



Mapping Literacy in the Community

***Thames Valley Area
August 2004***

Literacy Link South Central



Contents

Acknowledgements	p.2
How This Document Can Help You	p.3
How to Use this Document	p.3
List of Maps	p.4
List of Tables	p.6
Introduction	p.7
Literature Review	p.8
Indicators of Low Literacy	p.8
Background and Methodology	p.10
Data Variables and Definitions	p.10
Research Limitations and Challenges	p.12
Up Close Views of Thames Valley	p.13
Thames Valley	p.13
City of London	p.21
Middlesex County	p.35
Elgin County	p.45
Oxford County	p.57
Opportunities for Further Research and Next Steps	p.69
List of Appendices	p.71

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How this Document Can Help You

This report has been created with literacy providers in mind and is a living document for literacy practitioners to use in future planning and evaluation.

It has been developed to help you to:

- 1. Increase collaboration amongst literacy programs.**
- 2. Find new partners in your community.**
- 3. Start a dialogue between literacy providers and other service providers.**
- 4. Establish what needs there are in your community.**
- 5. Demonstrate where the learners are coming, and not coming, from.**
- 6. Show the barriers that learners face and the environment in which they live.**
- 7. Increase accessibility to programs.**
- 8. Determine why learners aren't attending literacy programs.**
- 9. Evaluate your programs.**
- 10. Support funding proposals.**

The data obtained through this project is available to you from Literacy Link South Central and can be adapted to meet your specific needs. There may be fees associated with the request for specific information depending on the complexity of the data required. A complete list of maps available is also provided in the appendices.

How to Use this Document

This document can be used as a planning document to help assess what the needs and gaps are in your community. It may seem at first glance that a lot of the information presented in this report isn't new. However, by seeing the information visualized through the maps, trends and gaps can be easily spotted and can help determine where programs need to be and where the gaps in accessing learners are.

Maps are an excellent tool because, most importantly, they cause the viewer to ask many questions about what is being presented. By viewing all of the maps in each area in succession, rather than in isolation, a clearer impression of an area begins to form. Many times, as in comparing income to education, clear links are made, in others, discrepancies may seem unclear. By using the maps as a starting point, you can then use them to form the questions you want to use in program planning, strategic planning and in collaborative projects.

List of Maps

Map #	Title	Page #
1	Thames Valley - Townships, Waterbodies & Major Transportation Routes	13
2	Thames Valley Population Density	14
3	Thames Valley Literacy Programs	15
4	Approximate Population Density on the Reserves	16
5	Thames Valley - Population with French Declared as Mother Tongue	17
6	London - City Planning Districts, Waterbodies and Major Transportation Routes	21
7	London - Population Density	22
8	London - Population Aged 20-34	22
9	London - Population Aged 35-54	23
10	London - Education Levels	23
11	London - Percentage of Population with Less than Grade 9 Education	24
12	London - Percentage of Population with University Education	24
13	London - Percentage of Population with College Education	25
14	London - Median Income	25
15	London - Total Immigrants	26
16	London - Total New Immigrants, 1996-2001	26
17	London - Total Vietnamese Immigrant Population	27
18	London - Total Chinese Immigrant Population	27
19	London - Total Lebanese Immigrant Population	28
20	London - Population with French Declared as Mother Tongue	28
21	London - Population with Non-Official Language Declared as Mother Tongue	29
22	London - Population with Spanish Declared as Mother Tongue	29
23	London - Literacy Programs	30
24	London - Learner Residence Locations	30
25	London - Special Needs Services	31
26	London - Schools, Community Centres and Libraries	31
27	London - Food Banks, Shelters, Medical Centres and Alcohol and Drug Treatment Centres	32
28	London - Literacy Programs, Childcare Centres and Bus Routes	32
29	London - First Nations Services	33
30	Middlesex - Townships, Waterbodies and Major Transportation Routes	35
31	Middlesex - Population Density	36
32	Middlesex - Population Aged 20-34	36
33	Middlesex - Population Aged 35-54s	37
3	Middlesex - Education Levels	37

