



Mapping Literacy in the Community

Brant, Haldimand and Norfolk Counties
September 2005



Literacy Link South Central

Acknowledgements

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It is our hope that this report will prove to be a useful tool for those who are planning and delivering literacy programs and for community organizations who are interested in the impact of literacy on their community.

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List of Maps

The Area of Brant, Haldimand and Norfolk

- Map of entire area with commentary underneath
- Map of major communities surrounding Brant, Haldimand and Norfolk.

County of Brant

- Brant County
- Total Population
- Population Aged 25-44 Years
- Population Aged 55 Years and Over
- Percentage of the Population Aged 20 Years and Over with Less than a Grade 9 Education
- Percentage of the Population Aged 20 Years and Over with Less than a High School Certificate
- Percentage of the Population Aged 20 Years and Over with a Trades Education
- Percentage of the Population Aged 20 Years and Over with Some College or University Education
- Median Family Income
- Percentage of the Population that is Unemployed
- Percentage of the Population Spending Over 30% of Gross Income on Owner's Major Payments
- Population Aged 0-6 Years
- Ontario Early Years Centres and Programs, Licensed Child Care Centres and Children's Aid Society Supported Programs
- Schools
- Population Aged 15-24 Years
- Percentage of the Population Aged 15-24 Years Not Attending School Full-time
- Secondary Schools and Grade 10 Literacy Test Scores
- Youth Programs
- Libraries and Community Centres
- Hospitals, Health Units, Health Centres and Programs, Addiction Services and Mental Health Services
- Food Banks and Social Housing
- Employment Services
- Total Immigrant Population and New Immigrants 1996-2001
- Percentage of the Population with a Non-Official Language as Mother Tongue, and ESL Services
- Adult Literacy Programs and Learner Postal Codes

The data used in this report is from Statistics Canada's 2001 Census.

Everyone in Canada fills out the following seven categories: the respondent's name, sex, age, marital and common-law status, family relationships, household relationships and mother tongue. These categories comprise the short version of the Census form.

The longer version of the Census form includes the seven questions from the short form and then an additional fifty-two questions. This version is filled out by 20% of Canadian households. Most of the information in this report is based on the long Census form.

City of Brantford

- City of Brantford
- Total Population
- Population Aged 25-44 Years
- Population Aged 55 Years and Over
- Percentage of the Population Aged 20 Years and Over with Less than a Grade 9 Education
- Percentage of the Population Aged 20 Years and Over with Less than a High School Certificate
- Percentage of the Population Aged 20 Years and Over with a Trades Education
- Percentage of the Population Aged 20 Years and Over with Some College or University Education
- Median Family Income
- Percentage of the Population that is Unemployed
- Percentage of the Population Spending Over 30% of Gross Income on Rent
- Percentage of the Population Spending Over 30% of Gross Income on Owner's Major Payments
- Lone Parent Families
- Population Aged 0-6 Years
- Ontario Early Years Centres and Programs, Licensed Child Care Centres and Children's Aid Society Supported Programs
- Schools
- Population Aged 15-24 Years
- Percentage of the Population Aged 15-24 Years Not Attending School Full-time
- Secondary Schools and Grade 10 Literacy Test Scores
- Youth Employment Services, Youth Centres and Programs and Youth Housing
- Libraries and Community Centres
- Hospitals, Health Units, Health Centres and Programs, Addiction Services and Mental Health Services
- Shelters, Food Banks and Social Housing
- Postsecondary Schools, Specialized Training Programs and Employment Services
- Special Needs Organizations and Programs
- Total Immigrant Population
- New Immigrants (1996-2001)
- Polish Immigrants
- Indian Immigrants
- Percentage of the Population with a Non-Official Language as Mother Tongue, and ESL Services
- Adult Literacy Programs and Learner Postal Codes

Haldimand County

- Haldimand County
- Total Population
- Population Aged 25-44 Years
- Population Aged 55 Years and Over
- Percentage of the Population Aged 20 Years and Over with Less than a Grade 9 Education
- Percentage of the Population Aged 20 Years and Over with Less than a High School Certificate
- Percentage of the Population Aged 20 Years and Over with a Trades Education
- Percentage of the Population Aged 20 Years and Over with Some College or University Education
- Median Family Income
- Percentage of the Population that is Unemployed
- Percentage of the Population Spending Over 30% of Gross Income on Owner's Major Payments
- Lone Parent Families
- Population Aged 0-6 Years
- Ontario Early Years Centres and Programs and Licensed Child Care Centres
- Schools
- Population Aged 15-24 Years
- Percentage of the Population Aged 15-24 Years Not Attending School Full-time
- Secondary Schools and Grade 10 Literacy Test Scores
- Youth Employment Services, Youth Centres and Programs and Youth Housing
- Libraries and Community Centres
- Hospitals, Health Units, Health Centres and Programs, Addiction Services and Mental Health Services
- Shelters, Food Banks and Social Housing
- Specialized Training Programs and Employment Services
- Special Needs Organizations and Programs
- Total Immigrant Population
- New Immigrants (1996-2001)
- Percentage of the Population with a Non-Official Language as Mother Tongue, and ESL Services
- Adult Literacy Programs and Learner Postal Codes

Norfolk County

- Norfolk County
- Total Population
- Population Aged 25-44 Years
- Population Aged 55 Years and Over

- Percentage of the Population Aged 20 Years and Over with Less than a Grade 9 Education
- Percentage of the Population Aged 20 Years and Over with Less than a High School Certificate
- Percentage of the Population Aged 20 Years and Over with a Trades Education
- Percentage of the Population Aged 20 Years and Over with Some College or University Education
- Median Family Income
- Percentage of the Population that is Unemployed
- Percentage of the Population Spending Over 30% of Gross Income on Owner's Major Payments
- Population Aged 0-6 Years
- Ontario Early Years Centres and Programs and Licensed Child Care Centres
- Schools
- Population Aged 15-24 Years
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- Percentage of the Population with a Non-Official Language as Mother Tongue, and ESL Services
- Mennonite Population and Mennonite Services
- Adult Literacy Programs and Learner Postal Codes

First Nations

The Mississaugas of the New Credit First Nation

Six Nations of the Grand River Territory

- Education and Employment Services
- Health Programs and Services
- Family and Social Services

Urban First Nations

- Brantford Services

Executive Summary

What is the purpose of this report?

The purpose of this report is to encourage programs, resources and supports in the counties of Brant, Haldimand and Norfolk to work together to service clients in these areas. The primary focus of this collaboration in this report is the topic of literacy.

How was this project developed?

To assist with the community development process, the Mapping Literacy in the Community Project mapped population demographics, programs, resources and supports located in the tri-counties to provide an overview of each area. This report also contains feedback gained from community meetings. This feedback was used to create an analysis of each county. At the end of each chapter is a summary of what all of this data could mean for literacy service providers.

How can you use this information?

It is recommended that literacy service providers:

- 1) Look at how the data and analysis relates to your program. The information contained in this document may help to discover or support recruitment strategies for literacy clients. It may also show where gaps may exist in literacy programming.
- 2) Consider meeting with other organizations to discuss common goals. These meetings may lead to partnerships with other organizations and the generation of more literacy referrals.
- 3) Use the maps and data to support new proposals for programs and partnerships. Literacy providers may choose to combine the data with different variables to strengthen their proposals.

What is Literacy Link South Central?

Literacy Link South Central (LLSC) is a not-for-profit organization that works to advance the cause of literacy and support literacy programs in a six county area. We do this in a number of ways:

- Provide ongoing support for literacy agencies to deliver quality programming
- Enhance public education about literacy
- Enhance communication among literacy providers
- Develop and participate in local, regional and provincial initiatives in support of literacy
- Provide information on literacy programs both to those who require literacy upgrading and to those who may want to volunteer in support of literacy
- Co-ordinate training opportunities
- Support lifelong learning
- Network and link with other regional, provincial and national organizations working in support of literacy.

