12 or less education, etc.
- Clients have significant barriers to employment
- Goal of 375 clients per year
- Potential clients over age 25 are referred to an Employment Help Centre
- Anyone can use the resource centre

LBS referral: Refer to LBS – Niagara College

Process:

- Clients meet with an Employment Counsellor who conducts intake (MTCU form)
- Complete Employment Service Needs Questionnaire – filled out by staff
- Staff help clients fill out a needs assessment - client- centered process includes an interest survey

Program:

- Employment counseling
- Clients have to do a safety workshop – “Workplace Survival”
- Sometimes hold workshops on client interest – WHMIS, Smart serve – Cost to client
- Some on the job training
- ASSB – Apprenticeship Scholarship Signing Bonus – sometime done concurrently
- Hold job fairs – in office at employer’s request
- Resource Services – Provide workshops
- Offsite school programs for at risk youth

Materials:

- Website best marketing tool – 5000 to 7000 hits per day
- Document use is specific to the client needs – all work is conducted one-on-one

General impression: High awareness of and accommodation for literacy issues

Organization B – Location 1 Program notes

Clients:

- Marginalized clients – must have 5 or more identified barriers
- Approx. 80% of clients on OW

LBS referral:

- Clients may be using LBS services at the same time they are in program
- May also do program then LBS (more common) or LBS then program

Process:

- Clients walked through intake
- One-page application used partly as a measure of literacy
- Numeracy, English comprehension evaluation done at end of intake
- Clients are assisted with filling out forms, understanding exercises, using computer
- Some workshops are shifting to PPT with fewer handouts

Program:

- 4-week program, mornings usually 4 days per week
- Exclusively group work except for 1-on-1 coaching (once or twice a week)

Materials: Similar for each workshop cycle with minor changes to meet specific client needs

Organization B – Location 2 Program notes

Clients:

- Marginalized clients – must have 5 or more identified barriers
- Most clients live in the area – within walking distance

LBS referral:

- Clients who self-identify are referred for literacy assessment (only one referral in the last 7 months)
- Clients doing LBS training would not do program at the same time
- Some clients are referred to program from LBS

Process:

- Clients walked through intake
- Clients are assisted with filling out forms, understanding exercises, using computer
- Some reading on their own in workshops – always someone there to answer questions
- Program recently streamlined to include less reading, more discussion & group activities

Program:

- 4-week program, mornings usually 4 days per week
- Exclusively group work except for 1-on-1 coaching (once or twice a week)

Materials:

- Similar for each workshop cycle with minor changes to meet specific client needs (many of the materials the same as in other locations)

General Impression:

- Say they don't get many people with LBS issues
- LBS needs exclusively self-identified

Organization B – Location 3 Program notes

Clients:

- 80% of participants on OW, 20% probation or parole

LBS referral:

- Location includes several services – LBS, ESL, LINC, Works with outside services - Housing Help, Community Care
- Programs refer among each other depending on client needs, this is done by walking client to new program, even external program
- Clients would not complete program and LBS programs at the same time

Process:

- LBS is assessed at the beginning of the program through a quick writing and math assessment
- Each program completes separate intakes even after internal referrals

Program:

- Very similar to other locations except for the last week – a few different tools
- 20 to 25 people in workshop

Materials: Similar for each workshop cycle with minor changes to meet specific client needs

Organization C

Clients:

- Provides Job Action Centres for companies with fewer than 100 employees
- Any laid-off worker can access services (not just companies with Action Centres)

Referrals: Many referrals to other programs

Process:

- Clients are walked through initial questionnaire and needs interview (goal is to have everyone at the company complete this)
- Clients are walked through binder materials individually with emphasis on materials most useful to them

Program:

- Mostly information referral services – most services 1-on-1
- Most clients work on resumes and interview skills
- Speakers brought in for particular topics

Materials:

- Binder of documents, including Information Niagara pamphlets
- Newsletters

General impression: High awareness of and accommodation for literacy issues

Organization D Program notes

Clients:

- Over age 25
- Out of work or work less than 20 hours per week
- OW & ODSP clients eligible
- EI recipients not eligible
- Most clients have barriers, but identified barriers are not an eligibility requirement – barriers commonly include mental health issues and criminal records
- Some clients are recent immigrants
- Don't often encounter clients where literacy is a barrier

LBS referral:

- Clients who disclose literacy issues or where literacy issues are suspected are referred to other agencies for those issues
- Clients may be using LBS services at the same time they are in program

Process & Program: Clients work one-on-one with a counselor and can choose to attend group workshops

One-on-one:

- Clients walked through intake and developing an action plan
- Clients are assisted with filling out forms, understanding exercises, using computer
- First meeting takes an hour, and then clients usually meet with a counselor for 30 minutes every 2 weeks
- Activities are focused on individual client needs identified in action plan and often include resume-writing, interview skills, job search skills

Workshops:

- Workshops use materials developed by outside agencies (therefore these materials are not being evaluated)
- Topics include Smart Serve, WHMIS, CPR, Forklift training, Computer training, Recognizing counterfeit money

Clients spend widely varying amounts of time in the program

Materials: Most of the documents submitted for review are available in the resource area, which is open to anyone

LBS Assessment of Materials

The levels indicated reflect the consensus of the research team of the Easing Transitions project, as well as the validation of 3 Literacy & Basic Skills professionals.

Documents are organized by Literacy & Basic Skills reading level. Where applicable, the Literacy & Basic Skills Writing and/or Numeracy Levels have been identified.

None of the documents we received were Literacy & Basic Skills reading Level 5.

Overall, a learner would be required to have a literacy level of 2/3 in reading and a 2 in writing to complete and participate in any of the employment preparation programs assessed. Of all the documents assessed, only 3 were LBS Level 1 in Reading and only 9 were LBS Level 4 in Reading. The majority of the documents assessed were LBS Level 2 (54), with 22 of those falling in the LBS Level 2/3 in Reading. 32 documents were assessed at LBS Level 3 in Reading.

It should be mentioned that these levels were assessed under the assumption and understanding that most clients in employment preparation programs have a staff member guiding them through the materials. Levels may be higher if the client was expected to work with the materials independently.

The individual agency results are as follows.

Organization A

Level 1

Document Title	No. of pages	Reading Level	Writing Level
Call Centre Opportunities	1	1>2	

Level 2

Document Title	No. of pages	Reading Level	Writing Level
Common Interview Questions	1	2	2+
Functional and Chronological Resume Worksheets	2	2	3
Cover Letter Writing Tips	4	2+>3	
Job Gym Survey	1	2>3	2>3

Level 3

Document Title	No. of pages	Reading Level	Writing Level
Interview Skills	7	3	
Highlights of Qualifications	2	3	
Write your Resume	9	3	2
Job Descriptions	10	3	
Living & Working in Alberta	5	3	
Interview Quiz	1	3+	

Level 4

Document Title	No. of pages	Writing Level	Reading Level
Action Verbs	1	4>5	Action Verbs

Organization B

Level 1

Document Title	No. of pages	Reading Level	Writing Level
Employment Barriers	1	1	1
Workshop Calendar	1	1>2	

Level 2

Document Title	No. of pages	Reading Level	Writing Level
Math Questions	1	2	
English Comprehension	1	2	2>3
Participant Action Plan	2	2	2>3
What's in the Way?	7	2	2
Assertive Communication	11	2	2
Customer Service	2	2	
Communicating Your Best Image	2	2	2
Handling Complaints	2	2	2
5 Do's and 6 Don'ts of a Customer Service Professional	1	2	
Little things that will bring the customer back	1	2	
The Service Pyramid	1	2	
Job Searching 1	16	2	2
Job Searching 2	10	2	2
Interview Skills 1	9	2	2
Mock Interview Evaluation	2	2>3	
Intake	3	2>3	2
Program Admission Interview	11	2>3	2
Congratulations	1	2>3	

Letter			
True Colours	18	2>3	2
Goal Setting Powerpoints	16	2>3	
Resume & Cover Letters Powerpoints	8	2>3	
Presentations Powerpoint	17	2>3	
The 10 most common resume writing mistakes	11	2>3	
Resume Essentials Presentation	16	2>3	
Cover Letters Presentation	18	2>3	
Interview Skills 2	12	2>3	2
Employer Expectations	9		2
Connections Workshop	3		2
A Success Poem	1	2>3	
Communication Skills	9	2>3	2
Resume and Cover Letters	17	2>3	2
You're Hired!	7	2>3	2
How Ya Feeling?	11	2>3	2
Stress Management	1		2

Level 3

Document Title	No. of pages	Reading Level	Writing Level
Transportation	3	3	2
Healthy Living	6	3	
Orientation Package	11	3 * Agreement 4	1>2
Telephone Communication	6	3>4	
BESI	3	3	3
What is a Cover Letter?	11	3	
A Guide to Your Mock Interview	14	3>4	2
My Health	3	3	1>2

Level 4

Document Title	No. of pages	Reading Level	Writing Level
Job Maintenance	15	4	

Organization C

Level 2

Document Title	No. of pages	Reading Level	Writing Level
Newsletter May 2, 2008	1	2	Newsletter May 2, 2008
Cover Letter Format	1	2	Cover Letter Format

Level 3

Document Title	No. of pages	Reading Level	Writing Level
Intake	11	3	2
Action Plan	1	3	
Newsletter Aug. 29, 08	1	3	
Newsletter Nov. 2008	1	3	
Newsletter Apr. 2, 2008	1	3	
Newsletter Apr. 9, 2008	1	3	3
Newsletter Apr. 16, 2008	1	3	
Newsletter Apr. 22, 2008	1	3	
Newsletter May 21, 2008	1	3	
Functional Resume and Chronological Resume	2	3	
Popular Websites	1	3	

Level 4

Document Title	No. of pages	Reading Level	Writing Level
Action Verbs	2	4	
Top 10 Interview Questions	1	4	
Sample Interview Questions	1	4	
Employment Interview	1	4	

Cover Letters	1	4	
How to answer job interview questions	1	4	

Organization D

Level 2

Document Title	No. of pages	Reading Level	Writing Level
Employment Fax	2	2	2
Safety Roles	1	2	
For More Information	1	2	
Safety Exercise	1	2	2
Counterfeiting Prevention Workshop	1	2	
40+ Career Clinic	1	2	
Educated Outside of Canada	1	2	
Flyer - Unemployed, Over 25 and Looking for Work?	1	2	
First Aid & CPR	1	2	
National Food Safety Training Program	1	2	
Survey	1	2>3	1
Interview Skills	8	2>3	
Advanced Interview Skills	6	2>3	2>3

Level 3

Document Title	No. of pages	Reading Level	Writing Level
Brochure	2	3	
Brochure 40+ New Horizons	2	3	
Respectable Resumes	9	3	
Captivating Cover Letters	6	3	
Personal Protective Equipment (PPE) Symbols	1	3>4	
WHMIS Symbols	1	3>4	

Labels and Symbols	1	3>4	
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Level 4

Document Title	No. of pages	Reading Level	Writing Level
Perfect Portfolios	10	4	

Essential Skills Assessment of Materials

The levels indicated below reflect the consensus of the research team of the Easing Transitions project, as well as the validation of 3 Literacy & Basic Skills professionals.

The top Essential Skills a client would use are identified. For the purpose of this project, it is assumed that the Essential Skill –Reading is required for the use of all documents and therefore, not identified below.