35	Middlesex - Percentage of Population with Less than Grade 9 Education	38
36	Middlesex - Percentage of Population with University Education	38
37	Middlesex - Percentage of Population with College Education	39
38	Middlesex - Median Income	39
39	Middlesex - Total Immigrants	40
40	Middlesex - Total New Immigrants, 1996-2001	40
41	Middlesex - Total Dutch Immigrant Population	41
42	Middlesex - Total Portuguese Immigrant Population	41
43	Middlesex - Population with French Declared as Mother Tongue	42
44	Middlesex - Population with Non-Official Language Declared as Mother Tongue	42
45	Middlesex - Literacy Programs	43
46	Middlesex - Food Banks, Shelters, Medical Centres and Alcohol and Drug Treatment Centres	43
47	Middlesex - Schools, Community Centres and Libraries	44
48	Middlesex - Literacy Programs, Childcare Centres and Major Transportation Routes	44
49	Elgin County Townships, Waterbodies and Major Transportation Routes	45
50	Elgin - Population Density	46
51	Elgin - Population Aged 20-34	46
52	Elgin - Population Aged 35-54	47
53	Elgin - Education Levels	47
54	Elgin - Percentage of Population with Less than Grade 9 Education	48
55	Elgin - Percentage of Population with University Education	48
56	Elgin - Percentage of Population with College Education	49
57	Elgin - Median Income	49
58	Elgin - Total Immigrants	50
59	Elgin - Total New Immigrants, 1996-2001	50
60	Elgin - Total Mexican Immigrant Population	51
61	Elgin - Population with French Declared as Mother Tongue	51
62	Elgin - Population with Non-Official Language Declared as Mother Tongue	52
63	Elgin - Total Mennonite Population According to Statistics Canada	53
64	MCC Map	53
65	Elgin - Literacy Programs	54
66	Elgin - Learner Residence Locations	54
67	Elgin - Schools, Community Centres and Libraries	55
68	Elgin - Food Banks, Shelters, Medical Centres and Alcohol and Drug Treatment Centres	55
69	Elgin - Literacy Programs, Childcare Centres and Transportation Routes	56

70	Oxford County Townships, Waterbodies and Major Transportation Routes	57
71	Oxford - Population Density	58
72	Oxford - Population Aged 20-34	58
73	Oxford - Population Aged 35-54	59
74	Oxford - Education Levels	59
75	Oxford - Percentage of Population with Less than Grade 9 Education	60
76	Oxford - Percentage of Population with University Education	60
77	Oxford - Percentage of Population with College Education	61
78	Oxford - Median Income	61
79	Oxford - Total Immigrant Population	62
80	Oxford - Total New Immigrants, 1996-2001	62
81	Oxford - Total Dutch Immigrant Population	63
82	Oxford - Total German Immigrant Population	63
83	Oxford - Total Mexican Immigrant Population	64
84	Oxford - Population with French Declared as Mother Tongue	64
85	Oxford - Population with Non-Official Language as Mother Tongue	65
86	Oxford - Literacy Programs	65
87	Oxford - Special Needs Services	66
88	Oxford - Learner Residence Locations	66
89	Oxford - Schools, Community Centres and Libraries	67
90	Oxford - Food Banks, Shelters, Medical Centres and Alcohol and Drug Treatment Centres	67
91	Oxford - Literacy Programs, Childcare Centres and Transportation Routes	68

List of Tables

Table 1 - IALS Scores for Canada and Thames Valley Counties

p.21

Introduction

“Mapping Literacy in the Community” is a project managed by Literacy Link South Central (LLSC). LLSC’s vision is to improve the quality of life in the communities that it serves through a well-connected and well-resourced literacy service system. LLSC supports literacy programs through research and resource development; the mapping project is one of several projects initiated by LLSC to facilitate this process.

Mapping Literacy in the Community was proposed by LLSC in recognition of the need for more detailed information about literacy services and learners in Elgin, Oxford, and Middlesex Counties, and the City of London.

This project uses Geographical Information System (GIS) maps to facilitate decision-making, evaluation and community planning. While GIS mapping has been used for community planning, community service inventories, and evaluation in several public sectors (health care, education, early years services), it is only being used now as a research tool in the literacy community.