The area covered by LLSC includes Brant, Haldimand, Norfolk, Oxford, Elgin and Middlesex counties.

Literacy Link South Central has been in operation since 1991 and is a registered charity. LLSC plays a unique role in the communities it serves. It is not a literacy program. It is a literacy network. As such, it does not teach adults how to read, but rather supports the literacy programs that do. We also focus on spreading the word about literacy, specifically how low literacy skills can impact on a person's quality of life and participation in family and community life.

Another important role that Literacy Link South Central plays is that of facilitating literacy community planning. LLSC has been facilitating this kind of planning for the past ten years. This means that LLSC coordinates the coming together of literacy programs about six times a year to discuss the literacy services that are made available to the broader community. Currently,

LLSC coordinates four such groups in its networking area.

The purpose of these literacy planning groups is to ensure that the resources of programs are made available to the greatest number of people and that there is no duplication of service amongst literacy programs. Similarly, the role of the literacy planning groups is to identify gaps in service. Through this kind of coordination, the goal is to make the greatest range of literacy services available to individual communities.

Much of the strength of literacy community planning lies in partnership development. Organizations simply have to work together more in order to stretch their funds and their activities to reach more people. Few organizations have the time and resources to develop partnerships. This is where Literacy Link South Central can play a central role. We can encourage a diverse range of partners to come to the planning table to seek solutions to community literacy problems.

It is LLSC's role in facilitating literacy planning that makes this Mapping Project so important. It was necessary to find a way to potentially "predict" where there might be gaps in literacy services by looking at possible indicators of low literacy. The maps that have been included in this final report are some of the strongest possible indicators of low literacy that could be obtained from Statistics Canada. The intent of this project was to "map" out where there might be a need for literacy programming and compare this ideal to where programs were currently being offered to see if any new gaps emerged.

Applying GIS mapping to a social service sector such as literacy is Literacy Link South Central's most recent effort to make sure that literacy community planning is as effective as it can be. Mapping is also a beneficial tool because it helps Literacy Link South Central and the literacy partners in Brant, Haldimand and Norfolk to talk about literacy in a way that is more visual and more compelling. It is hoped that this project will stimulate discussion about literacy in each of the three counties and move literacy higher on the social agenda for communities. In this way, people who struggle as a result of low literacy skills will have greater access to opportunities.

The Importance of Literacy

Many definitions of literacy exist. Some identify literacy as the ability to read and to write. Others identify literacy as a detailed list of skills. For the purpose of this report, literacy is identified as "...the ability to understand and employ printed information in daily activities at home, at work and in the community – to achieve one's goals, and to develop one's knowledge and potential." (ABC Canada web site)

Literacy is more than just the ability to read or to write. When people have competent literacy skills, they are more likely to make informed choices and participate as active community members. Individuals with literacy skills are more likely to be employed, lead a healthy life and participate in their children's educations.

Literacy consists of a range of skills; a person is not simply literate or illiterate. The 2005 Adult Literacy and Life Skills Survey (ALLS Survey) uses five levels of literacy. Based upon the ALLS Survey, 42% of Canadians have low literacy skills. This percentage indicates that 42% of Canadians operate at a Level 1 or Level 2. Level 3 is the minimum level of literacy required to cope with everyday work and life.

Approximately 1 in 5 individuals in Ontario have problems with any printed materials and about 1 in 4 adults can only perform simple reading and writing tasks. Literacy is an important issue that impacts all ages and all aspects of life. We'll explore the following four cross-sections of literacy a bit further:

- Family
- Youth
- Workforce
- Health

Family

Literacy impacts the family in many ways. The ability of parents to initiate literacy activities such as writing a note to a child will have an impact on

setting the foundation for reading and writing in the home. By setting the foundation for reading and writing at home, children will be more likely to be successful at school. If parents have strong literacy skills, they will be able to communicate effectively with teachers to assist their children in being successful at school. By laying the foundation for literacy at home, there is the possibility that children can develop continual learning and exploration skills that they will carry with them into adulthood.

Youth

Youth who do not have competent literacy skills may drop out of school. It is estimated that 14% of high school students drop out prior to graduating. Dropping out could be due to many circumstances such as a challenging financial situation at home, lack of support at home, the expectation of gaining employment or an unexpected pregnancy. By not completing high school, youth will have less of an opportunity to learn to read or write well enough to be an active participant in the community. This lack of skills may eventually lead to youth unemployment. It has been estimated that two thirds of future jobs will require at least a high school education. The inability to gain secure employment can lead to low income. People with lower literacy skills who drop out of high school are more limited in their careers and can be twice as likely to have low incomes.

Workforce

Workforce literacy focuses on the skills that people need to find jobs, keep jobs and move on to other jobs. Literacy is an essential skill to have in the workforce. Due to the status of today's labour market, people rarely remain at the same job for their whole work life. Workers in the workforce need to be sure that they have the literacy skills that will allow them to continue learning new skills. Literacy also affects the amount of money people earn and the types of jobs at which they can be employed. Studies have shown that people who are unemployed or are in low paying jobs are more likely to have lower levels of literacy than those who are employed in higher paying jobs. A strong correlation exists between literacy levels and income.

Health

Literacy also affects the health of Canadians by limiting a person's access to information. A lack of literacy skills first affects what knowledge individuals can access regarding living a healthy life. If a person needs a doctor, it may be challenging to navigate the health care system without strong literacy skills. Forms and signs may pose problems for people with low literacy skills. The inability to access health providers to understand a health problem or to understand information about treatments may put people who do not have strong literacy skills at risk of relapses.

Summary

By beginning early with family literacy and continuing to develop the literacy skills of Canadians, literacy providers may be able to help more Canadians become participating members of society. It may be possible to increase the number of literate Canadian youth and the number of fully literate employees entering the workforce. By providing youth the assistance that they need early in their lives, it may be possible to avoid the cycle of unemployment. Workforce literacy has the potential to help people in the workforce improve their quality of life and job stability, as well as giving them the skills necessary to be able to take better care of themselves and their families.

Literacy is an essential skill to cope with work and life. The absence of this skill can impact people in all aspects of their lives. However, it has been found that less than 10% of Canadians who could benefit from literacy programs actually participate in them (Who Wants to Learn?, ABC CANADA Literacy Foundation, 2001). It is our hope that by working together we can guide people to literacy programs and successful learning experiences. (Much of the above information was adapted from the Ontario Literacy Coalition Fact Sheets)

There are four literacy streams in Ontario. The Anglophone and First Nations streams are the primary literacy streams that Literacy Link South Central works with in Brant, Haldimand and Norfolk. This report provides information that these two literacy streams can use in their planning process. The other two literacy streams, Francophone and Deaf-Blind, were more difficult to research. The information that was available is located in this section.

The Francophone Literacy Stream

According to the Community Profiles available on the Statistics Canada web site, 2,760 people in the Brant, Haldimand and Norfolk area speak French as their first language. These numbers are highest in Brantford with 1,280 people who speak French. The area is not a designated Francophone community so its core services do not have to be provided in English and French.

There are a few schools in the Grand Erie District School Board and the Brant, Haldimand and Norfolk Catholic District School Board that offer full French immersion for students. These schools are located in the urban area of Brantford. There is also a school in Simcoe that is part of the French Catholic school board that covers this area of Ontario.

To the knowledge of the mapping team, there are not any Francophone literacy programs in this area. Further research into this area may be considered because some schools do offer French immersion and one school in the area teaches only in French.

The Deaf-Blind Literacy Stream

The mapping team encountered some challenges in gathering information about the needs of learners who have visual impairments or are hard of hearing. The team's attempts to research this population were limited by the lack of demographic data at a local level. This lack of demographic data made the information contained within this report very general. For organizations interested in information about these clients, the team recommends the book *Atlas of Literacy and Disability*, available through the Canadian Abilities Foundation, as a starting point.

What is GIS and Mapping?