Organization A

Document Title	No. of pages	Essential Skills identified
Cover Letter Writing Tips	4	Document Use Writing Job Task Planning Finding Information
Interview Quiz	1	Critical Thinking
Common Interview Questions	1	Writing Critical Thinking
Interview Skills	7	Document Use Writing Critical Thinking Finding Information
Highlights of Qualifications	2	Writing
Write your Resume	9	Document Use Writing Job Task Planning Finding Information
Functional and Chronological Resume Worksheets	2	Document Use Writing Job Task Planning Finding Information
Job Descriptions	10	
Action Verbs	1	Document Use Job Task Planning
Job Gym Survey	1	Document Use Writing
Call Centre Opportunities	1	Computer Use
Living & Working in Alberta	5	Computer Use

Organization B

Document Title	No. of pages	Essential Skills identified
Employer Expectations	9	Numeracy Writing Decision Making Critical Thinking
Connections Workshop	3	Document Use Oral Communication
Interview Skills 1	8	Writing Decision Making Critical Thinking
Interview Skills 2	15	Oral Communication Critical Thinking Job Task Planning
BESI	3	Writing Decision Making Critical Thinking
What is a Cover Letter?	11	Document Use Writing
Job Maintenance	15	Critical Thinking
A Success Poem	1	
Communication Skills	9	Numeracy Writing Decision Making Critical Thinking
Resume and Cover Letters	17	Document Use Writing Decision Making Critical Thinking
You're Hired!	7	Numeracy Critical Thinking
How Ya Feeling?	11	Writing Decision Making Critical Thinking
A Guide to Your Mock Interview	14	Document Use Writing Critical Thinking Job Task Planning Finding Information
Mock Interview Evaluation	2	Document Use Writing Oral Communication
Intake	3	Document Use

		Writing Oral Communication
Program Admission Interview	11	Finding Information
Math Questions	1	Numeracy Writing Problem Solving
English Comprehension	1	Writing Decision Making
Employment Barriers	1	Writing
Congratulations Letter	1	
Workshop Calendar	1	Document Use
Orientation Package	11	Writing Finding Information
Participant Action Plan	2	Writing
Transportation	3	Numeracy Problem Solving Decision Making
What's in the Way?	7	Writing Problem Solving
Assertive Communication	11	Writing
True Colours	18	Document Use Writing Oral Communication Decision Making Critical Thinking Working with Others
Customer Service	2	Writing Decision Making
Three Minute Test	1	Numeracy Writing
Communicating Your Best Image	2	Writing
Handling Complaints	2	Writing
Telephone Communication	6	
5 Do's and 6	1	

Don'ts of a Customer Service Professional		
Little things that will bring the customer back	1	Writing Decision Making
The Service Pyramid	1	
Healthy Living	6	
Goal Setting Powerpoints	16	
Resume & Cover Letters Powerpoints	8	
Presentations Powerpoint	17	Decision Making
The 10 most common resume writing mistakes	11	
Resume Essentials Presentation	16	Document Use
Cover Letters Presentation	18	Decision Making
Job Searching 1	16	Numeracy Writing Job Task Planning
Job Searching 2	10	Document Use Writing Decision Making
Stress Management	1	Writing Critical Thinking
My Health	3	Writing Decision Making Critical Thinking

Organization C

Document Title	No. of pages	Essential Skills identified
Intake	11	Document Use Writing Job Task Planning
Action Plan	1	Document Use Job Task Planning
Newsletter Aug. 29, 08	1	
Newsletter Nov. 2008	1	
Newsletter Apr. 2, 2008	1	
Newsletter Apr. 9, 2008	1	
Newsletter Apr. 16, 2008	1	
Newsletter Apr. 22, 2008	1	
Newsletter May 2, 2008	1	
Newsletter May 21, 2008	1	
Functional Resume and Chronological Resume	2	Document Use Writing Job Task Planning
Employment History Record/Combination Resume Worksheet	1	Document Use Writing Job Task Planning
Action Verbs	2	Document Use Job Task Planning
Top 10 Interview Questions	1	Document Use Decision Making Job Task Planning
Sample Interview Questions	1	Oral Communication
Employment Interview	1	Document Use Job Task Planning Finding Information
Cover Letters	1	Document Use Writing Job Task Planning Finding Information
How to answer job	1	Oral Communication

interview questions		Decision Making Critical Thinking Job Task Planning
Cover Letter Format	1	Document Use
Popular Websites	1	Computer Use

Organization D

Document Title	No. of pages	Essential Skills identified
Employment Fax	2	Writing Finding Information
Safety Roles	1	Job Task Planning
For More Information	1	Job Task Planning
Safety Exercise	1	Document Use Writing Critical Thinking
Counterfeiting Prevention Workshop	1	Finding Information
40+ Career Clinic	1	Finding Information
Educated Outside of Canada	1	Finding Information
Flyer - Unemployed, Over 25 and Looking for Work?	1	Finding Information
First Aid & CPR	1	Finding Information
National Food Safety Training Program	1	Finding Information
Brochure	2	Document Use Finding Information
Brochure 40+ New Horizons	2	Document Use Finding Information
Respectable Resumes	9	Document Use
Captivating Cover Letters	6	Document Use
Perfect Portfolios	10	Document Use Decision Making Critical Thinking
Personal Protective Equipment (PPE) Symbols	1	
Smart Serve	1	
Survey	1	Writing

		Decision Making
Interview Skills	8	Writing
Advanced Interview Skills	6	Writing
WHMIS Symbols	1	
Labels and Symbols	1	

Clear Writing & Design Assessment of Materials

Currently, there is not one cohesive leveling system regarding Clear Writing & Design. By consulting with various Clear Writing experts in the LBS field, the research team used Clear Writing tools to make Clear Writing & Design suggestions regarding the materials collected.

Two tools were used. The first tool was a self-assessment given to agencies to fill out themselves. Two of six program locations sent the Organizational Health Check back. The second tool was an assessment of the materials by the research team using basic Clear Writing & Design principles. The suggestions indicated reflect the consensus of the research team of the Easing Transitions project.

Clear Writing & Design Self Assessments

The results of the self-assessment are as follows:

Organization A

Organizational Clear Writing Health Check

	This is something we are not doing.	We are doing this, but could make some improvements.	We are satisfied that we are doing this well.	N/A	Comments
Our print materials are easy for our audience to read.		X			We try to make them easy to read
All the forms we use in our organization are easy for everyone to read and understand.				X	Many of the forms we use are one we are mandated to use by MTCU. Many of our clients cannot

					complete them on their own
Our print materials are written in simple and clear language. We avoid using technical jargon and scientific terms in the materials we prepare for the general public.		X			
Print materials are designed with lots of white space to provide relief from the print.		X			
We use graphics and illustrations in our print materials.		X			
If appropriate, our print materials are available in other languages.	X				
We consult with people		X			Sometimes

outside our organization for feedback on the written materials we prepare for the general public.					
Our organization has guidelines for limiting the level of reading difficulty of our printed materials.	No				
We have identified the jargon that is specific to our organization or service we provide, and have developed an easy way to explain these words to our audience.				X	We attempt not to use jargon with our clients
We have identified the skill levels of our audience and know what skill sets they need to understand our			X		Many of our clients have low literacy levels so we will assist them as needed.

materials. For example, Does a client need to be able to read, write, and speak well in order to use our services?					
We make sure that we display our pamphlets and educational brochures in a way that makes it easy for people to find the information they need or want.			X		Resource area counselors are also available to assist
Our organization uses a variety of ways to advertise its services: radio, TV, video and electronic media, as well as printed materials.			X		Our main marketing source is our website but we also use print materials and newspaper ads.

Adapted from "The Literacy Audit Kit" by the Alberta Association for Adult Literacy, December 1997

Organization B

Organizational Clear Writing Health Check

	This is something we are not doing.	We are doing this, but could make some improvements.	We are satisfied that we are doing this well.	N/A	Comments
Our print materials are easy for our audience to read.					
All the forms we use in our organization are easy for everyone to read and understand.			✓		
Our print materials are written in simple and clear language. We avoid using technical jargon and scientific terms in the materials we prepare for the general public.			✓		
Print materials are designed		✓			

with lots of white space to provide relief from the print.					
We use graphics and illustrations in our print materials.		✓			
If appropriate, our print materials are available in other languages.		✓			
We consult with people outside our organization for feedback on the written materials we prepare for the general public.		✓			
Our organization has guidelines for limiting the level of reading difficulty of our printed materials.			✓		
We have identified the jargon that is			✓		

<p>specific to our organization or service we provide, and have developed an easy way to explain these words to our audience.</p>				
<p>We have identified the skill levels of our audience and know what skill sets they need to understand our materials. For example, Does a client need to be able to read, write, and speak well in order to use our services?</p>		✓		
<p>We make sure that we display our pamphlets and educational brochures in a way that makes it easy for people to find the</p>		✓		

information they need or want.					
Our organization uses a variety of ways to advertise its services: radio, TV, video and electronic media, as well as printed materials.		✓			

Adapted from "The Literacy Audit Kit" by the Alberta Association for Adult Literacy, December 1997

Clear Writing & Design Audits

To be able to give a solid overview of the Clear Writing areas that the agencies excel at and lack in, the research team used a checklist for each document. The notes from this exercise can be found in Appendix B.

A Clear Writing Audit was used to give agencies a general overview of their Clear Writing strengths and weaknesses. As the scores of the agencies differed by less than 4 points, one table has been used to show the results. Clear Writing & Design training is recommended as an outcome of the results and document consultation may also be a good option to help agencies increase the readability of their documents. The results of the Clear Writing Audits are as follows:

Organizational Clear Writing Audit Checklist

	Do not Agree (1)	Somewhat Agree (2)	Totally Agree (3)	Comments	Ranking 1-3 1 poor 2 moderate 3 excellent
Print materials are easy for staff to read.		X	X		2 - 3
Print materials are easy for the external audience to read.		X		See individual notes on agencies	2
Print materials are written in simple and clear language – little or no technical jargon and scientific terms in the materials prepared for the external audience.		X	X	Language in general is straightforward As client is usually walked through the use of the tool, “jargon” may be explained and therefore made more clear	2-3
Print materials are designed with lots of white space to provide relief from the print.		X		There is very little consistency between documents/modules	2
Graphics and illustrations are used appropriately.			X	Most graphics illustrate ideas well	3
If appropriate, print materials are available in other languages.	X			Unaware of any materials printed in other languages	1
Organization uses feedback for written materials from the external audience.	X			Unaware of any external feedback	1
Writing guidelines exist that help staff develop clearly written materials.	X			ET wrap-up showed no evidence of guidelines in the workplace, although Organization A was	1

				more aware of clear writing principles	
Organization has identified the jargon that is specific to them or the service they provide, and has developed an easy way to explain these words to their audience.		X	X	Most programs explain the content to their clients during the use of materials	2-3
Organization has identified the skill levels of their audience and know the skill sets they need to understand their materials. For example, Does a client need to be able to read, write, and speak well in order to use our services?		X		Skill sets needed by clients may lack consistency throughout programs	2
Organization displays written information in a way that makes it easy for people to find what they need or want.		X		Some materials are very well written, while others need to be adapted for readability	2
Organization uses a variety of ways to advertise its services: radio, TV, video and electronic media, as well as printed materials.		X		Print and web advertisement seems to be the most utilized	2
				Total:	22-25

A maximum score of 36 is achievable.

If the score is: 1 – 20 Clear Writing Training and Document Consulting is needed

20 – 24 Clear Writing Training is necessary, Document Consulting would be helpful

25 – 36 Clear Writing Training would refresh skills

Adapted from “The Literacy Audit Kit” by the Alberta Association for Adult Literacy, December 1997



ET Training

In order to provide participating agencies with a better understanding of LBS, Essential Skills and Clear Writing & Design and to help them understand the feedback provided on their materials, a half-day workshop was held prior to the agencies receiving the project reports.

A total of 6 participants representing each of the agencies attended the workshop which provided an overview of LBS levels, the nine Essential Skills and some of the principles of Clear Writing & Design. The workshop used an interactive format in which agency representatives were able to work with actual materials – including some of the materials they supplied for the project – in order to gain a better understanding of the needs of clients with low literacy levels. An LBS practitioner with experience working with LBS learners also attended the event to answer questions, as well as to provide the perspective of someone with extensive knowledge of LBS clients and their needs. Copies of PowerPoint presentation slides and other workshop materials can be found in the Appendix C.