After researching models that have been developed by literacy networks in Eastern Ontario and Ottawa, LLSC moved forward with a proposal to do similar work using GIS in Elgin, Oxford, Middlesex Counties and the city of London. LLSC received funding to proceed with the project and partnered with Investing in Children, another local community initiative, to provide technical support and expertise with regard to the GIS software, mapping, printing, data and the graphic design of the final report.

Objectives:

The specific project objectives are as follows:

- ❑ To develop a tool that will allow LLSC to respond to requests from community agencies for information as it relates to literacy in an effective and efficient way.
- ❑ To engage in more meaningful and in-depth community planning.
- ❑ To facilitate the referral process through the use of a current inventory of literacy program locations.
- ❑ To provide a better foundation for literacy research and community planning.
- ❑ To develop presentations specific to certain populations.

This community report includes maps and data analysis for the City of London and Middlesex, Elgin and Oxford Counties based on a series of demographic variables, a community resources inventory and an earlier literacy program inventory called “*Where can I Learn Today?*”. The following sections will provide a brief overview of the background and methodology as well as some of the limitations and challenges that were encountered in the process of undertaking the research. This review will be followed by a higher-level analysis of the Thames Valley region and close-up views of the City of London and the Counties of Middlesex, Oxford and Elgin.

Literature Review

GIS as a Planning Tool for Literacy Services

LLSC researchers began with a general electronic search of the literature to identify any similar research studies that had been completed and could serve as a model. Two reports with similar objectives and research goals were identified. *GIS as a Planning Tool for Literacy Organizations*, a project by Literacy Link Eastern Ontario (LLEO, 2000) examined demographic and socio-economic variables related to literacy and produced maps using GIS software. Using data from the 1996 Census, LLEO produced maps for most of Eastern Ontario, providing local literacy programs with consistent and reliable planning information (www.gis.queensu.ca/literacymap/webpage.html).

Putting Literacy in Ottawa on the Map, a research project by the Ottawa-Carleton Coalition for Literacy, shares many similarities as LLSC's project. The Ottawa-Carleton report mapped a series demographic variables and socio-economic indicators from the 2001 Census using GIS software. These maps are to be used for service delivery planning and as a reference tool for literacy service providers.

In addition to this search, contacts from within the literacy community were surveyed to identify any information that would assist in the development of this particular project. The project team contacted a number of individuals with expertise in GIS mapping and its application to literacy. Several interviews and teleconferences were arranged to learn more about the technology and how it had been used elsewhere.

Indicators of Low Literacy

Our review of the literature indicated several economic and social variables that are associated with low literacy. Studies have found a strong relationship between educational attainment, unemployment, income and literacy skill level and research has suggested that those with lower literacy skills generally have less education, lower incomes and higher rates of unemployment (Statistics Canada, 1996). The relationship between certain socio-economic variables (i.e. income/education) and literacy level is also supported by the International Adult Literacy Survey (OECD and Statistics Canada, 1996), which is explained in greater detail in a later section of this report.

Literacy continues to be a key social policy issue at both the provincial and federal levels in Canada. The federal government has recognized that literacy will play an increasing role in Canada's ability to compete with other industrialized nations in the knowledge-based economy. A 1997 report from The Organization for Economic Cooperation and Development warned Canadian policy-makers that "its future competitiveness hinged on the degree to which we can raise literacy and learning levels in our society ..." (http://www.abc-canada.org/literacy_facts/).

Barriers and Challenges for Literacy Programs

While the importance of a literate population has been recognized at all levels, program planners and providers continue to be challenged by the reality that more than 90% of people who require literacy upgrading are not taking part in programs (ABC CANADA Literacy Foundation, 2001). Our review of the literature identified several key barriers that may impact attendance and participation in literacy programs and they are as follows:

Practical Barriers

Research has identified several barriers that affect participation rates in literacy programs. Some of the more practical barriers that exist are transportation and childcare issues. For people who do not own cars and do not live on a public transportation route accessing a program can be very difficult. For many parents, childcare is often a concern since many are unable to afford sending their child elsewhere while attending a program. Other barriers to participation include financial problems, job-related conflicts and health difficulties (Long and Middleton 2001).