Geography is a study of the earth's physical features and the objects found on it. Geographical Information Systems, usually referred to as "GIS," is a technology that manages, analyzes and disseminates geographical knowledge. GIS computer systems allow us to perform a variety of functions or processes including:

- storage and retrieval of data
- transformation and manipulation of data
- analysis of data
- visual display of data
- output of data - usually in the form of printed maps

These processes and functions can be used in real world situations. An example of a real world situation would be to find out where to locate a new literacy program targeting learners aged 25 and over. To accomplish this we might want to know census tract information (population demographics, age distribution, rate of unemployment and income levels), transportation corridors and locations of schools where classes can be held. Once this information is displayed as a map, patterns will become apparent and assist in the decision-making process for the location of a new literacy program. GIS can also assist in marketing the new literacy program. Areas that have large populations of people 25 years of age and over can be target areas for this marketing. GIS applications are so broad and universal that they can be used to analyze environmental factors that affect our health, to track sources of pollution, or to track crime trends and correlate them to other demographic factors.

The output results of GIS are usually in the form of maps, whether displayed on a screen or printed. These maps can contain a single layer or have multiple layers of information. For example we could have the locations of high schools shown on the map as points in one layer and the other layer could be bus routes shown as lines. The audience to whom the results are directed will determine the best output. For this project the output is **thematic** and **geocoded** maps. A **thematic** map pertains to only one subject or theme such as population, land use or transportation corridors. A **geocoded map** is a point displayed on a map

that has an X and Y coordinate. An example of a geocoded map is one showing the locations of literacy programs. Analysis can be achieved by using single layer maps with or by combining two or more layers of information.

Benefits of GIS and Mapping

Mapping using GIS gives us the tools to see traditional charts, graphs and spreadsheets (data) in a visual format, allowing us to see relationships, patterns and trends. GIS links locations such as building locations to parcels of land and/or people to addresses or streets within a network. The layering of this information gives us a better understanding of how relationships between data are made. This layering increases the ability to make decisions through access to relevant information and provides a picture of what the statistics and data are communicating. GIS can let us look at several elements at once. It can show current trends and how they may appear in the future based on changes that you could apply using GIS technology. It can also confirm what was already suspected.

There are also many indirect benefits of GIS and mapping:

- It can improve information sharing and flows
- It can provide a well-informed, decision-making process
- It can provide greater analysis and understanding of problems
- It can be easier to visualize the data than using a chart

Limitations of Mapping

Now that we understand what mapping and GIS are, it is important to understand the context in which they should be used. It is important not to look at one map in isolation. Maps are more effective if they are used in connection with other maps in a series. From our earlier example of locating a new literacy program for people over the age of 25, we would not just look at the population of people over this age. We would have to make sure that the location was accessible for the clients so we would be interested in seeing transportation corridors. We might want to share a facility with another service organization to keep the costs down so we would want to know where other service organizations are located. We would also want to draw from the largest amount of people possible so we might look at population density. The longevity of the program might also be a factor so we would want to look at populations of people from 19 to 24 years of age who will one day be our target. It is possible that we would also speak to other service organizations to get their feedback. We also might want to look at the unemployment rate and income levels which have been shown to relate to the incidence of low literacy. Bringing all of this information together, we can make an informed decision on the best area in which to locate a new program.

There are several other factors that need to be considered as limitations in mapping. Errors can be made in the collection of data such as a typing error or the collection of the wrong data. Errors can be inherited from source data. Geocoding of maps can also be problematic. When mapping rural areas, the postal code only maps to the nearest post office or super mail box. Ideally we would want to use 911 address codes from emergency services because they provide a specific location. It is also important to remember that Statistics Canada data is only a 20% sample and this can skew data if populations are small.

How to Read the Maps

Maps contain many parts that are important in the reading, interpretation and understanding of them. These parts must be read to understand the relevance of the map. There is always a legend (shown below) that tells us the title of the map, the source of the data, the ranges associated with the data (which change from map to map) and the number of times that a particular range occurs.

For this project, most of our data came from Statistics Canada data but not all of it, so it is important to read the source of the data. The ranges of data are given numerically and attention has to be paid to what they mean. For example, the ranges may be expressed as percentages or as actual numbers. These ranges are all colour coded. The red colour is an area of concern, what we considered a “hot spot” with the colours “cooling” until they become blue, meaning they are an area of less concern or no concern. “Hot spots” and “cool” colours can either be high or low numbers depending on what the data is showing. Next to the range is a number that you will see in brackets. This number is the number of times that the colour occurs on the map.



Why Literacy Link South Central does Mapping

Literacy is an issue that often does not get a lot of attention despite its influence on the life of every person. Literacy Link South Central (LLSC) has decided to do a mapping project to assist literacy service planners in developing and enhancing the services they provide to the community. We currently work with literacy service planners to plan literacy services in the community. Mapping provides us with a visual and compelling tool that all organizations can use.

This project mapped the counties of Brant, Haldimand and Norfolk so that we could see where “ideally” programs could be located as well as what is currently being offered. This project will help determine gaps in services. We also mapped the area’s resources to see what new partnerships may be possible for literacy service planners. Working with other organizations to improve services for people who struggle with low literacy can lead us towards providing a more integrated approach where the learner/client can move easily between social services.

Community development is a process where different organizations with a common interest gather to identify existing resources as well as gaps in services and delivery. This can lead to an enhancement of community resources. Mapping is a tool that can be used during each step of the community development process:

Step 1: Shows the existing profile of the community

In order to begin the community development process, organizations like to be aware of the demographics and resources available in the community. Mapping provides a visual picture of the community’s demographics and resources and gives everyone the same picture from which to work.

Step 2: Identifies gaps in services and identifies a community’s assets

Once everyone knows the demographics of the community and the existing programs, organizations can look at the strengths of the community, its

programs and where more programs may be needed. By mapping demographic information and community services, community service planning needs can be revealed. Once this has been completed, community development planners can consider how to address these needs.

Step 3: Identifies the potential for partnerships and future programs

Once the organizations meet and identify gaps in service, the process of developing partnerships can begin. Mapping promotes partnership discussion because it shows where programs exist and where potential partners may be located. Organizations which have identified common goals can begin to see who they can potentially partner with to deliver future programs. These maps can also be used to provide effective fact-based information during the funding proposal process.

Step 4: Expand existing programs

The community development process may also determine that a new program is not the solution in a community but that the expansion of current programs is a better use of resources. Mapping may reveal that a demographic population, such as youth or immigrants, is much larger than anticipated. Maps can also help organizations determine where to successfully market their programs.

Step 5: Track program success

Programs and organizations often need to evaluate their success for funding purposes. By updating the maps and then using a continual mapping process, organizations can begin to see how the programs they have created have affected their community.

Community development is an on-going process. Mapping at set intervals gives community organizations the opportunity to see the current community situation and how their programs are impacting the community. Organizations can then begin the process again, leading to continued improvement in services and access for everyone.

Methodology

The Mapping Literacy in the Community Project focused on three areas: data collection, writing the final report and disseminating the final report. To complete the data collection portion of the project, the team began by using a previously published directory by Literacy Link South Central entitled “Where Can I Learn Today?” This publication was used as a guide to make an inventory of literacy service providers in Brant, Haldimand and Norfolk counties. The team then confirmed the information contained in the “Where Can I Learn Today?” publication via e-mail, telephone or during informal meetings.

Informal meetings were conducted by the team to promote the project, determine variables of interest, gather information and gain an understanding of community supports, resources and programs.

Statistics Canada data from the 2001 Census for each dissemination area was used to map demographic information. For the City of Brantford, the real estate map with designated neighbourhoods was used after consultation with literacy service providers.

During the progression of the data collection, literacy service providers were presented with progress reports and analyzed maps. The purpose of these presentations was to gain feedback from the literacy service providers to ensure that the final product would be a useful tool for community planning.

Promotional materials and a survey were distributed during the informal meetings and the literacy service provider meetings for each county. The purpose was to gain further insight into how to make the final report of the Mapping Project a useful tool for the community.