Pre- and post-training surveys were conducted at the event in which participants indicated an increase in understanding of LBS, Essential Skills and Clear Writing & Design as a result of the workshop training. Participants also indicated that they felt they benefited from attending the workshop and that they will consider adapting their program materials in light of their greater understanding of the needs of low literacy clients.

Survey results:

Question	Pre-training results	Post-training results
The following 5 questions are ranked on a scale from 1 – not true at all to 6 – very true		
I have a good understanding of Literacy & Basic Skills levels.	3 – 2 responses (33%) 4 – 4 responses (66%)	6 – 6 responses (100%)
I believe that Literacy & Basic Skills are directly related to the employment field.	5 – 1 response (17%)	6 – 6 responses (100%)

	6 – 5 responses (83%)	
I have a good understanding of Essential Skills.	4 – 3 responses (50%)	5 – 3 responses (50%)
	5 – 2 responses (33%)	6 – 3 responses (50%)
	6 – 1 response (17%)	
I believe that Essential Skills are directly related to the employment field.	5 – 2 responses (33%)	5 – 1 response (17%)
	6 – 4 responses (66%)	6 – 5 responses (87%)
I have a good understanding of Clear Writing & Design.	3 – 1 response (17%)	5 – 2 responses (33%)
	4 – 4 responses (66%)	6 – 4 responses (66%)
	5 – 1 response (17%)	

The following 3 questions only appeared on the Post-training survey		
		Comments
Do you feel that you have a better understanding of your materials after today's session?	Yes – 5 (87%) No – 0 Not completed – 1 (13%)	I have a better understanding of how people with different levels would interpret them. Applied learning and direct relation to materials used in our program.
Do you think that you may revise or rework any materials based on what you have learned at today's session?	Yes – 4 (66%) Maybe – 1	We are actually revising all our documents and today's information will definitely help.

	(13%) No – 0 Not completed – 1 (13%)	Definitely will take a closer look at our materials and their content. Some documents are not at the level we feel fit or meet the client base.
Do you feel that this project/session was beneficial to you and your organization?	Yes – 5 (87%) No – 0 Not completed – 1 (13%)	Identifies where we need to make adjustments and verified what we are doing well.

Best Practices

As the purpose of the project was to discover and improve the transitional experience of a learner from literacy to employment programs, the research team wanted to find out some of the best practices of agencies that were currently “doing this well.” The research team met with an agency that did not participate in the assessment phase of the project to discuss their internal referral system.

Below are the questions asked and answered during an interview with three staff members who represented three different programs located within this organization.

- 1) How do you refer clients between programs?
 - “down hall” mentality – walk a client between programs

- 2) What are the best practices of the referral system you use?
 - Consumer sees one support – seamless
 - Phone call or email other program before, so the client doesn't have to explain their situation again
 - Intake comes with client, no duplication
 - Waiver signed at first intake – covers all programs
 - Group wise – mail system – everyone connected

- 3) What could be added/increased/changed to make it better?
 - Informal side of formal referral – clients at same time
 - Improved technology between off-site
 - Database would remove informality

- 4) What are the benefits for using an internal referral system?
 - Effortless
 - Seamless
 - Staff engaged
 - Communicating closely
 - Innovative development
 - Track progress through goals and steps – easy to counsel when need new direction

Recommendations

The following are recommended actions that the research team feels should be taken to further ease the transitions of learners.

- 1) Continue material assessment for agencies who did not participate in Phase 1.
- 2) Create materials (agency/typical client profiles) and referral protocol that could help LBS agencies make appropriate referrals. Templates can be created that can be transferred beyond the Niagara Region.
- 3) Help EO agencies adapt their materials using LBS, ES and Clear Writing & Design.
- 4) Educate/train LBS and EO agencies to understand more about each other and the transitional experience of a learner to client. This could be done as a one-day training event that brought both fields together.
- 5) Support relationship-building and create the opportunity for more dialogue between LBS and EO agencies.
- 6) Create LBS prescreen tool to help EO agencies identify LBS concerns in their clients during intake. This tool can be used beyond the Niagara Region.
- 7) Share the "Introduction to LBS" training modules with other networks and EO agencies through training sessions.

Conclusion

The Easing Transitions project has shown the disconnect that currently exists between LBS and EO agencies. By creating partnerships and the opportunity for dialogue, LBS learners can transition into employment programs more seamlessly and therefore be more successful.

Appendix A

Call for Participation Letter and Form

October 21, 2008

Dear Employment Ontario agency,

Literacy Link Niagara is pleased to announce a new service for Employment Ontario agencies. We have been funded to provide feedback to EO agencies who are interested in learning the literacy levels and essential skills levels of their material to better serve their clients and increase retention. Our goal is to help you understand what literacy and essential skills levels are and where your programs and materials lie on these scales.

With this information, literacy organizations will be better able to refer people of different experiences to the best employment service for their needs and skills. We offer assessment of materials related to marketing, needs assessment/registration, curriculum/program and live contact/programming. It is up to you which materials are assessed and if you would like to make the information available to literacy organizations. Specific information about your organization's materials will not be made public in our report.

We are offering this service for no fee to the first four organizations who sign up. Please review the attached form and submit it if you would like to participate. If you have any questions, please do not hesitate to call me.

Sincerely,

Ashley Hoath
Researcher/Writer
Literacy Link Niagara
905.937.8887
a.hoathm@gmail.com



Literacy Link Niagara

EASING TRANSITIONS SIGNUP

AGENCY INFORMATION

Agency Name: _____
Contact Name: _____
Job Title: _____
Address: _____
Phone: _____ Email: _____

EASING TRANSITIONS INFORMATION

Literacy Link Niagara has been funded by MTCU to research the literacy and essential skills levels of EO agency materials to be able to better refer clients from literacy programs to employment programs. LLN is offering the service of assessing the literacy and essential skill levels of your materials. The assessment of your resources is confidential, and you can use the information to better understand the best clients for your program.

PLEASE CHECK WHICH MATERIALS YOU WOULD LIKE TO SUBMIT FOR FEEDBACK BELOW.

Marketing Materials – Materials used to promote your programs, pre-contact or pre-registration

Needs Assessment/Registration Materials – Materials used to assess or register clients before program

Program Handouts/Curriculum Materials – Instructor Materials/Curriculum and Handouts given to clients during program

Program Instruction – After program handouts/curriculum have been assessed, a researcher/writer will come in and observe the curriculum in practice

Check all that apply:

- Marketing Materials Needs Assessment/Registration Materials
 Handouts/Curriculum Program Instruction

Please submit form by email to a.hoathm@gmail.com or fax to 905.937.3555

Appendix B

Clear Writing & Design Checklists

Clear Writing Checklist – Organization A

Material	Directly to the reader	Active voice	Positive sentences	No jargon or acronyms	Difficult words put in context	Instructions in order	Incomplete sentences where OK	Use of bullet points	Bullets in same grammatical form	Meaningful headings	Short sentences – no more than 18 words	Serif type font	Upper and lowercase letters – not all caps	Bold for emphasis instead of italics or underlining	1 inch margins, 1.5 spacing, 12 point font	Unjustified text	Soft coloured paper with contrasting ink	Lots of white space	Centred items fit on one line
Interview Quest	X	X	X	X		X				X	X	NO	X	NO	NO	X	white	X	X
Other:																			
Action Verbs	X	X	X	X	NO	X				X	X	X	X	X	NO	X	white	NO	X
Other: Very dense text																			
Job Descript	X		NO	X			X	X	X	X	X	X	X	NO	X	X	white	NO	
Other: Titles all caps; dense text; bullets with capitals and punctuation																			
Functional Res						NO				X		X	X		NO	X	white	X	
Other: Needs instructions																			
Chronological						NO				X		X	X		NO	X	white	X	
Other: Needs instructions																			
Write Your Res	X		X	X			X	X	X	X	NO	NO	X	X	X	X		X	NO
Other: Shadow text hard to read; title all caps; caps in bullets																			
Choose Your Res	X		X	X	X			X	X	X	NO	NO	SOME	X	NO	X		NO	
Other: Very dense, small text; titles in caps; full sentence bullets																			
C & F Resumes							X	X	X	X		NO	X	X	NO	X		X	
Other: Very small, dense text; bullets too far from attached text																			

Material	Directly to the reader	Active voice	Positive sentences	No jargon or	Difficult words put in context	Instructions in order	Incomplete sentences where OK	Use of bullet points	Bullets in same grammatical form	Meaningful headings	Short sentences – no more than 18 words	Serif type font	Upper and lowercase letters – not all caps	Bold for emphasis instead of italics or underlining	1 inch margins, 1.5 spacing, 12 point font	Unjustified text	Soft coloured paper with contrasting ink	Lots of white space	Centred items fit on one line
Write Job Objective (etc – 11 pgs)	X		X	X		X	X	X	X	X	NO	NO	mostly	X	NO	X		some	
Other: Dense text; small font; titles in caps																			
Highlights of Q	X		X	X			X	X	X	X	X	NO	X	X	X	X		X	
Other:																			
Interview Skills	X		X	X			X	X	mostly	X	X	X	mostly	NO	X	X		X	
Other: Some titles all caps; caps in bullets; list letters too far from attached text																			
Answers to I Q	X		X	X			X	X	X	X	NO	X	mostly	NO	X	X		so-so	
Other: Titles in caps; caps in bullets; use of italics hard to read																			
Client Quest.	X			X		X				X	X	NO	X	X	NO	X		X	
Other: Small font																			
Job Connect Intake	X				NO					X	NO	NO	mostly	X	NO	X	lt blue		
Other: Small font; titles all caps; very busy; long sentences																			
Job Gym Survey	X		X	X		X	X	X	X		X	NO	X	X	NO	X		X	NO
Other:																			
Cal Centre Opps	NO											X	X	X	NO				
Other: small font																			

Material	Directly to the reader	Active voice	Positive sentences	No jargon or acronyms	Difficult words put in context	Instructions in order	Incomplete sentences where OK	Use of bullet points	Bullets in same grammatical form	Meaningful headings	Short sentences – no more than 18 words	Serif type font	Upper and lowercase letters – not all caps	Bold for emphasis instead of italics or underlining	1 inch margins, 1.5 spacing, 12 point font	Unjustified text	Soft coloured paper with contrasting ink	Lots of white space	Centred items fit on
Working in AB	X		X					X	X	X	NO	X	NO	X	NO	X		NO	
Other: crowded, small font																			
AB websites										X		NO		X	X	X		X	
Other:																			

Material	Directly to the reader	No verbs changed into nouns	Active voice	Positive sentences	No jargon or acronyms	Difficult words put in context	Instructions in order	Incomplete sentences where OK	Use of bullet points	Bullets in same grammatical form	Meaningful headings	Short sentences – no more than 18 words	Serif type font	Upper and lowercase letters – not all caps	Bold for emphasis instead of italics or underlining	1 inch margins, 1.5 spacing, 12 point font	Unjustified text	Soft coloured paper with contrasting ink	Lots of white space	Centred items fit on
Fax Cover																				
Other: Use upper and lowercase letters instead of all caps, check-off boxes and confidentiality statement should have larger font																				
Interview Quiz	X	X			X			X	X	X			X	X	X		X		X	X
Other: Title font hard to read, margins a bit narrow, increase space between lines, some long sentences, some italics and all caps words, NOT questions (negative sentences), change paper colour																				
Cover Letter Tips – title pg														X	X					
Other: Website font sans serif, title font hard to read, small font at the top																				

Cover Letter pg 1	X		X	X	X		X				X		X	X title	X	X	X	X	X	X
Other: Title all caps, a couple of long sentences, occasional negative sentence, bullet form uses sentences and punctuation																				
Cover Letter pg 2	X		X	X	X	X Egs.	X	X	X		X		X				X	X	X	
Other: All caps and underlining, first paragraph bullets not in same form, increase space between lines, bullets as full sentences, one long sentence, document could use a title and explanation																				
Cover Letter pg 3			X	X										X	X title			X	X	X
Other: Title all caps & underlined, one long sentence, special circumstances – a sample																				