Communication Barriers

One major barrier for literacy programs is that the people the programs are trying to reach have low literacy skills. In a world that communicates in writing, it is often difficult for people to find the information they need.

Personal Barriers

Finally, personal barriers such as low self-esteem, lack of confidence, and fear of failure can deter those with low literacy from participating in programs (Rodriguez and Sawyer 1990; Thomas 1990). Potential learners with high self-esteem are more likely to enter programs because they are more optimistic about their ability to succeed in a program than those who suffer from a poor self-image. Because each participant responds differently to the barriers they face in accessing and attending programs, programs need to be aware of and work with the situations, needs, values and cultures of their learners and potential participants.

Background and Methodology

The Mapping Project was divided into two key focus areas: the first area addressed the research components, and the second area dealt with the dissemination of the information collected. In completing the research portion of the Mapping Project, the team used a number of strategies to gather data and information. As a starting point the project team referred to an inventory of literacy programs that was previously developed by LLSC: *Where Can I Learn Today* published in 1999. Program providers were then contacted by telephone and/or e-mail and asked to update their program profiles and contact information. Community resources, supports and additional programs were also inventoried, primarily through the use of the Internet.

The team also conducted some informal meetings and interviews with various individuals in each county and with expertise in several areas (including Francophone, Special Needs and Aboriginal populations). Informal telephone interviews were conducted to better understand harder-to-reach populations (i.e. some portions of the county, Mennonite population, Aboriginal population and Francophone population). A complete list of contacts is included in Appendix A.

Census data for each geographical unit was used to map demographic information. In the City of London, municipally designated planning districts were used to map out the information and in the counties Census Subdivision boundaries, as designated by Statistics Canada, were used. The information from the informal meetings and the Census Data were consistent.

As the research progressed, local literacy service providers were provided with information about the project and had the opportunity to complete a needs-assessment survey. This early contact was intended to provide literacy stakeholders with the chance to see examples of the maps and to consider how the mapping tool might assist in program planning and in their work with the larger literacy community. Promotional material and surveys were also distributed at LLSC's Annual General Meeting, at a practitioners' workshop in Oxford County and at the literacy service provider's meetings for each county.

Data Variables and Definitions

When plotting the data for the maps in this project, we used data from the 2001 Census that related to the indicators for low literacy that were identified in the literature review. We also spoke to many partners in the literacy field and their feedback helped determine what information would be of most interest to them and of most importance in helping them make planning decisions.

Before proceeding with the informational component of the report and in evaluating the maps it is important to understand why we chose to use the data variables that we did.

Age Groups

Our meetings with program providers indicated two key age groups that were of particular interest to the literacy community: 20-34 and 35-54. Programs that have return-to-work and basic literacy skills as their core focus areas are interested in learning more about the working-aged population.

Education Levels

Level of education is an important variable that is associated with other measures of socio-economic status and that is often linked to relatively high/relatively low literacy levels. Education levels can be useful in determining the kinds of employment opportunities and industries that are most common in a given neighbourhood; for literacy service providers, they can be used to shape programs that better meet the workplace and skill needs of employers and job-seekers in a given neighbourhood.

Based on discussions around the literacy service planning tables, it was determined that percentages of the education levels would be more useful than merely plotting raw numbers alone. The percentages demonstrate how well each geographic area is doing relative to that area's population.

Median Income

The median is the middle value of a list, or the 50 percent point. We have chosen to report median individual income rather than average individual income because the median is not skewed by highs and lows in the data.

Immigrant Populations and Languages Spoken

There are many levels of immigrant information that can be mapped. For the purposes of this study, we have focused on where all immigrants live, and where the new immigrants are settling. In addition, for each area, we have highlighted three specific immigrant groups that are in the top ten population densities for each area.

Literacy Programs

All of the information on the literacy programs comes from the *Where Can I Learn?* database that was used and updated by the team.