Each of the maps were analyzed using other maps while looking for patterns and trends. This analysis was accomplished through meetings with Literacy Link South Central Staff, the Investing in Children Consultant and various community organizations. The team also sought out reports that exist in the community to assist with the analysis.

An Explanation of the Variables

Mapping Literacy in the Community used 2001 Census data that is related to indicators for low literacy. Conversations were held with community supports, resources and programs to gather feedback to determine the information that was of the most interest to them when making planning decisions. The following explanation of variables indicates why these variables were mapped.

Total Population

The total population map outlines how the population is distributed. This variable was considered because it is an important factor when deciding where to place new literacy programs or where to expand current ones. Literacy programs want to access as much of their key target population as possible: people who struggle with low literacy. By locating in areas with higher populations, there is an increased chance that people will access services.

Population Aged 25 – 44 Years

The population that is between the ages of 25 and 44 is considered the key working population. They support and access many different community programs. The higher the percentage of this population, the more young families a community has and the healthier the community is regarded to be. People in this age group are a key demographic for workforce programs in literacy organizations. These people may need to upgrade their skills to ensure their continued involvement in the labour market. This population may also be regular attendees of a family literacy program as the younger members of this age group are more likely to have small children.

Population Aged 55 Years and Over

Literacy service planners asked that this variable be included in the report. Although this age group does not currently seem to be a large part of literacy programs, it is beneficial to know about the population. This age group is one of the fastest growing populations in Canada. Literacy programs may find that

the number of clients that they have in this age group will increase. Therefore, this growing population could become part of literacy program marketing efforts. Those who are retired could be interested in volunteering as literacy tutors. Others in this age group may find that they could benefit by gaining literacy skills that they did not previously require. By knowing where this age group resides, literacy programs can better target their marketing. In the 2000 National Survey on Giving, Volunteering and Participating, it was shown that 28% of people aged 55 to 64 and 18% of people aged 65 and over volunteer in their community and that they contribute 181 to 269 volunteer hours annually compared to the average of 162 volunteer hours.

Percentage of the Population Aged 20 Years and Over with Less than a Grade 9 Education

Historically, having less than a Grade 9 education has been one of the gauges used to determine if a person may have low literacy skills. Many of the clients that literacy service providers typically have less than a Grade 10 education. The grade that a person reports as his or her highest level of education does not automatically mean that the person has that level of skill. Frequently, literacy programs find that the skill level of their clients is much lower than the last grade that the client completed. It is also important to remember that older sections of the population may not have had the opportunity to attend high school and finished school in Grade 8. Many of the people reporting an education level less than Grade 9 may benefit from literacy programs.

Percentage of the Population Aged 20 Years and Over with Less than a High School Certificate

The project looked at this population for many of the same reasons that it looked at the population with less than a Grade 9 education. Although education level is not always a direct indicator of literacy level, it could show where learning and literacy problems exist. Often, people with less than a high school certificate have lower literacy skills due to a disruption in the learning process. This variable is also important because many employers seek applicants with a Grade 12 education as a minimum for employment.

Percentage of the Population Aged 20 Years and Over with a Trades Education

This variable reveals how many trades people are within an area. The presence of trades people in an area helps cities estimate if they have the human skills and resources available to recruit businesses and construction projects. A shortage of trades people is predicted. Many government initiatives are addressing this potential shortage. This map can be a tool to plan for some of these trades shortages. Clients in literacy programs are one potential source of students for trades programs. On the other hand, due to the required academic component of many trades programs, many students may be able to benefit from literacy upgrading before attending these academic components. If literacy programs can anticipate an increase in clients who have trades as a career goal, then the programs can begin to determine if they have authentic learning materials necessary for people with this goal.

Percentage of the Population Aged 20 Years and Over with Some College or University Education

In areas where a high percentage of people have some postsecondary education, it is possible that fewer people will have need of a literacy program. However, it must be kept in mind that these people have not necessarily finished their postsecondary education. It is possible that some of the people in this statistic did not complete their postsecondary studies because they lacked the literacy skills to cope with the curriculum.

This group is also a potential source of volunteers for literacy programs that require volunteers in order to provide services. In the 2000 National Survey on Giving, Volunteering and Participating, it was discovered that people with some postsecondary education were more likely to volunteer in their communities than people with other education levels: 33% of this group volunteers versus the national average of 27% for all Canadians.

Median Family Income

Income can indicate many different things to literacy service providers and the community in general. The median family income indicates the exact halfway point of every family's income in an area. In other words, 50% of people earn above the median income and 50% earn below it. For this project, the poverty line has been defined using Statistics Canada's Low Income Cut-Offs (LICOs). The LICO for an area varies depending on family size and the population of an area so be sure to check the number for each area. The LICOs are outlined in the following chart:

Size of Household	Size of Area of Residence				
	500,000+	100,000 - 499,999	30,000 - 99,999	< 30,000 urban	rural
1 person	\$18,189	\$15,600	\$15,491	\$14,414	\$12,569
2 persons	\$22,734	\$19,500	\$19,364	\$18,017	\$15,711
3 persons	\$28,275	\$24,252	\$24,082	\$22,408	\$19,540
4 persons	\$34,226	\$29,356	\$29,152	\$27,127	\$23,653
5 persons	\$38,258	\$32,815	\$32,588	\$30,323	\$26,440
6 persons	\$42,291	\$36,275	\$36,022	\$33,517	\$29,228
7 persons	\$46,324	\$39,735	\$39,457	\$36,713	\$32,015

*Source: Statistics Canada. Income Distributions by Size in Canada, 1997.

This project looked at this variable to indicate where families were that could be experiencing financial difficulties. Areas with low median incomes have more people living below, at or near the poverty line, which may indicate that some people are struggling with low literacy levels.

Percentage of the Population that is Unemployed

A successful job search process requires a person to have a strong set of literacy skills. If literacy is a challenge for someone, how do they search the Internet, develop resumes or fill out application forms? In some cases, people with low literacy skills manage to find a job but lack the skills to carry out the duties. They lack the ability to deal with the paperwork of the job and often quit or are fired by their employers. This cycle of unemployment is often repeated when someone struggles with low literacy skills. Community and literacy services could help people break the cycle of unemployment by providing opportunities for literacy upgrading.

Percentage of the Population Spending Over 30% of Gross Income on Rent

One of the potential indicators of poverty may be when a household pays over 30% of its income on rental costs. In this case, payments include monthly rent, utilities, municipal services and any other fees that are a part of renting. An inability to access employment with a higher income could indicate that someone has low literacy skills. Some members of the household may have low literacy skills and they may have need of literacy upgrading to break the poverty cycle. For example, some households that spend over 30% on housing do not have enough to take care of basic needs. In this scenario, a person may decide to undertake a search for a job with increased pay. It is possible that they could have problems in their search and may need to look at upgrading their literacy skills in order to get a better paying job. However, in order to succeed in a literacy program, the person's basic needs must be met before the person can begin to learn. It becomes a cycle for that person.

Percentage of the Population Spending Over 30% of Gross Income on Owner's Major Payments

Much like people who spend over 30% of their incomes on rent, people who spend over 30% of their income on the major payments that are part of owning a home may be part of the working poor or near the poverty line. In this case,

payments include mortgages, utilities, municipal services, property taxes and condominium fees. Again, some members of the household may have low literacy skills and they may have need of literacy upgrading to break the poverty cycle.

It is also important to remember that this variable may include young families who have bought their first home or are new homeowners. Should their children need literacy tutoring, it is less likely that this family could afford a for-profit program for their child. They may need to rely on non-profit and volunteer programs to assist their children.

Lone Parent Families

According to Statistics Canada, a lone parent is a mother or a father with no spouse or common-law partner, living in a dwelling with one or more children. Adult children who have spouses or common-law partners and live with their parents are not part of the Census definition of a lone parent family.