Clear Writing Checklist – Organization B1

Material	Directly to the reader	Active voice	Positive sentences	No jargon or acronyms	Difficult words put in context	Instructions in order	Incomplete sentences where OK	Use of bullet points	Bullets in same grammatical form	Meaningful headings	Short sentences – no more than 18 words	Serif type font	Upper and lowercase letters – not all caps	Bold for emphasis instead of italics or underlining	1 inch margins, 1.5 spacing, 12 point font	Unjustified text	Soft coloured paper with contrasting ink	Lots of white space	Centred items fit on
Mock Interview	NO			X	X	NO	X			X	X	NO	X	NO	NO	X	?	X	
Other: needs instructions																			
Intake	X			X			X			X	X	X	X	X	NO	X	?	X	X
Other:																			
Release			X	X			X				NO	X	X		X	X	?	X	
Other:																			
Prog Adm. Intervw	X									X	MOST	NO	MOST	NO	NO		?	X	
Other: titles all caps, small font																			
Supports	X									X		NO	X	NO	X	X	?	X	
Other:																			
Barriers					X	NO	X					NO	NO	X	X	X	?	X	
Other: needs instructions, lots of all caps																			
Evaluation	X			X		NO				X	X	NO	NO	NO	X	X		X	
Other: needs instructions, headings all caps																			
Welcome	X		X	X		X					NO	X	X	NO		X		X	
Other: small font																			

Material	Directly to the reader	Active voice	Positive sentences	No jargon or acronyms	Difficult words put in context	Instructions in order	Incomplete sentences where OK	Use of bullet points	Bullets in same grammatical form	Meaningful headings	Short sentences – no more than 18 words	Serif type font	Upper and lowercase letters – not all caps	Bold for emphasis instead of italics or underlining	1 inch margins, 1.5 spacing, 12 point font	Unjustified text	Soft coloured paper with contrasting ink	Lots of white space	Centred items fit on
Customer Service					NO						MOST	X	X	X	X	X	?	NO	
Other: crowded																			
True Colour Assmt	X			X	NO	X				X	X	NO	NO	X	NO	X		OK	
Other: title hard to read, all caps throughout, small font																			
Please Understand	X										NO		X	X	X	X		X	
Other: italics hard to read																			
Group Task	X		X	X		X					X	X	X	X	X	X		X	X
Other: title all caps																			
Colour Spectrum	X		X	X			X	X	X	X	X	X	X		MOST	X	?	so so	
Other: shadow title hard to read																			
Integration						X					X		NO	X	X	X		X	X
Other: ass caps titles, italics																			
Vocational Couns	X		X	X		X	X				NO	X	NO	X	X	X		X	
Other: titles caps																			
Who Pushes My B	X		X			X					X	X	MOST	X	X	X		X	
Other: titles caps																			

Material	Directly to the reader	Active voice	Positive sentences	No jargon or acronyms	Difficult words put in context	Instructions in order	Incomplete sentences where OK	Use of bullet points	Bullets in same grammatical form	Meaningful headings	Short sentences – no more than 18 words	Serif type font	Upper and lowercase letters – not all caps	Bold for emphasis instead of italics or underlining	1 inch margins, 1.5 spacing, 12 point font	Unjustified text	Soft coloured paper with contracting ink	Lots of white space	Centred items fit on page
Person at risk							X	X	NO			X	MOST	X	MOST	X	?	X	
Other: italics, could use some explanation, title all caps																			
Colour descript.	SOME		X	X				X		X	X	X	X		X	X		X	
Other: italics																			
Values, aptitudes	NO		X					X		X	NO	X	X	X	MOST	X		X	
Other: italics, small font in lists																			
Assertive Comm.				X			X	X	X	X	X	X	MOST	NO	X	X	?	X	X
Other: title in caps																			
Comm. Skills S.	X		X	X		X					X	X	MOST	X	X	X		X	
Other: title all caps																			
BRIEF	SOME		X	X			X				X	X	MOST	X	X	X		X	
Other: needs instructions/context																			
Listening Habits	X		X					X	X		X	X	MOST	X	X	X		X	
Other: titles all caps																			
Listening Goals	X		X	X		X					X	X	NO	X	X	X		X	
Other: title all caps, footer all caps																			

Material	Directly to the reader	Active voice	Positive sentences	No jargon or acronyms	Difficult words put in context	Instructions in order	Incomplete sentences where OK	Use of bullet points	Bullets in same grammatical form	Meaningful headings	Short sentences – no more than 18 words	Serif type font	Upper and lowercase letters – not all caps	Bold for emphasis instead of italics or underlining	1 inch margins, 1.5 spacing, 12 point font	Unjustified text	Soft coloured paper with contrasting ink	Lots of white space	Centred items fit on page
If only you would	X			X	NO						X	X		X	X		?	X	
Other: title all caps																			
3 minute test	X		X	X		X					MOST	X	MOST	X	NO	X		X	
Other: title all caps																			
What's in the way	NO		X	X				X	X	X	NO	X	X	X	X	X		X	
Other: bullets full sentences																			
Barriers to Emp.	X		X	X		X	X				MOST	X	MOST	X	X	X		X	
Other: title all caps																			
Employment B.	X		X	X		X	X				X	X	MOST	NO	X	X		X	
Other: title all caps, italics, font looks a little small																			
10 Psych. Roadblks	NO				X		X				X	X	MOST	NO	X	X		X	
Other: needs instructions, title all caps																			
Getting Started			X	X							X	X	X	X	X	X		X	
Other: needs instructions																			
Success Poem				X							X	NO	X		X	X		X	
Other: tricky font																			

Material	Directly to the reader	Active voice	Positive sentences	No jargon or acronyms	Difficult words put in context	Instructions in order	Incomplete sentences where OK	Use of bullet points	Bullets in same grammatical form	Meaningful headings	Short sentences – no more than 18 words	Serif type font	Upper and lowercase letters – not all caps	Bold for emphasis instead of italics or underline	1 inch margins, 1.5 spacing, 12 point font	Unjustified text	Soft coloured paper with contrasting ink	Lots of white space	Centred items fit on page
Orientation Pkg: Data Info Sheet							X			X		NO	X	NO	NO				
Other: crowded, title all caps																			
Program Agrmnt	X				NO						NO	X	X	X	NO	X		NO	
Other: very small font, difficult vocab, italics																			
Participant Policy	SOME		X	X				X	X	X	NO	X	MOST	NO	X	X		NO	
Other: title all caps																			
Internet Policy	NO			NO	NO						MOST	X	X	X	X	X		X	
Other: some difficult vocab																			
Participant ActionP	NO			X						X	X	X	X	NO	NO	X		X	
Other: small font																			
Transportation	NO			X						X	NO	X	MOST	MOST	?	X		NO	X
Other: title all caps, font looks a little small																			
Other:																			
Other:																			
Other:																			

Clear Writing Checklist – Organization B2

Material	Directly to the reader	Active voice	Positive sentences	No jargon or acronyms	Difficult words put in context	Instructions in order	Incomplete sentences where OK	Use of bullet points	Bullets in same grammatical form	Meaningful headings	Short sentences – no more than 18 words	Serif type font	Upper and lowercase letters – not all caps	Bold for emphasis instead of italics or underlining	1 inch margins, 1.5 spacing, 12 point font	Unjustified text	Soft coloured paper with contrasting ink	Lots of white space	Centred items fit on one line
Customer Service	X		X	X	X		X				SOME	X	NO	NO	MOST	X		so so	
Other: some crowding, some shaded areas hard to read, some typos																			
Healthy Living	X		X		X					X	MOST	X	NO	NO	MOST	X		MOST	
Other: some instructions missing																			
Goal Setting PPT											MOST								NO
Other: sans serif, full sentence bullets, some all caps emphasis																			
Resumes PPT										X	MOST	NO							NO
Other: full sentence bullets, sans serif, some pgs with small, crowded font																			
Cover Letter PPT	X										MOST								NO
Other: sans serif, full sentence bullets																			
Job Searching 1							X	X				SOME	NO						
Other: some bullets full sentences																			
Job Searching 2	X									X	MOST	SOME	NO	X	MOST				
Other: needs instructions, website lists small font & justified																			
Intrvw Skills 1	X									so so	MOST	SOME	NO	X	SOME	X		X	

Other: some small font, some places could use instructions																			
Intrvw Skills 2	X							X	X	X	MOST	SOME	NO	X	SOME				
Other: some crowding & small font																			

Clear Writing Checklist – Organization B3

Material	Directly to the reader	Active voice	Positive sentences	No jargon or acronyms	Difficult words put in context	Instructions in order	Incomplete sentences where OK	Use of bullet points	Bullets in same grammatical form	Meaningful headings	Short sentences – no more than 18 words	Serif type font	Upper and lowercase letters – not all caps	Bold for emphasis instead of italics or underlining	1 inch margins, 1.5 spacing, 12 point font	Unjustified text	Soft coloured paper with contrasting ink	Lots of white space	Centred items fit on page
BESI pg 1	X		X	X		X					NO	X	X	X	X	X	?	X	
Other:																			
Inventory & Inter	X		X	X	X	X					NO	X	X	X	NO	X	?	NO	
Other: tiny font, very crowded, headers may be confusing																			
BESI Plan	X		X	X		X			X	NO	X	X	X	X	X	X	?	X	
Other:																			
Barriers	X		X	X		X		X	X		NO	X	NO	X	NO	X	?	X	
Other: title in caps, very small font																			
10 Psych Roadblk	NO					NO				NO	MOST	X	NO	X	NO	X	?	X	
Other: needs instructions, small font, title all caps																			
Personal Barriers	NO						X	X	X			X	NO	X	NO	X	?	X	
Other: title all caps, small font																			
You Shall Overc	SOME		X	X		X					NO	X	NO	X	NO	X	?	NO	
Other: small font, title all caps																			
Strategies	X		X	X				X	X		NO	X	NO	X	NO	X	?	NO	
Other: very small font, title all caps																			
Inspirations	X										X		MOST	X	X	X			X
Other:																			

Material	Directly to the reader	Active voice	Positive sentences	No jargon or	Difficult words put in context	Instructions in order	Incomplete sentences where OK	Use of bullet points	Bullets in same grammatical form	Meaningful headings	Short sentences – no more than 18 words	Serif type font	Upper and lowercase letters – not all caps	Bold for emphasis instead of italics or	1 inch margins, 1.5 spacing, 12 point font	Unjustified text	Soft coloured paper	Lots of white space	Centred items fit on one line
Job Maintenance	X		X	X				X	X	X	MOST	NO	X	NO	X	X	?	so so	
Other:																			
Guide to M Intrv	X			X		X		X	MOST	X	NO	NO	X	X	X	X	?	SOME	
Other: caps & periods in bullets, complete sentence bullets																			
True Colours																			
Other: see Org C3																			
Comm Skills – 3 min test																			
Other: all bold, see Org C3																			
Roadblocks	SOME			X			X	X	X	X	MOST	NO	X	NO	NO	X	?	SO SO	
Other: titles hard to read (shadow), small font																			
I Statements	X		X	X		X					MOST	X	MOST	X	NO	X	?	X	NO
Other: small font, title all caps																			
BRIEF							X				X	NO			X	X	?	X	
Other: all bold, needs explanation																			
Listening Goals	X		X	X		X				X	X	X	NO	X	MOST	X	?	X	
Other: small font, footer all caps, title all caps, headers all caps																			
Roadblocks	NO		X	X			X			X	MOST	X	MOST	NO	X	X	?	X	
Other: italics, titles all caps																			