Where the Learners are Coming From

Learner postal codes are an important source of information in community planning and program evaluation. Postal code information can assist literacy programs in estimating their accessibility to learners, in determining whom they are reaching and in identifying who they are not reaching. This data provides programs with a tool for planning that is both proactive and evidence-based. Rather than guessing where there are opportunities for outreach and/or additional programs, planners can “see” where their programs will meet the greatest need.

In most cases, learner postal codes have been grouped and presented according to the sector that they represent at the literacy service planning tables (i.e. school board program learners are presented together, college program learners are presented together and community-based program learners are grouped together). In cases where the data reflects unique populations we have presented the learner data for each program individually.

Community Resources

When planning community programs, it is important to be aware of other resources that clients might be accessing. Individuals with low literacy may be dealing with other challenges and may be accessing services from other organizations in the community. An awareness of potential community partners can encourage collaboration, potentially resulting in literacy programs in new and unique locations and better meeting the needs of potential learners.

Research Limitations and Challenges

While working through the objectives of this project, we did experience some limitations and challenges in finding and working with some of the information. Although we were very successful in speaking with community members and mapping the demographic data, there are some limitations that need to be considered.

One of the areas of limitation was mapping from the Census data. Although very comprehensive when determining broad information on population, age, income and employment, there were difficulties with some of the specific population groups. Many populations such as the Mennonites and First Nations don't generally participate in the Census. Although they are represented in the Census data, these populations are underrepresented and not fully consistent. The information in these cases should be treated as samples of where these populations congregate, but the raw numbers aren't accurate.

Working with the census data can sometimes be difficult because there are often areas that are overflooded with details and other interesting variables that are quite sparse. It is sometimes difficult to hone in on which variables would be of most interest and importance on a project of this scale. It is quite easy to get excited about all of the different layers, combinations and permutations that can be mapped.

Another area that posed some challenge was in mapping the postal code data for the learners. It is important to note that by mapping to the postal code, if more than one person shares the same postal code, only one symbol will be shown. These layers of information show us where learners are coming from, but don't accurately reflect the numbers of learners. An example of this is with a correctional facility: one hundred participants are involved, but they are represented by one dot, which is the geographical location of the facility, not all one hundred people.

Focused Reports:

Thames Valley Area

Focused Reports

A. Thames Valley

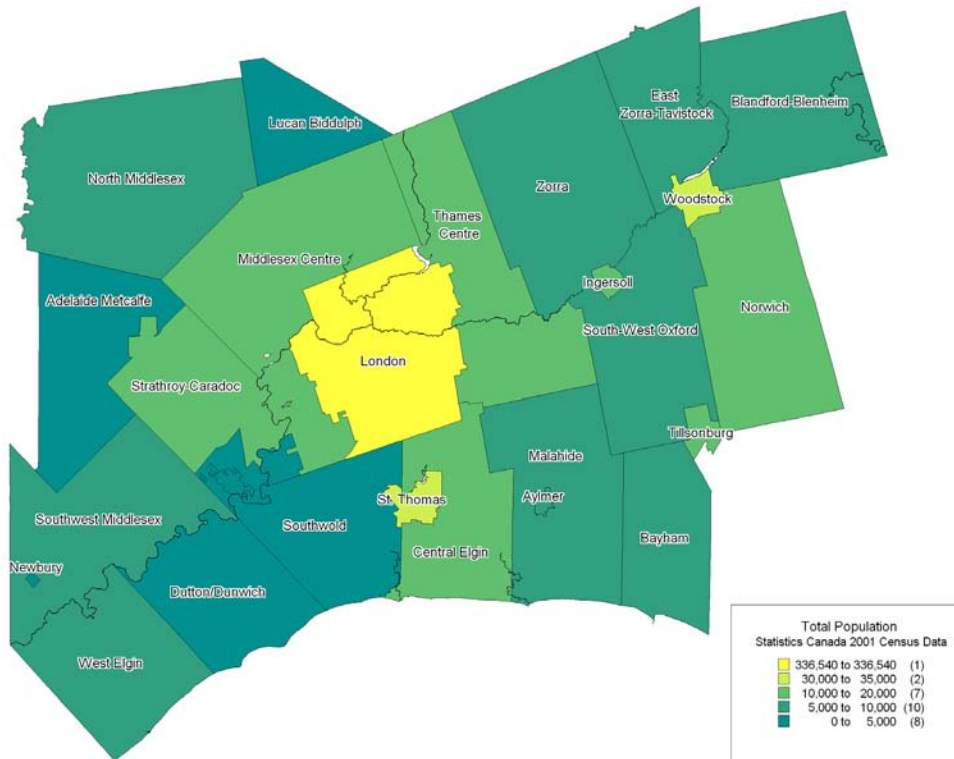
Map 1: Thames Valley – with township boundaries, waterbodies and major roadways.