Parents in this category may have had to interrupt their education in order to have or care for their children. Those parents who had to leave education to care for children may also not have had a meaningful connection to the labour market. It is possible that they had a job as a student, but their work experience may not include much more than that job. Lone parents in this situation may need literacy upgrading so that they can improve their skills and later enroll into an employment program where they focus on re-entering the labour market. In some cases, the parents of these families may benefit from family literacy programs where the focus is on the whole family's literacy levels or from evening literacy programs that allow them to work while learning.

Population Aged 0 - 6 Years

This variable reflects the number of children who may benefit from family literacy programs. It also reveals the anticipated number of children that will be entering the school system over the next 5 years. When this variable is considered with the results of the Early Development Instrument (EDI) which measures school readiness in children, programs can begin to see where

further family literacy programming may be beneficial. By exploring the neighbourhoods where there are many children aged 0-6, literacy programs can offer programs that meet the needs of families. This variable also helps to determine where programs could successfully market their family literacy programs.

Ontario Early Years Centres and Programs, Licensed Child Care Centres and Children's Aid Society Supported Programs

As seen from the title, this map combines three different variables. Ontario Early Years Centres provide programs that support families, including early literacy support. Family support programs offer families programs to assist them in meeting many different goals that will keep the whole family safe and healthy. Some of the programs offered include homework clubs, breakfast clubs, cooking classes, parenting support and Moms and Tots programs. Literacy services may choose to partner with these centres to assist families in developing literacy skills together. By establishing partnerships with these centres, literacy programs gain the opportunity to reach more of their target populations.

Child care availability can be a barrier for many people who want to attend literacy programs. The availability of child care near a literacy program may help to reduce this barrier to upgrading. Literacy programs may look at working with child care facilities to help ease this barrier for people who want to upgrade their skills.

Schools

Public schools are potential sites for programming. Family literacy programs that operate out of schools help children to develop skills in an environment where they are accustomed to learning. Although schools are full during the day, it may be possible for programs to do weekly sessions at a school library or in a school gymnasium. The identifications of schools also shows where private and French schools exist and children in these schools may have need of different types of literacy programming.

Population Aged 15-24 Years

This population has been the target for a lot of government programs in recent years; Job Connect, Youth Apprenticeship and “Stay in School” initiatives are just some of the programs that exist. Youth who have low literacy skills may not be able to fully participate or be successful in these programs. Currently, Literacy and Basic Skills Programs (MTCU funded programs) provide services to individuals 16 years of age and over so long as they are not in school. The number of learners in the lower end of this age range may increase if students cannot complete high school due to poor literacy test results. Literacy programs have the opportunity to help these clients with low literacy skills before they become part of an unemployment cycle.

This age group is also a source of potential volunteer tutors for literacy programs that focus on the literacy skills of younger children. Each secondary school student (15-18) needs 40 hours of volunteer work. Programs may consider using secondary school youth as a volunteer source. These students will gain their mandated volunteer hours and they will benefit from an increased understanding of literacy.

Percentage of the Population Aged 15-24 Years Not Attending School Full-time

People who are between the ages of 15 and 24 are often in school at this age. Youth between 15 and 18 years of age should be in high school, usually full-time. If they are not in high school, there may be problems that exist that interrupted the learning process such as behavioral problems, learning disabilities or teen parenthood. Youth who do not attend high school full-time may have low literacy skills.

The section of the population aged 19-24 years has some special considerations. After high school, they could have gone on to postsecondary education on a full-time or part-time basis. However, they could also have decided to join the workforce. Some could be successfully employed long term. However, without postsecondary education or training, they might experience

barriers to their success. They may not have the skills to keep a permanent job and may benefit from upgrading programs or employment services.

Secondary Schools and Grade 10 Literacy Test Scores

Secondary schools, like other schools, could be locations for literacy programs. If so, these literacy programs may be geared more towards a youth audience and may focus on the Grade 10 Literacy Test.

Although literacy testing is also done in Grade 3 and Grade 6, the Grade 10 Literacy Test results seemed most significant for the purposes of this report. The Grade 10 Literacy Test tests the knowledge of Grade 10 students to the end of the Grade 9 curriculum. A “pass” means that a student has a Grade 9 level of literacy as the provincial curriculum defines it. In order to graduate from high school, students need a pass on the reading and writing sections of the test. After two writing opportunities, a failure to pass the test results in the student taking the Ontario Secondary School Literacy Course (OSSLC).

Through the mapping of this variable, geographical areas that experience a higher failure rate are revealed. Literacy programs can begin to anticipate the need for future services.

Youth Employment Services, Youth Centres and Programs and Youth Housing

The staff members of these youth programs have the opportunity to see youth in an environment that is not academic. They have the ability to see how youth cope with everyday situations and how ready youth are for life outside of school. There is the potential that some youth in these programs will have low literacy skills because they may have had many barriers in their life that prevented them from learning. These youth will need to upgrade their literacy skills so that they can pursue life goals. Youth housing and youth programs may partner with literacy programs. This is an opportunity for literacy organizations to work with youth program staff to identify youth in need of upgrading assistance and help youth upgrade their literacy skills in a familiar and comfortable setting.

Libraries and Community Centres

Libraries and community centres are often gathering points in many small towns. These centres may be potential host sites for literacy programs. If there are events geared to children occurring, it might be an opportunity to use that time to work with adults who want to upgrade their literacy skills in an environment where their children are in a program and under adult supervision.

Libraries and community centres may also be places where literacy programs choose to market their services because of the number of families that attend events in these locations.

Hospitals, Health Units, Health Centres and Programs, Addiction Services and Mental Health Services

Health and low literacy skills have a close connection. Low literacy skills can affect a person's ability to read prescriptions and medicines. If medications are taken incorrectly, this can result in hospitalization. Low literacy skills also affect a person's ability to fill out forms at clinics, the workplace and at hospitals. If a person incorrectly identifies an allergy or a medication, the results can also be severe. The staff at health organizations may benefit from awareness training and may be able to recommend that people who have problems with their reading or writing attend some upgrading.

Clients in addictions and mental health services may have potential low literacy skills and, in some cases, they may be ready to work at improving those skills. Clients of these services could be a consistent source of referrals to literacy programs.

Shelters, Food Banks and Social Housing

Basic needs have to be met before someone can have success in a learning environment. It would be beneficial for literacy program staff to know where to send people to access resources that meet basic needs. Literacy programs may also choose to partner with some of these agencies so that when the person is

ready to learn, the transition between services can be effortless. Social housing complexes or communities may also become potential areas for literacy programs to market their literacy services as people who have housing may be more prepared to enter into upgrading programs.

Postsecondary Schools, Specialized Training Programs and Employment Services

These institutions and programs may be part of clients' goals so that they can re-enter the workforce. Literacy programs may consider developing partnerships with many of these programs to better develop their clients for their next step after a literacy program.

Special Needs Organizations and Programs

The programs reviewed here encompass a wide variety of purposes including: recreation, education, financial support, housing support and job support. These programs help people with developmental and physical challenges to develop themselves and their skills and increase their chances for successful participation in the community.

Literacy programs have the potential to partner with these special needs programs and to share resources. The literacy needs of this population are diverse. Some people within the special needs community will not be able to read or write for developmental reasons. Others are interested in improving their literacy skills to gain and keep employment. If literacy programs and job search programs work together to service clients with special needs, clients may experience a smoother transition between the two types of programs.

Immigrants

The literacy service providers asked for a section on immigrants to be included in this report because immigrants are often accessing various community resources and may have potential barriers with their literacy and English skills. As well, immigrants are creating much of the growth in Canada's population.

Immigrants come from many different countries where a number of factors can affect their ability to speak English or even to read and write. In some countries, children progress through school at their own rate and never develop strong literacy skills. In other countries, people cannot access school because of war, famine or a lack of resources. When immigrants arrive in Canada, they find they need strong literacy skills to be successful. Literacy programs may be able to assist immigrants in building on their literacy skills and could potentially partner with English as a Second Language (ESL) programs.