Material	Directly to the reader	Active voice	Positive sentences	No jargon or acronyms	Difficult words put in context	Instructions in order	Incomplete sentences where OK	Use of bullet points	Bullets in same grammatical form	Meaningful headings	Short sentences – no more than 18 words	Serif type font	Upper and lowercase letters – not all caps	Bold for emphasis instead of italics or underlining	1 inch margins, 1.5 spacing, 12 point font	Unjustified text	Soft coloured paper with contrasting ink	Lots of white space	Centred items fit on page
Poem												X	MOST	X	X	X	?	X	
Other: title all caps																			
What is CL pg 1-5	X		X	X				X	X	X	NO	NO	X	X	NO	X	?	so so	
Other: small font																			
Template	X		X					X	NO	X	MOST	X	X	X	NO	X	?		X
Other: small font, caps in bullets																			
Approach Letter											NO	NO	NO	X	NO	X	?	X	
Other: tiny font																			
CL Writing Tips	X		X	X				X	X		X	X	NO	X	X	X	?	X	
Other: sentences in bullets, title all caps																			
References	X		X	X				X	X	X	MOST	NO	NO	X	X	X	?	X	
Other: headers/titles all caps, periods in bullets																			
Resume & CL Quiz											X	X	NO	X	NO	X	?	X	
Other:																			
10 Most Common	NO		X	X			X				MOST	X	NO	X	NO	X	?	X	
Other:																			
Functional R												X	NO	NO	X	X	?	X	
Other: all bold																			

Material	Directly to the reader	Active voice	Positive sentences	No jargon or acronyms	Difficult words put in context	Instructions in order	Incomplete sentences where OK	Use of bullet points	Bullets in same grammatical form	Meaningful headings	Short sentences – no more than 18 words	Serif type font	Upper and lowercase letters – not all caps	Bold for emphasis instead of italics or underlining	1 inch margins, 1.5 spacing, 12 point font	Unjustified text	Soft coloured paper with contrasting ink	Lots of white space	Centred items fit on one line
Action Words					NO						X	X	NO	X	SO SO	X	?	NO	
Other: crowded																			
Essential Parts	X		X	X						X	MOST	X	NO	X	X	X	?	X	
Other:																			
How to Write	X		X				X	X	X	X	X	X	NO	X	X	X	?	X	
Other: title in italics																			
Combination R												X	NO	NO	X	X	?	X	
Other:																			
Sample App													NO	NO	NO				
Other: crowded, small font																			
What's Your Style	X		X	X	X			X	X	X	MOST	X	NO	NO	X	X	?	so so	NO
Other: italics																			
Empl Expt – On the Job Tips	X		X	X							X	NO	NO	NO	X	X	?	X	
Other:																			
Top 10 Work Skills	NO		X	X			X			X		X	NO	X	X	X	?	X	
Other:																			
Assessment of HR	X		X	X		X					X	X	NO	NO	NO	X	?	X	

Material	Directly to the reader	Active voice	Positive sentences	No jargon or acronyms	Difficult words put in context	Instructions in order	Incomplete sentences where OK	Use of bullet points	Bullets in same grammatical form	Meaningful headings	Short sentences – no more than 18 words	Serif type font	Upper and lowercase letters – not all caps	Bold for emphasis instead of italics or underlining	1 inch margins, 1.5 spacing, 12 point font	Unjustified text	Soft coloured paper with contrasting ink	Lots of white space	Centred items fit on page
What's Your Ex	X		X	X		X					MOST	X	NO	X	NO	X	?	X	
Other: small font																			
7 Deadly Sins	NO			X			X	X	X		MOST	X	NO	X	X	X	?	X	
Other: bullets full sentences																			
You're Hired	X		X	X	X	X				X	NO	NO	X	X	X	X	?	X	
Other:																			
Motivation	X		X	X						X	MOST	NO	X	NO	X	X	?	X	
Other:																			
Houston, We Have	MOST		X	X				X	X		MOST	NO	X	X	X	X	?	so so	
Other: bullets full sentences, italics in footer																			
Focus on Pos	X		X	X		X		X	X	X	MOST	NO	NO	NO	X	X	?	so so	
Other: italics, titles all caps																			
Connections											X	NO	NO	X	X	X	?	X	
Other: small font, bold – looks like instructor copy																			
Interview Skills 1	X		X	X							MOST	X	NO	X	NO	X	?	X	
Other:																			
Do You Make	X		X	X	X														
Other: lots of caps, small font																			

Material	Directly to the reader	Active voice	Positive sentences	No jargon or acronyms	Difficult words put in context	Instructions in order	Incomplete sentences where OK	Use of bullet points	Bullets in same grammatical form	Meaningful headings	Short sentences – no more than 18 words	Serif type font	Upper and lowercase letters – not all caps	Bold for emphasis instead of italics or underlining	1 inch margins, 1.5 spacing, 12 point font	Unjustified text	Soft coloured paper with contrasting ink	Lots of white space	Centred items fit on page
Pre Intervw Prep	X		X	X						X	MOST	X	X	NO	X	X	?	X	
Other: italics																			
Interv Skills 2 p 1-4	SOME			X		X		X	X	X	NO	NO	NO	NO	X	X	?	X	
Other:																			
Qeustions to Ask	NO			X							X	X	NO	X	NO	X	?	X	
Other: small font																			
Letters				X							MOST	X	X		X	X	?	X	
Other:																			
Intrvw Dos and D				X				X	X		X	X	NO	X	NO	X	?	X	
Other: small font, title caps																			
Intrvw Checklist	X		X	X		NO	X	X	X	X	MOST	X	NO	X	X	X	?	X	
Other: title caps																			
How Ya Feeling	X					X					X		X	X	NO	X	?	NO	
Other: Stress prone – sans serif, crowded, some small font																			
Roller Coaster	X			X			X				NO	NO	X	X	X	X	?	so so	
Other: crowded																			
Workplace Stress	X		X	X				X	X			NO	X	X	X	X	?	so so	
Other:																			

Material	Directly to the reader	Active voice	Positive sentences	No jargon or acronyms	Difficult words put in context	Instructions in order	Incomplete sentences where OK	Use of bullet points	Bullets in same grammatical form	Meaningful headings	Short sentences – no more than 18 words	Serif type font	Upper and lowercase letters – not all caps	Bold for emphasis instead of italics or underlining	1 inch margins, 1.5 spacing, 12 point font	Unjustified text	Soft coloured paper with contrasting ink	Lots of white space	Centred items fit on
Symptoms																			
Other: crowded, small font, italics in title																			
Holmes-Rane																			
Other: small font, crowded, sans serif, long sentences																			
Hanson Scale																			
Other: small font, underlining, sans serif, long sentence																			
Coping Strategies	X		X	X							NO	NO	X	NO	X	X	?	X	
Other: underlining																			
Favourite Way																			
Other: small font, sans serif, crowded																			
Stress Triggers	X		X	X		X					X	NO	X	X	MOST	X	?	X	
Other: some small font																			
Other:																			
Other:																			
Other:																			

Clear Writing Checklist – Org C

Material	Directly to the reader	Active voice	Positive sentences	No jargon or acronyms	Difficult words put in context	Instructions in order	Incomplete sentences where OK	Use of bullet points	Bullets in same grammatical form	Meaningful headings	Short sentences – no more than 18 words	Serif type font	Upper and lowercase letters – not all caps	Bold for emphasis instead of italics or	1 inch margins, 1.5 spacing, 12 point font	Unjustified text	Soft coloured paper	Lots of white space	Centred items fit on one line
Intake	X		X	WHMIS			X	X	X	X	X	NO	MOST	NO	MOST	X		X	
Other: hand writing, small font, tables could use instructions																			
Newsltr 7								X	X		NO	X			NO	X		NO	
Other: crowded, small font, underlining																			
Newsltr 8	NO							X	NO		MOST	PART			X	X		so so	
Other: some small font																			
Newsltr 1	X		X	X				X	NO	NO	NO	X	X	X	X	X		X	
Other:																			
Newsltr 2	X											NO	MOST	X	NO	X		NO	
Other: sans serif, lots of bold, answers small font & crowded, long sentences, some difficult vocab, title all caps																			
Newsltr 3											MOST	NO		NO	NO	X		NO	
Other: sans serif, crowded, small font, underlining																			
Newsltr 4	X							X	X										NO
Other: underlining, sans serif, small font, caps in bullets																			
Newsltr 5								X	NO		X	SOME							
Other: italics, small font, underlining																			
Newsltr 6												SOME		X					
Other: some small font, shadow text hard to read																			

Material	Directly to the reader	Active voice	Positive sentences	No jargon or acronyms	Difficult words put in context	Instructions in order	Incomplete sentences where OK	Use of bullet points	Bullets in same grammatical form	Meaningful headings	Short sentences – no more than 18 words	Serif type font	Upper and lowercase letters – not all caps	Bold for emphasis instead of italics or underlining	1 inch margins, 1.5 spacing, 12 point font	Unjustified text	Soft coloured paper with contrasting ink	Lots of white space	Centred items fit on
Functional Res	X							X	X	X	MOST	X	NO	X	X	X		so so	
Other: font might be small																			
Action verbs				X															
Other: sans serif, small font, blurry bullets, no instructions																			
Interview Quest	X				X			X	X		NO	X	X	X	NO	X		NO	
Other: small font																			
Popular websites												X	X	X	NO	NO		X	
Other: small font																			
Employment intrv	X			X				X	X	X	NO	X	X	NO	NO	X		NO	
Other:																			
Salary Sites										X		X	X	X	NO	NO			
Other: small font, justified																			
Cover letters																			
Other:																			
How to Answer								X	NO	X		X	X	NO	X	X		NO	X
Other: could use more explanation																			
CL format														NO					
Other: small font, needs instructions																			

Clear Writing Checklist – Organization D

Material	Directly to the reader	Active voice	Positive sentences	No jargon or acronyms	Difficult words put in context	Instructions in order	Incomplete sentences where OK	Use of bullet points	Bullets in same grammatical form	Meaningful headings	Short sentences – no more than 18 words	Serif type font	Upper and lowercase letters – not all caps	Bold for emphasis instead of italics or	1 inch margins, 1.5 spacing, 12 point font	Unjustified text	Soft coloured paper with contrasting ink	Lots of white space	Centred items fit on one line
Pamphlet	X			whmis			X	X	X	X	X	NO	X	X	good font size	X	NO	NO	NO
Other: 1 inch margins not reasonable for pamphlet, capitals in bullets																			
Pamphlet 40+	X			whmis			X	X	X	X	X	NO	X	X	good font size	X	NO	NO	NO
Other: 1 inch margins not reasonable for pamphlet, capitals in bullets																			
Survey	X		X	X	X						MOST	NO	NO	X	NO	X	WHT	X	NO
Other:																			
Fax (2 pg)	X		X	X							MOST	NO	NO	X	X	X	WHT	X	
Other:																			
Safety Roles	X		X	NO			X	X	X	X	MOST	NO	MOST	NO	narrow margins	X	NO	X	
Other: paper colour makes text hard to see																			
For More Info	NO			X								X	MOST	X	X	X	NO	X	
Other:																			
Safety Ex	X		X	X		X				X	X	NO	X	X	X	X	WHT	X	X
Other:																			
WHMIS	NO		X		NO		X	X	X	X		NO	NO	X	NO	X	NO	NO	
Other:																			

Material	Directly to the reader	Active voice	Positive sentences	No jargon or	Difficult words put in context	Instructions in order	Incomplete sentences where OK	Use of bullet points	Bullets in same grammatical form	Meaningful headings	Short sentences – no more than 18 words	Serif type font	Upper and lowercase letters – not all caps	Bold for emphasis instead of italics or	1 inch margins, 1.5 spacing, 12 point font	Unjustified text	Soft coloured paper with contrasting ink	Lots of white space	Centred items fit on one line
Labels & Symbols	NO									NO	X	NO	NO	X	NO	NO	NO	NO	X
Other:																			
PPE Symbols	X				X			X		X	X	NO	MOST	X	X	X	WHT	X	
Other: bullets are sentences																			
Interview Skills (pg1)				X	X	NO	X			X		NO	MOST	X	X	X	WHT	X	
Other: needs instructions																			
Info to Obtain	X		X	X		X		X	X	X	MOST	NO	MOST	X	X	X	WHT	X	X
Other:																			
Interview Quest.	X		X	X							X	NO	X	X	X	X	WHT	X	NO
Other: needs instructions																			
Quest. You Can A																			
Other: more space needed between lines																			
After the Interv.	X		X	X							NO	NO	MOST	NO	X	X	WHT	X	
Other: italics hard to read																			
Interview Chklist	NO		X	X			X	X	NO		MOST	NO	MOST	X	X	X	WHT	X	
Other:																			