The Thames Valley region encompasses the City of London and the counties of Middlesex, Elgin and Oxford. Thames Valley is home to approximately 584,000 residents and the region also includes three Aboriginal reserves, Munsee-Delaware Nation, Chippewa of the Thames First Nation and Oneida Nation of the Thames (Statistics Canada, 2001). There are 156 elementary and 30 secondary schools as well as several post-secondary institutions including the University of Western Ontario and Fanshawe College.

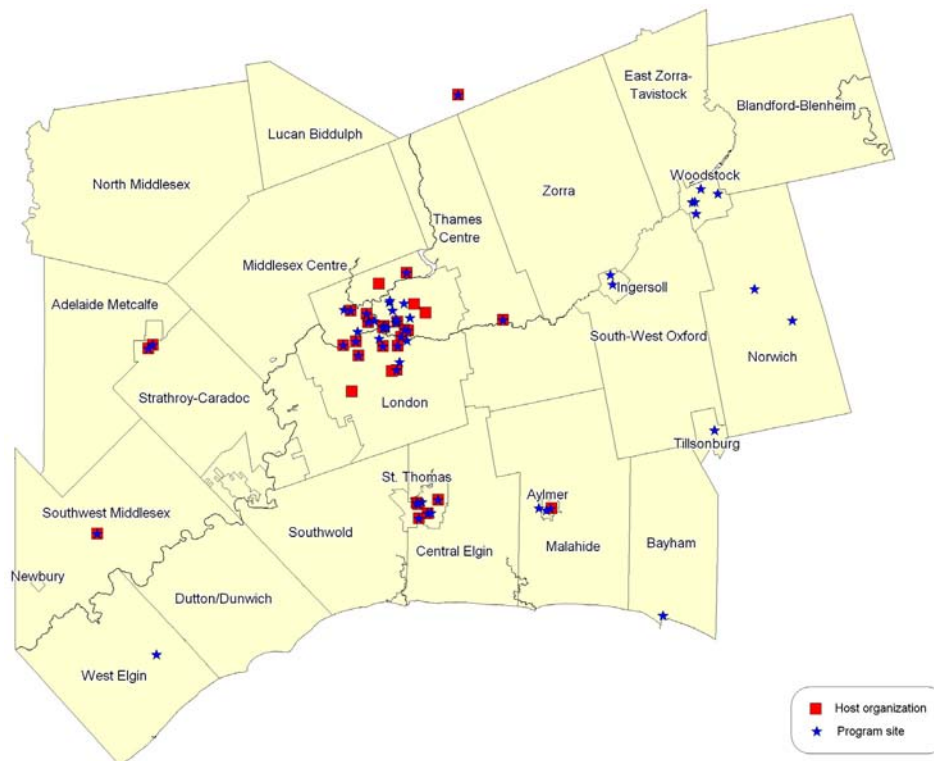
The region is diverse with regard to its industries and people. Agriculture continues to provide seasonal employment for a significant portion of the population who reside in the rural areas. Our interviews and research suggested that needs and challenges for literacy programs are quite different throughout the region. The rural areas continue to face barriers due to a lack of transportation and the time it takes to contact and build rapport with harder-to-reach populations. In addition, in the rural areas there is a mix between those who have passed on their trade and land for generations and new immigrant populations that come to the area for seasonal work.