Percentage of the Population with a Non-Official Language as their Mother Tongue, and English as a Second Language Services

Many immigrants who have come to Canada in recent years do not have English or French as their first language. They have had to develop English or French skills either before their arrival in Canada or upon arrival in Canada. These immigrants may access literacy programs to develop their skills in the English language, especially in rural areas where there may not be Language Instruction for Newcomers to Canada (LINC) programs. These programs and other services, such as interpretation services, are mapped in this report.

This variable also includes people who moved to Canada and have worked and raised families in Canada but still speak their first language fluently. These people may not classify themselves as immigrants on the Census questionnaire. However, they may be in need of some English upgrading if they lose their jobs or if their family and community support diminishes.

Mennonites

The Mennonite population resides primarily in Norfolk County. According to the Mennonite Central Committee, there are approximately 10,000 Mennonites in Norfolk. Not all Mennonites are part of the Census data that is included in this report. Some Mennonites come north from Mexico in the summer and return to Mexico in the autumn while others migrate north and stay here permanently. This constant moving can make it difficult for children to attain an education and for potential low literacy parents to access services.

English language and literacy skills could be a significant barrier for this population. Many Mexican Mennonites speak Low German, a language that is different from the High German that many German immigrants speak. Other Mexican Mennonites also speak some Spanish. The ability to read and write is also a potential issue as many Mennonites do not attend school past Grade 8 which becomes a potential indicator of low literacy skills. Literacy programs have the opportunity to assist many people in this population.

First Nations

This area of the province includes the Six Nations of the Grand River Territory and the Mississaugas of the New Credit First Nation. Not all First Nations people reside on the Six Nations of the Grand River Territory or on the Mississaugas of the New Credit First Nation so this section includes a brief look at what services exist in urban centres.

Adult Literacy Programs

The literacy organizations and their programs were mapped to provide literacy service providers with an overview of where programs exist in relation to each other and other community resources. Literacy clients face many different barriers and challenges when attending upgrading classes. If they have the opportunity to be close to other agencies whose support they may need while attending class, the success rate of the client may increase. The programs were also mapped so that providers could compare the locations of programs with the postal codes of their learners to assess whether their programs are servicing all potential clients.

Learner Postal Codes

Each of the literacy programs funded by the Ministry of Training, Colleges and Universities submitted their learner postal codes. Learner Postal Code maps can indicate where learners typically come from and where there could be areas for additional outreach. The information also indicates how transportation routes and program locations could affect those who attend programs.



Case Study Using Mapping in Your Organization

Mapping Literacy in the Community - Literacy Link South Central

Case Study – Using Mapping in Your Organization

Now that you have read what mapping and GIS are, here is a case study that you can use to increase your comfort level with the maps while practically applying mapping in your organization. As you proceed through the exercise, you are encouraged to fill in the questions that are being asked. This will assist you as you proceed through the rest of the report.

Please note that the organizations that are referred to here are fictional.

Using Mapping to help ReadNow place a new program

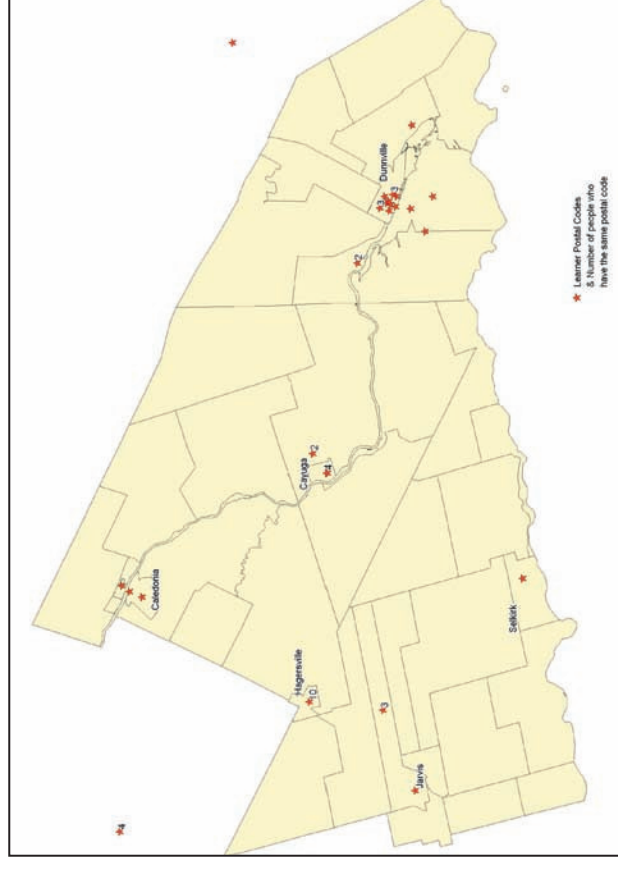
ReadNow, an adult literacy program, wants to expand to a second location. Its current facilities are overwhelmed by the number of people accessing its programs. It needs to open a second location to assist more people. It has conducted a survey asking current participants their needs, their ages and addresses. The staff also have a list of all the other literacy programs in the area. They hope that this information, along with mapping, will help them find a new location for their program. The staff at ReadNow have seen other projects use mapping in the past, but they know very little about mapping and how to use it. They have asked a local planning agency to help them map their information to assist them in the process.

Based on the survey, the planning agency has created two initial maps to start the planning process.

As you proceed through the case study, write down your responses in the lines provided for the area that you have chosen. This will help you think through the steps involved in using maps and anecdotal information in the planning process.

Map 1 – Learner Postal Codes

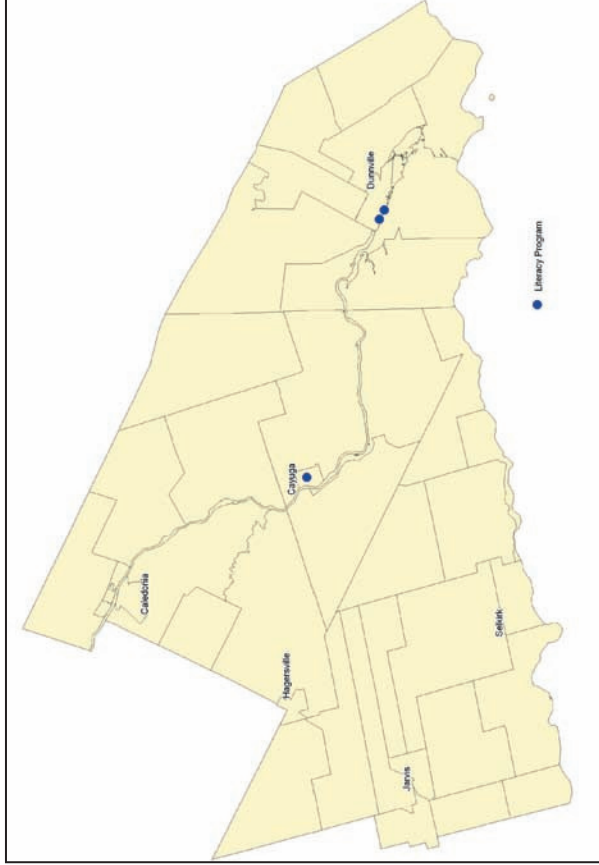
This map shows where ReadNow's current participants reside. By mapping the postal codes, ReadNow can tell where participants are coming from to attend the program.



Where are the current learners coming from?

Map 2 – Other Literacy programs in the area

This map shows the location of all the other literacy programs in the area.



What are your observations/ thoughts about where the literacy programs are located?