Material	Directly to the reader	Active voice	Positive sentences	No jargon or acronyms	Difficult words put in context	Instructions in order	Incomplete sentences where OK	Use of bullet points	Bullets in same grammatical form	Meaningful headings	Short sentences – no more than 18 words	Serif type font	Upper and lowercase letters – not all caps	Bold for emphasis instead of italics or underlining	1 inch margins, 1.5 spacing, 12 point font	Unjustified text	Soft coloured paper with contrasting ink	Lots of white space	Centred items fit on page
Advanced Interview Skills (after this point I only flagged problems)																			
Other: crowded in parts, needs instructions, use of italics, sans serif, underlining																			
Perfect Portfolios																			
Other: sans serif, some crowding, some long sentences, pg 2 bullets not same grammar, italics for headings																			
Emp Centre Poster																			
Other: underlining, centred text more than one line, more use of bullets would be better																			
First Aid poster	X										X	NO	X	X	X	X	PINK	X	X
Other:																			
Food Safety poster								X	X								YLW		
Other: all caps, centred text more than one line, sans serif																			
Smart Serve poster																	NO		
Other: all caps – the whole poster, sans serif, needs more explanation																			
Counterfeiting poster				X				X	X		X	NO	X	X	X	X	NO	X	X
Other:																			

Appendix C

Agency Training Workshop Materials

Easing Transitions

Literacy Link Niagara

Introduction to
Literacy and Basic Skills (LBS)

Literacy and Basic Skills (LBS)

Why they matter

An awareness and basic understanding of literacy levels benefits employment service providers by:

- Helping you better serve your clients
 - Helping you determine programs most appropriate to particular clients
 - Increasing the likelihood of success for clients participating in your programs
-

Literacy and Basic Skills (LBS) overview

A widely accepted definition of literacy is:

the ability of adults to use written information to function in society, to achieve their goals and to develop their knowledge and potential.

LBS includes skills in:

- Communication – reading, writing, speaking and listening
 - Numeracy – number sense and computation, measurement, geometric problems and managing data and probability
 - Self-management & self-direction
-

IALS and ALL

International Adult Literacy and Skills Survey

Adult Literacy and Lifeskills Survey

IALS provides a comparison of literacy levels across nations, languages and cultures. IALS measures proficiency at five different levels (1 being the lowest and 5 being the highest).

The Adult Literacy and Life Skills Survey tested more than 23,000 Canadians in 2003

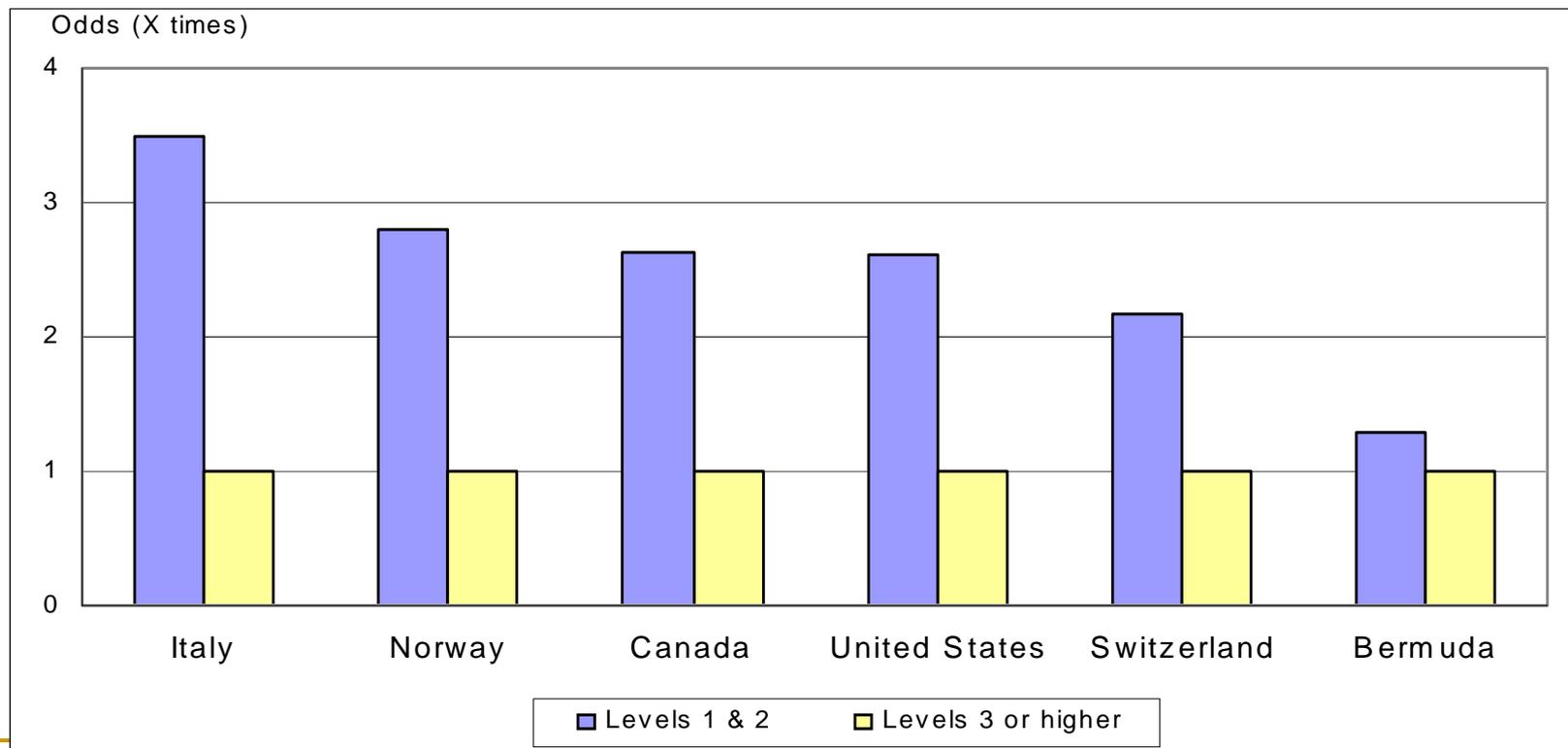
- The 2003 International Adult Literacy and Skills Survey found a clear link between proficiency in literacy and an individual's employability. People with low proficiency in literacy tend to have lower rates of employment, and they tend to work in occupations with lower skill requirements.
-

Literacy and Employment in Canada

- In 2003, about 62% of employed Canadians between the ages of 16 and 65 had average scores in the document domain at Level 3 or above.
 - Level 3 is the desired threshold for coping with the rapidly changing skill demands of a knowledge-based economy and society.
 - In contrast, over one-half of unemployed Canadians of these ages had document literacy scores below Level 3.
-

In Canada, low scoring adults are 2.5 times more likely to experience six or more months of labour force inactivity compared to those scoring at level 3 or higher

Odds ratios showing likelihood of experiencing labour force inactivity for 6 months or more in the last 12 months compared to being employed all year, by numeracy levels, (16-65), excluding students and retirees, 2003



Source: ALL, 2003

Literacy in Niagara

On average, the Niagara region shows lower levels of literacy compared to Ontario.

Niagara has a higher proportion of individual with levels 1 and 2, and a lower distribution of individuals with levels 4 and 5.

In Niagara, in the area of prose literacy:

- 22.9 % are at level 1
- 29 % are at level 2
- 33.5 % are at level 3
- 14.7 % are at levels 4 and 5

Literacy in the Niagara Region Literacy Link Niagara & Niagara Training and Adjustment Board (March 2007)

Understanding LBS Levels

LBS measures proficiency at five different levels (1 being the lowest and 5 being the highest) in the areas of:

- Communications – reading, writing, speaking and listening
 - Numeracy – number sense and computation, measurement, geometric problems and managing data and probability
 - Self-management & self-direction
-

Level 1

Reading:

A Level 1 reader can:

- understand texts of one paragraph or a list of sentences
- read simple schedules, charts, personal letters, and job ads
- use simple pictorial instructions

Writing:

At Level 1 a writer can:

- give personal information
- write a short list using familiar words
- write simple notes and short, simple personal letters
- write simple sentences leaving spaces between words

A Level 1 writer may not always be able to express thoughts clearly or write sentences correctly.

Level 1

Numeracy – Number Sense and Computation:

At Level 1 a person can:

- read and write numbers from 0 to 100
 - state the value of coins up to \$2
 - use ordinal numbers (e.g. first, second, third, etc.)
 - count by 1s, 2s, 5s, and 10s to 100
 - write and solve simple addition and subtraction questions
 - mentally add one-digit numbers
-

Level 2

Reading:

At Level 2 a reader can:

- use simple charts, maps and dictionaries
- read one page of short paragraphs
- follow simple written instructions

Writing:

A writer at Level 2 can:

- complete forms requiring more detailed personal information
- write lists, simple letters, simple paragraphs and short, simple stories
- write simple instructions
- organize thoughts to convey a main idea in a paragraph

Level 2

Numeracy – Number Sense and Computation:

At Level 2 a person can:

- add and subtract multi-digit numbers
 - mentally add and subtract one and two-digit numbers
 - write and solve multiplication and division questions
 - estimate costs for making purchases
 - identify numbers that are divisible by 2, 5 and 10
 - use terms for common fractions
 - explain common percent in relation to common fractions – $\frac{1}{2}$ is the same as 50% e.g.
-

Level 3

Reading:

A Level 3 reader can:

- read a text of a number of paragraphs, graphs and tables
- understand texts with a combination of concrete and inferential meaning, and some unfamiliar vocabulary
- follow written instructions

Writing:

At Level 3 a writer can:

- complete more complex forms requiring non-personal information
 - write personal and business letters and memos
 - write short summaries, short reports, and short compositions
 - organize thoughts to convey a main idea in developed paragraphs
 - use an appropriate levels of language – formal and informal
-

Level 3

Numeracy – Number Sense and Computation:

At Level 3 a person can:

- read, write and compare decimal numbers
 - perform money calculations
 - make change using the fewest number of coins
 - add, subtract, multiply and divide multi-digit whole numbers and decimals
 - mentally multiply and divide decimal numbers by 10 and 100
-

Level 4

Reading:

At Level 4 a reader can:

- read a text of many paragraphs
- understand a text that has levels of meaning and interpretation and a number of unfamiliar words
- follow increasingly complex written instructions
- use index, appendices, graphs, tables and footnotes to locate and interpret information

Writing:

The Level 4 writer can:

- write business letters, news articles, book and article reviews, and longer essays
 - organize information and ideas to convey one main idea in well-linked and well-developed paragraphs
 - select words and expressions to create effect
 - use a wide variety of sentence types and structures appropriately
-

Level 4

Numeracy – Number Sense and Computation

At Level 4 a person can:

- add, subtract, multiply, and divide fractions and integers
 - perform simple calculations with percent, ratio, exponents, and square roots.
 - use a variable to represent an unknown quantity
 - create and continue number patterns based on two alternating operations
-

Level 5

Reading:

A reader at Level 5 can:

- read an extensive range of formal texts, from a wide range of materials
- read a text of many paragraphs
- read a text that contains challenging and complex subject matter and a number of unfamiliar words
- follow complex written instructions

Writing:

The Level 5 writer can:

- write business letters, news articles, book and article reviews, longer essays and technical instructions
 - organize information and ideas to convey one main idea in well-linked and well-developed paragraphs creatively and logically
 - use vocabulary with increasing sophistication and effectiveness
-

Level 5

Numeracy – Number Sense and Computation:

At Level 5 a person can:

- compare and order integers
 - add, subtract, multiply and divide integers
 - use exponent and square root notations
 - apply the algebraic order of operations
 - translate simple statements into algebraic equations
 - add, subtract, multiply and divide fractions
 - convert between fractions, decimals, and percent
-

Lost

Woman's white hand bag

In City Park

Last Friday, April 20th

Contains pills and make-up

Please call Mary at 421-7589

REWARD

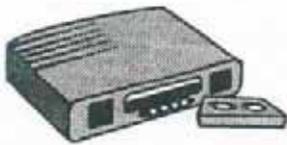
Blank lined area for additional information.