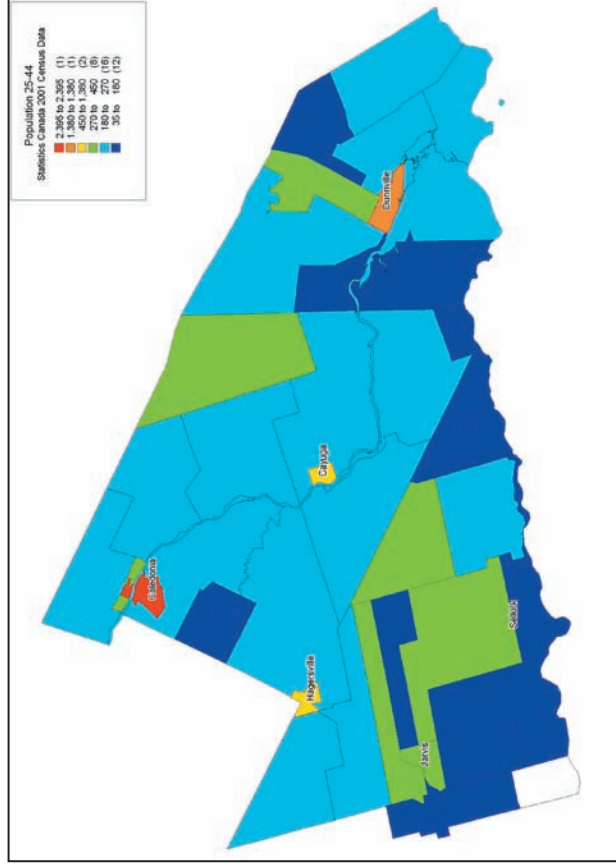
What other programs are in the area where the learners are coming from?

Based on these two maps, what might ReadNow's preliminary decision be?

What other maps from the List of Maps might be of use to ReadNow prior to proceeding?

Map 3 – Population Aged 25-44 Years

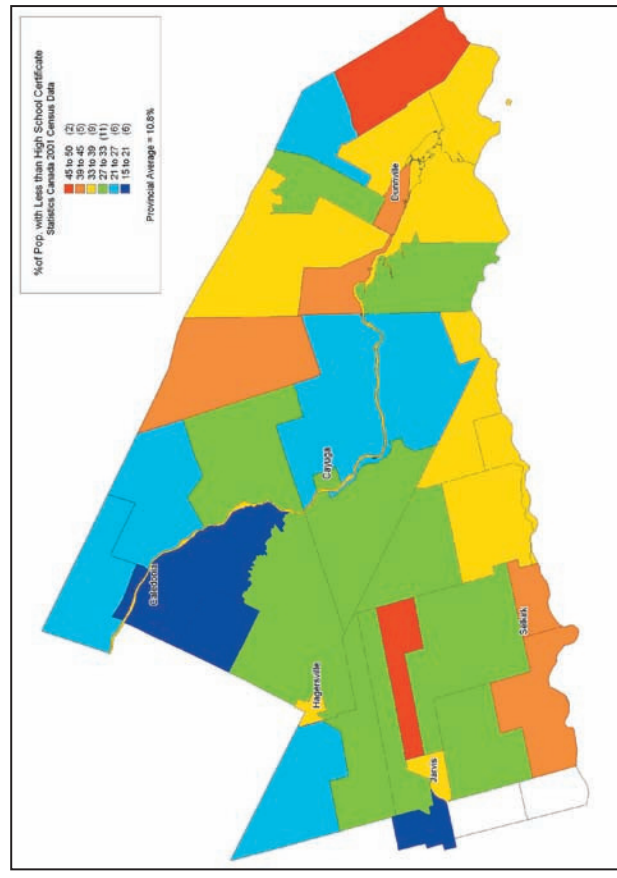
Based on their survey, ReadNow has determined that the majority of their participants are in the 25-44 years of age range. They have asked the planning agency to map the population of that age group, based on the latest Census.



What areas have the highest (top two ranges) concentrations of this population?

Map 4 – Percentage of Population with less than a High School Certificate

ReadNow found that many of its clients are people who did not complete high school and don't have their GED. They wanted to know what areas had high percentages of population that didn't have their High School Certificate.



In what areas do a high percentage of people not have their High School Certificate?

Based on these maps, what decisions might ReadNow make at this point?

Matching the Mapping Data to Reality

Through the maps, ReadNow believes that creating a program in the east end of its area would be the best solution. What they haven't determined yet is why their participants aren't attending the program that exists out there. Is it the quality of the program? Is the location not accessible? Does the program have limitations? Is it lack of knowledge that the program exists?

ReadNow arranges to meet with the under-utilized program to see if they can find the answers to these questions. They discover that it is a government funded program with limited resources. At any one time, the program is limited to 15 participants who have very specific needs. The program is also located in a small classroom in an old school building.

What other information might they be looking for?

Given this information, ReadNow needs to review other types of organizations/services in the area with whom they might partner.

Groundtruthing – The “Windshield Tour”

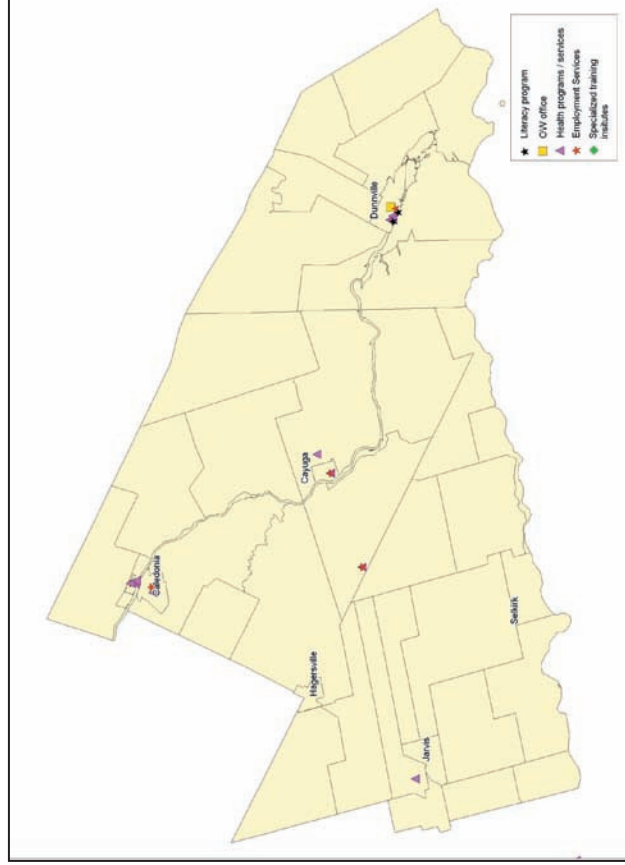
The ReadNow staff decide to take a tour of the area – called groundtruthing or a “windshield tour” – to see what other resources are available in the east end. It is important that they physically see what the area is like: housing, schools, community centres, businesses and agencies. Through the tour and talking to staff at some of these locations, they draw up a list of potential partners.

Any other thoughts:

What types of services or programs might they consider partnering with?

Map 5 – Community Agencies in the area

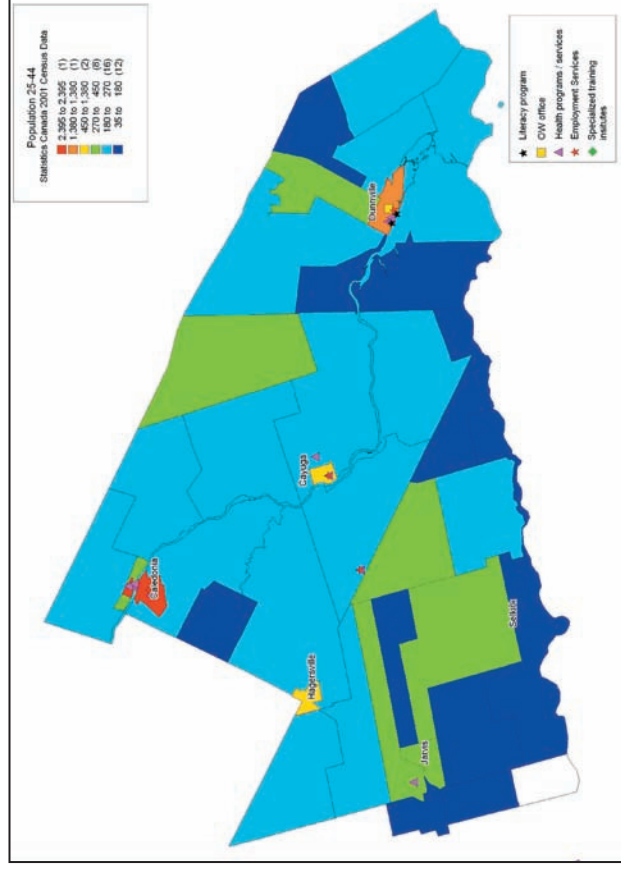
ReadNow has found several other types of community agencies that they might be able to partner with: health centres, employment services, specialized training institutes, postsecondary institutions and Ontario Works.