Garage Sale

12 Hall Street
Saturday, August 19
10:00 AM to 4:00 PM



Videos _____ \$2



Books _____ 3 for \$1



Toys _____ cheap!



Kids' clothes _____ \$3 per bag

Dishes _____ 4 for \$1



Bed linens (king size) _____ \$5 per set
(single) _____ \$ 2 per set



Hot dog and pop _____ \$1



and much more!

Letter from Kelly

QS

754 Queen Street
Kingstown, ON
K2K 4X8

June 23, 2000

Dear Kelly,

It must be at least three years since we've written to each other. How are you doing? How is your family? I'm fine, especially now that I've moved to my new apartment. Did you notice the new address at the top of this page? I've been very busy moving in here and fixing the place up.

I'm enjoying summer in the city. There are a lot of people playing music on the main street, and it's nice to stop and listen to them for a while. I even drop a bit of change into their hats when I can spare it. I also go fishing in the river not far from here but I haven't caught anything yet.

I want to let you know that next time you come to town you're welcome to stay at my place because now I have an extra bedroom. It would be fun to go fishing, go out for a meal or just simply hang around and chat.

Write soon and let me know how you and your family are doing, and when you plan to come and visit.

Cheers, Robin

Your Reply:

Buying T-Shirts on Sale

QS

1. The regular price of a t-shirt is \$_____.
2. The sale price of a t-shirt is \$_____.
3. The savings on two t-shirts on sale is \$_____.
4. If the team buys six shirts, they have saved \$_____.



show your work here:

5. If a \$ 10 t-shirt costs \$5 on sale, this sale price is (circle one fraction)

$\frac{1}{3}$ or $\frac{1}{2}$ or $\frac{3}{4}$ of the regular price.

How to Help Someone Who is Choking

QS

Sometimes while a person is eating, a piece of food "goes down the wrong way". In other words, it starts to go down the breathing tubes into the lungs. Coughing often forces the food back up into the mouth and the problem is solved, but in some cases this does not work. If you see someone who cannot cough up the food and who is beginning to choke, you can help by giving first aid. Give help if you see these signs:

The person is having difficulty breathing, speaking or coughing.

The person is holding their throat and looking afraid.

Here's what to do. Stand behind the person. Wrap your arms around the body and put one finger on the belly button. Make a fist with your other hand and place it just above and touching the finger on the belly button. Your fist should be above the belly button but below the ribs. Take your hand off the belly button and hold on to the fist hand. Pull your fist back and up very quickly and sharply (in the direction of the chest, not the belly). You may have to do this many times before the food flies out. If it doesn't work and the person becomes unconscious, **call 911**.

Do not use this method on babies or women who are in the last months of pregnancy. **Call 911 in these cases.**



Advice Column

QS

Below are some requests for help that were sent into an advice column in a newspaper. If you had the job of writing this column, how would you reply? Choose one and write an answer.

Dear Noah Ledge...

Q I left school last year after I'd finished Grade 12. I've been working at an auto body shop since then and it feels really good to be earning my own money. If I get laid off my friend says he can probably get work for me as a mason's helper. But here's the problem. My parents are always bugging me to go to college and get more education. What's the point? I have work now and if I go to college I won't be earning, plus I'll have to get a student loan. What do you think?

Glad to be Greasy

Q We live in a nice apartment on a quiet street. That is, it used to be quiet. Last month some people moved in upstairs and I never knew two people could make so much noise. They play loud music at all hours, they stepdance, they fight, they move furniture. And now they've got themselves a dog that howls every ten minutes. We've yelled at them to shut up but they won't cooperate. Where do we go from here?

Furious and Fed Up

Q My best friend has me worried. She is not taking care of her health and it has come to the point where I think I should do something about it. She smokes too much, she doesn't eat enough and now I have a feeling that she is experimenting with street drugs. I tried talking to her but she got annoyed and wouldn't discuss it. How can I help her?

Losing a Buddy

Matching Flashcards

QS

Match the picture to the fraction it represents.

<p>A nickel is what fraction of a dollar?</p> 	$\frac{1}{4}$
<p>The gas tank is _____ full.</p> 	$\frac{3}{5}$
<p>What fraction of an hour is 10 minutes?</p> 	$\frac{1}{5}$
<p>What fraction of the month of September is marked off?</p> 	$\frac{1}{6}$
<p>What fraction of this group are women? 6 women, 4 men</p> 	$\frac{1}{20}$

Letter to the Editor

The Kingston Whig-Standard, July 8th, 1999

Our Future is American

We celebrate Canada Day now, but we'll be the United Provinces of America in the next century.

Let's start acting like adults. Let's accept the reality of where Canada is now, and where we are going.

Should we adopt the American dollar as our currency? Why not? We share a continent. Our health-care system will soon mimic that of the Americans. We will share the weak social safety nets of our neighbours to the south.

Let's grow up and tell the politicians that we don't need the sugar coating and manipulation any longer. No more tax dollars used to make TV advertisements convincing us we like what has been done. No more paying for the federal government - it will no longer be needed. We could have two holidays in July, United Provinces of America Day on July 1 and Independence Day on July 4.

I no longer mourn for what we have lost. Instead, I look at what we could gain when the secret reality becomes the public reality. There is so much to gain and, nowadays, nothing to lose. As they say on those TV ads about exercise, let's just do it. God bless North America.

Carole A. Lount
Kingston

Questions

1. The main idea in this letter is that Canada

2. Give two examples of changes that she thinks we will see in Canada.

3. What's another word for "currency"?

4. What's another way of saying, "I no longer mourn for what we have lost."

5. What does she mean by "the sugar coating" that politicians give us?

6. Why does she suggest that the federal government will not be needed in the future?

7. How do you think the writer really feels about Canada becoming more American?

Marine Weather Forecasts

QS

Here is a chart used by Environment Canada to teach people the meaning of specific terminology they use in their marine weather forecasts.

Environment Canada's Atmospheric Environment Program uses some specialized terminology in marine weather forecasts:

Light winds are winds less than 15 knots.

Moderate winds are winds in the range of 16-19 knots.

Strong winds are sustained wind speeds in the range of 20-33 knots.

Small craft warnings are issued when sustained wind speeds are expected in the range of 20-33 knots.

Gale warnings are issued when sustained wind speeds are expected in the range of 34-47 knots.

Storm warnings are issued when sustained wind speeds are expected in the range of 48-63 knots.

(A knot is one nautical mile per hour equivalent to 1.85 km/h or 1.1 mph.)

Use the equivalencies given at the bottom of that chart to convert the ranges of knots given into ranges of both mph and km/h. Round off to the nearest whole mile or km, and fill in the chart below with the resulting equivalencies.

Wind category:	knots:	mph:	km/h:
Light winds	<15		
Moderate winds	16-19		
Strong winds <i>(small craft warnings issued)</i>	20-33		
Gale warnings	34-47		
Storm warnings	48-63		



Easing Transitions

Literacy Link Niagara

Essential Skills

Essential Skills (ES)

Why they matter

An awareness and basic understanding of essential skills helps employment service providers by:

- Giving you a better understanding of the skills and competencies that are required by a client to complete a task
 - Helping you determine the most appropriate job route for particular clients
 - Increasing the likelihood of success for clients participating in your programs
-

Essential Skills (ES) overview

According to Human Resources and Skills Development Canada (HRSDC), Essential Skills,

“are the skills needed for work, learning and life. They provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change.”

The 9 Essential Skills

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

Essential Skills & Employment

- Almost all occupations require the use of these skills in one form or another.
 - Essential Skills are broken down into different levels of complexity.
 - Essential Skills have been used in the past to level materials, but in Ontario, this has only occurred for the first three skills
-

Essential Skills and the ET project

- For the purpose of the Easing Transitions project, the Research team identified the Essential Skills that were present in the use of the program material. The levels of complexity were not identified.
 - As every document assessed, required the Essential Skills – Reading Text, this was not identified in your reports.
-

Essential Skills & LBS

- Literacy & Basic Skills levels are assessed in a person. A person will take their LBS levels with them whichever job they go to.
 - Essential Skills levels are assessed in a job. It does not matter who is doing the job, the ES levels required to do the job remain the same.
-

Essential Skills in LBS

- More and more LBS professionals are using Essential Skills in their classrooms
 - Many LBS professionals are assessing their learners for ES levels and using curriculum to help them increase their ES levels
 - Some LBS professionals have linked LBS levels to ES levels, although this has also been disputed
-

Essential Skills Activity

- Think about how the documents in front of you may be used by a client in an employment program or on a job site.
 - Identify in your small group all of the Essential Skills that may be present in the use of these documents.
-

FREE
Business
Design

YOUR COMPANY NAME HERE
123 Main Street
YOUR TOWN, STATE and ZIP

Phone (123) 456-7890

TO:

LANDSCAPING

Work Order/Invoice

1001

DATE OF ORDER	HOME TEL
ORDER TAKEN BY	WORK TEL
CUSTOMER ORDER NO.	SEASONAL CONTRACT <input type="checkbox"/> REPEAT
STARTING DATE	ONE TIME JOB <input type="checkbox"/>
JOB NAME TEL	
JOB LOCATION	
PAID BY CASH	JOB TEL

TERMS:

CHECKMARKS DENOTE WORK COMPLETE WORK TO BE DONE

PREPARATION		PLANTING	MULCHING	EDGING / BORDERS	PLANTING / TRIMMING	FERTILIZING	
DESIGN / PLANNING	SHRUBS	<input type="checkbox"/>					
GRADING	HEDGES	<input type="checkbox"/>					
SOIL PREPARATION	TREES	<input type="checkbox"/>					
LAWN INSTALLATION	FLOWERING PLANTS	<input type="checkbox"/>					
SOD	DESCRIPTION OF WORK						
SEEDING							
LAWN MAINTENANCE		LABOR			HRS.	RATE	AMOUNT
MOWING							
FERTILIZING							
LIME							
RAKING							
AERIFICATION							
THATCHING							
INSECT AND WEED CONTROL							
HYDROSEEDING							
	TOTAL LABOR						
	QTY.	MATERIAL		UNIT	AMOUNT		
MASONRY & STONE WORK							
STONE WALL							
STAIRS							
TERRACING							
WALKWAY							
PATIO							
WATER FEATURES							
INSTALL POND							
INSTALL WATER FOUNTAIN							
INSTALL SPRINKLER SYSTEM							
IRRIGATION AND DRAINAGE							
MISCELLANEOUS		TOTAL MATERIALS					
SPRING / FALL CLEANUP	WORK ORDER NO.						
ROTOTILLING	I hereby acknowledge the satisfactory completion of the above described work.						
POST HOLE DIGGING							
STUMP REMOVAL & GRINDING							
MISC. TREE WORK							
DEBRIS REMOVAL							
			TOTAL LABOR				
			TAX				
			TOTAL				

Thank You!



Do You Know These Vital Signs?

THE HAZARD SYMBOLS OF WHMIS

CLASS A
Compressed
Gas



CLASS D-2
Poisonous and
Infectious Material
(material causing
other toxic effects)

CLASS B
Flammable and
Combustible
Material



CLASS D-3
Poisonous and
Infectious Material
(Biohazardous
Infectious Material)

CLASS C
Oxidizing
Material



CLASS E
Corrosive
Material

CLASS D-1
Poisonous and
Infectious Material
(material causing
immediate and
serious effects)



CLASS F
Dangerously
Reactive Material

WHMIS provides you with information on the safe use, storage, handling and disposal of hazardous materials at Canadian workplaces.