What next steps would you take at this point?

Map 6 – Population Aged 25-44 years with Literacy programs and Community agency programs/services

ReadNow decides to host a meeting with all of the potential partner agencies to see if there is an organization, or two, that would like to partner with them. At the meeting they would like to present some of their maps to show the attendees what research they have done. They decide to layer some of the information onto one map to reinforce their message.



The Community Meeting

The meeting is well attended and several new connections are made. Those at the meeting agree that the maps clearly indicate the need for a second literacy program in the area. The experience of those at the table also points to high numbers of people trying to get their GED equivalent. It turns out that an employment service in the area, Goodworks, has wanted to offer more literacy solutions to their clients.

Thanks to mapping, research, groundtruthing and community meetings, ReadNow has a decision to make about putting a program in the east end in partnership with Goodworks. They are confident that their background research is sound and that they can move forward with finding a location in partnership with this organization in the community.

What next steps should ReadNow take at this point?

Should they proceed with Goodworks to develop a program in this area?

Are there any other options available to ReadNow?

Please write the final decision for ReadNow here:



The Areas of Brant, Haldimand & Norfolk

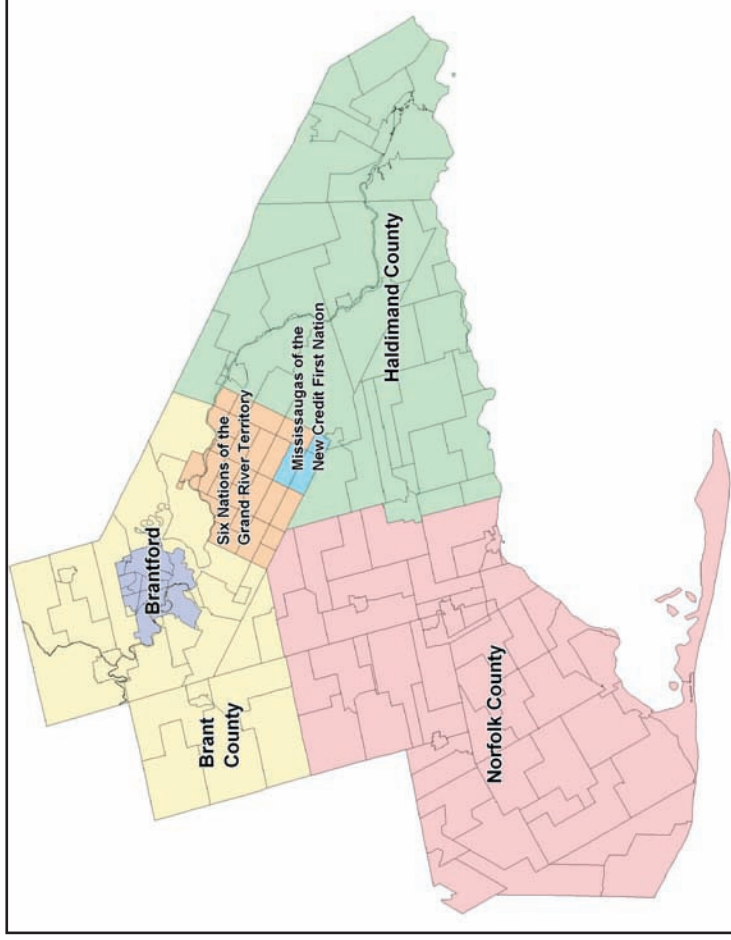
Mapping Literacy in the Community - Literacy Link South Central

Introduction to the Areas of Brant, Haldimand and Norfolk

On the following pages, you will find maps that illustrate the areas of Brant, Haldimand and Norfolk as well as the Six Nations of the Grand Territory and the Mississaugas of the New Credit First Nation. Below the maps are observations that can be made from the maps, analysis about information to be found in the maps and extra facts that have been gathered on each of the topic areas. There are also extra reflections and questions that you may consider when looking at the maps.

Notes

Brant, Haldimand and Norfolk Counties

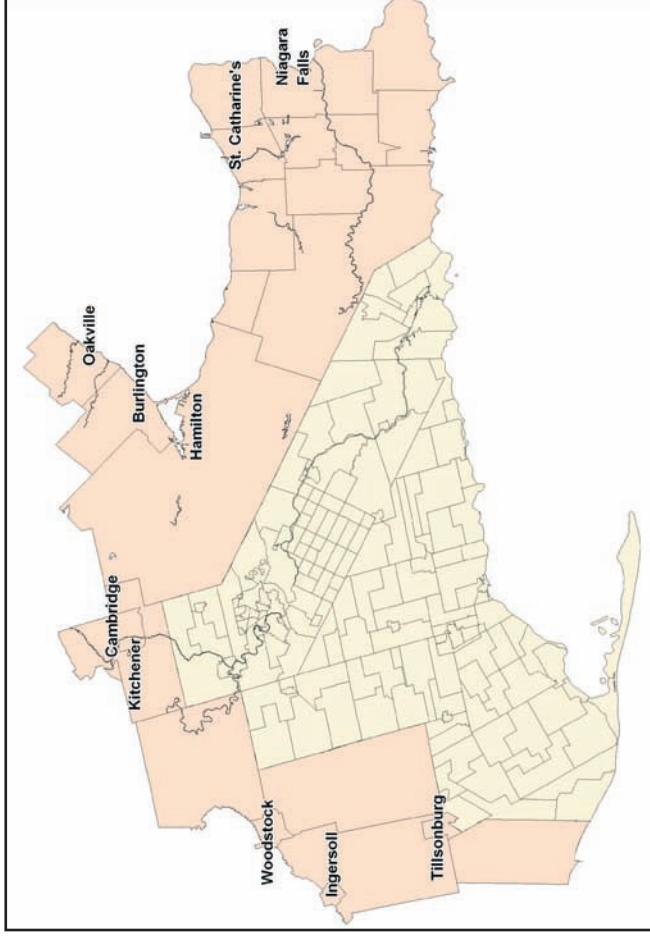


The counties of Brant, Haldimand and Norfolk are located west of the Hamilton and Niagara Region and east of the counties of Oxford and Elgin. This area also contains Six Nations of the Grand River Territory and the Mississaugas of the New Credit First Nation.

Brant County is home to approximately 119,000 people who live in urban and rural settings. The City of Brantford and the town of Paris are the major centres within the limits of the County of Brant. The postsecondary institutions of Sir Wilfrid Laurier University and Mohawk College are located in the City of Brantford.

Haldimand County is home to approximately 44,000 people living in predominantly rural areas. The major towns include Caledonia, Cayuga,

Areas Surrounding Brant, Haldimand and Norfolk



Dunville and Hagersville. People that reside in Haldimand County who require access to postsecondary education must travel to the outlying areas of Brantford, Hamilton, St. Catharines or Kitchener.

There are approximately 61,000 people living in Norfolk County. The most populated towns include Simcoe, Port Dover and Delhi. Fanshawe College is the only postsecondary institution located in Norfolk County.

The largest industries driving economic growth in the area are located in Brantford and the industrial park in Haldimand County. Brantford is home to many manufacturing industries such as Lumsden Brothers, Raymond Industrial Equipment and S.C. Johnson and Son. Major employers include NCO Financial Services and the Brantford Charity Casino. In many of the rural areas, farming is a predominant industry.