Workplace
Hazardous Materials
Information System

For more information, consult the MSDS, and visit the Health Canada WHMIS Web site:
<http://www.hc-sc.gc.ca/whmis>

Easing Transitions

Literacy Link Niagara

Clear Writing & Design

Clear Writing & Design

Why does it matter?

Clear Writing = Understanding = Success

Clear Writing & Design

Why does it matter?

- Using Clear Writing & Design principles will help your clients to understand the material you are providing them. This will help them to move through your program faster and with better knowledge and retention of what you have taught them.
-

Clear Writing overview

According to the Movement for Canadian Literacy,

“Clear language writing is a way of organizing information so that it makes sense to the reader. It uses straightforward, concrete words and includes examples that relate to the readers’ experience...”

Clear Writing overview cont.

- It helps **all** readers understand information and avoids misunderstanding. Keeping writing clear does not mean you have to sacrifice the content. Your writing is clear when the people it is intended for find it interesting and easy to read. It is not insulting to people who read well because it allows them to find information quickly.”
-

Clear Writing elements

- Fonts
 - Content & vocabulary
 - Writing style
 - Graphics use
 - Format
-

Clear Writing and the ET project

- Clear Writing was a late addition to the project
 - LBS is recognizing the importance of CW more and more
 - Clear Writing does not have a “formula”
 - Clear Writing health checks
-

Clear Writing Tips

- When emphasizing words, choose one format. Do not *italicize*, **bold**, and underline (***or use any combination***). This makes it hard on the reader's eyes.
-

Clear Writing Tips

- Try to stay away from CAPITALIZING all the letters in a word or phrase. It removes the visual flow and readability from the words.
-

Clear Writing Tips



- Use white space to balance the page. Too many words or pictures can intimidate the reader and may cause information overload.



Clear Writing Tips

- Choose simple over "pretty". The goal of a document is to convey meaning to the reader not to please their eye.
-

Clear Writing Tips

- Fewer words often say more. Do not confuse, perplex or bewilder the reader by adding unnecessary, redundant or pointless words.
-

Clear Writing Tips

- Write the way you talk! Use your words to “talk” to your reader and they will be more likely to understand the document.
-

Clear Writing Tips

- Use words that translate into pictures. A reader is more likely to understand the document if they can visualize what you are trying to say.
-

Clear Writing Tips

- Use pictures/graphics when they can help clarify the message.



Clear Writing Tips

- Pick your fonts wisely. Use a font with a Serif (thin line at the top and bottom of the main stroke of a letter) for the bulk of a document and use a sans-serif font for titles and sub-headings to create the clearest picture for the reader.
-

Clear Writing Tips

- Be straightforward. Avoid generalities, jargon and rambling sentences.



Clear Writing Activity

- Take a look at the document in front of you.
 - Make a minimum of 5 changes to the document that will make it easier to read for a client.
-

1st Annual Muslim Youth Career Fair

Simon Fraser University Harbour Center (Segal Center Rooms)
515 West Hastings Street, Vancouver V6B 5K3

Date: Feb 24, 2007 Time: 9am - 4:30pm

Hear Muslim Professionals (males and females) speak about the following fields*:

Law	Business	Counselling	Education
RCMP	Medicine	Nursing	Engineering
	Pharmacy		
Media	Computer Science	Architecture	

Cost: \$15 per person
(Lunch Extra)

For more information email:
youth@islam-canada.com

Only 90 spots



Register online: www.youth.islam-canada.com

Online Registration deadline: Feb 16, 2007
(no tickets at door)



Islamic Society of BC



Community partners: MSA-SFU MSA-UBC Al-Ameen MYC IIC MAC

*subject to speaker availability and confirmation



Read the back before completing this form. Complete this form based on the best estimate of your circumstances.

Last name	First name and initial(s)	Date of birth (YYYYMMDD)	Employee number
Address including postal code		For non-residents only - Country of permanent residence	Social insurance number

1. Basic personal amount – Every resident of Canada can claim this amount. If you will have more than one employer or payer at the same time in 2009, see "Completing Form TD1" on the next page. **10,100**
If you are a non-resident, see "Non-residents" on the next page.

2. Child amount – Either parent (but not both), may claim \$2,089 for each child born in 1992 or later that resides with both parents throughout the year. Any unused portion can be transferred to that parent's spouse or common-law partner. If the child does not reside with both parents throughout the year, the parent who is entitled to claim the "Amount for an eligible dependant" on line 8 may also claim \$2089 for that same child.

3. Age amount – If you will be 65 or older on December 31, 2009, and your net income for the year from all sources will be \$32,312 or less, enter \$5,408. If your net income for the year will be between \$32,312 and \$68,365 and you want to calculate a partial claim, get the TD1-WS, *Worksheet for the 2009 Personal Tax Credits Return*, and complete the appropriate section.

4. Pension income amount – If you will receive regular pension payments from a pension plan or fund (excluding Canada Pension Plan, Quebec Pension Plan, Old Age Security, or Guaranteed Income Supplement payments), enter \$2,000 or your estimated annual pension income, whichever is less.

5. Tuition, education, and textbook amounts (full time and part time) – If you are a student enrolled at a university or college, or an educational institution certified by Human Resources and Social Development Canada, and you will pay more than \$100 per institution in tuition fees, complete this section. If you are enrolled full time, or if you have a mental or physical disability and are enrolled part time, enter the total of the tuition fees you will pay, plus \$400 for each month that you will be enrolled, plus \$65 per month for textbooks. If you are enrolled part time and do not have a mental or physical disability, enter the total of the tuition fees you will pay, plus \$120 for each month that you will be enrolled part time, plus \$20 per month for textbooks.

6. Disability amount – If you will claim the disability amount on your income tax return by using Form T2201, *Disability Tax Credit Certificate*, enter \$7,196.

7. Spouse or common-law partner amount – If you are supporting your spouse or common-law partner who lives with you, and whose net income for the year will be less than \$10,100, enter the difference between \$10,100 and his or her estimated net income for the year. If your spouse's or common-law partner's net income for the year will be more than \$10,100, you cannot claim this amount.

8. Amount for an eligible dependant – If you do not have a spouse or common-law partner and you support a dependent relative who lives with you, and whose net income for the year will be less than \$10,100, enter the difference between \$10,100 and his or her estimated net income. If your eligible dependant's net income for the year will be \$10,100 or more, you cannot claim this amount.

9. Caregiver amount – If you are taking care of a dependant who lives with you, whose net income for the year will be \$14,336 or less, and who is either your or your spouse's or common-law partner's:

- parent or grandparent (aged 65 or older), or
- relative (aged 18 or older) who is dependent on you because of an infirmity, enter \$4,198.

If the dependant's net income for the year will be between \$14,336 and \$18,534 and you want to calculate a partial claim, get the TD1-WS, and complete the appropriate section.

10. Amount for infirm dependants age 18 or older – If you support an infirm dependant age 18 or older who is your or your spouse's or common-law partner's relative, who lives in Canada, and whose net income for the year will be \$5,956 or less, enter \$4,198. You cannot claim an amount for a dependant you claimed on line 9. If the dependant's net income for the year will be between \$5,956 and \$10,154 and you want to calculate a partial claim, get the TD1-WS, and complete the appropriate section.

11. Amounts transferred from your spouse or common-law partner – If your spouse or common-law partner will not use all of his or her age amount, pension income amount, tuition, education and textbook amounts, disability amount or child amount on his or her income tax return, enter the unused amount.

12. Amounts transferred from a dependant – If your dependant will not use all of his or her disability amount on his or her income tax return, enter the unused amount. If your or your spouse's or common-law partner's dependent child or grandchild will not use all of his or her tuition, education, and textbook amounts on his or her income tax return, enter the unused amount.

13. TOTAL CLAIM AMOUNT – Add lines 1 through 12.
Your employer or payer will use this amount to determine the amount of your tax deductions.

Continue on the next page ➔

Completing Form TD1

Complete this form **only** if:

- you want to change amounts you previously claimed;
- you have a new employer or payer and you will receive salary, wages, commissions, pensions, Employment Insurance benefits, or any other remuneration;
- you want to claim the deduction for living in a prescribed zone; or
- you want to increase the amount of tax deducted at source.

Sign and date it and give it to your employer or payer.

- If you have more than one employer or payer at the same time and you have already claimed personal tax credit amounts on another TD1 form for 2009, you can choose not to claim them again. By doing this, you may not have to pay as much tax when you file your income tax return. **Check** the box to choose this option, enter "0" on line 13 on the front page and do not complete lines 2 to 12.

If you do not complete a TD1 form, your new employer or payer will deduct taxes after allowing the basic personal amount **only**.

Total income less than total claim amount

- Check this box if your total income for the year from all employers and payers will be less than your total claim amount on line 13. Then your employer or payer will not deduct tax from your earnings.

Non-residents

Are you a non-resident of Canada who will include 90% or more of your world income when determining your taxable income earned in Canada in 2009? If you are unsure of your residency status, call the International Tax Services Office at 1-800-267-5177.

- If **yes**, complete the previous page.
• If **no**, **check** the box, enter "0" on line 13 and do not complete lines 2 to 12, as you are not entitled to the personal tax credits.

Provincial or territorial personal tax credits return

If your claim amount on line 13 is more than \$10,100, you also have to complete a provincial or territorial personal tax credit return. If you are an employee, use the TD1 form for your province or territory of employment. If you are a pensioner, use the TD1 form for your province or territory of residence. Your employer or payer will use both this federal form and your most recent provincial or territorial TD1 form to determine the amount of your tax deductions.

If you are claiming the basic personal amount **only** (your claim amount on line 13 is \$10,100), your employer or payer will deduct provincial or territorial taxes after allowing the provincial or territorial basic personal amount.

Note: If you are a Saskatchewan resident supporting children under 18 at any time during 2009, you may be able to claim the child amount on Form TD1SK, *2009 Saskatchewan Personal Tax Credits Return*. Therefore, you may want to complete Form TD1SK even if you are **only** claiming the basic personal amount on this form.

Deduction for living in a prescribed zone

If you live in the Northwest Territories, Nunavut, Yukon, or another prescribed **northern** zone for more than six months in a row beginning or ending in 2009, you can claim:

- \$8.25 for each day that you live in the prescribed northern zone, or
- \$16.50 for each day that you live in the prescribed northern zone if, during that time, you live in a dwelling that you maintain, and you are the only person living in that dwelling who is claiming this deduction.

\$

Employees living in a prescribed **intermediate** zone can claim 50% of the total of the above amounts.

For more information, get Form T2222, *Northern Residents Deductions*, and the Publication T4039, *Northern Residents Deductions – Places in Prescribed Zones*.

Additional tax to be deducted

You may want to have more tax deducted from each payment, especially if you receive other income, including non-employment income such as CPP or QPP benefits, or Old Age Security pension. By doing this, you may not have to pay as much tax when you file your income tax return. To choose this option, state the amount of additional tax you want to have deducted from each payment. To change this deduction later, complete a new Form TD1.

\$

Reduction in tax deductions

You can ask to have less tax deducted if on your income tax return you are eligible for deductions or non-refundable tax credits that are not listed on this form (for example, periodic contributions to a Registered Retirement Savings Plan (RRSP), child care or employment expenses, and charitable donations). To make this request, complete Form T1213, *Request to Reduce Tax Deductions at Source*, to get a letter of authority from your tax services office. Give the letter of authority to your employer or payer. You do not need a letter of authority if your employer deducts RRSP contributions from your salary.

Certification

I certify that the information given in this return is, to the best of my knowledge, correct and complete.

Signature _____

Date _____

It is a serious offence to make a false return.