Map 2: Thames Valley Population Density



Each county within the Thames Valley region is characterized by a small urban area surrounded by rural townships. The urban areas are more densely populated and tend to host most services and resources for the county. These areas are Strathroy, in Middlesex, Woodstock in Oxford and St. Thomas in Elgin. London, in the centre, is the large urban hub for the Thames Valley area and has been generally treated separately to distinguish it from the counties that surround it.

Map 3: Thames Valley Literacy Programs



Literacy programs and supports in the region tend to be located in the urban areas with the heaviest concentration of programs in Middlesex (the City of London).

At a glance, London, St. Thomas, Woodstock and Strathroy (the major urban centres in each county) appear to be well serviced with respect to the number of literacy supports and community resources that are available to the population. It is important to note, however, that while mapping is an excellent visual tool, it is not a tool that should be used in isolation. Maps work well because they may point out an unusual pattern that leads the viewer to ask “Why?”

In this case, while the maps demonstrate that many literacy programs are available in the larger urban areas, literacy program providers still point out that there is still a gap between the location of the programs and the learners they are not reaching. Anecdotal information from literacy service providers has suggested that there are still many individuals in the community who could benefit from the programs that are currently offered. By reviewing the maps and knowing where the programs are operating and the additional supports and infrastructure that surround them is the first step in understanding how the local literacy community might begin to reach those learners who have yet to access service.

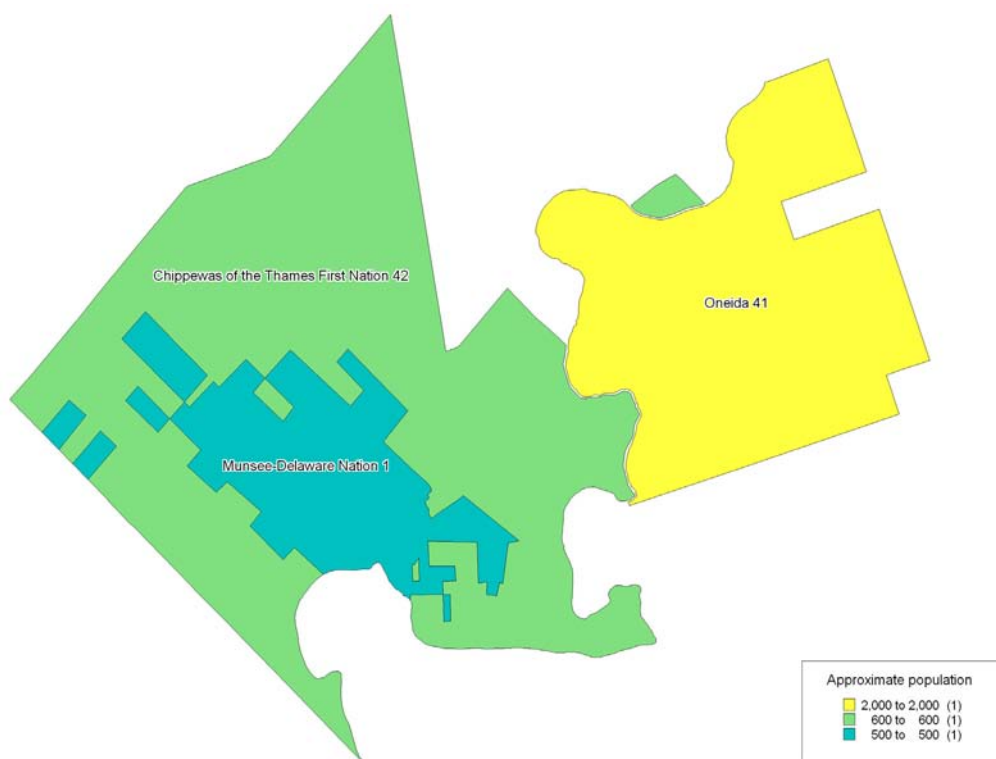
Aboriginal, Francophone and Deaf-Blind streams

While LLSC facilitates the literacy planning process at a general level, there are three streams that have been identified for focused attention due to the unique needs of their learners. For the local network area these streams include the Aboriginal, Francophone and Deaf-Blind streams. Where appropriate, issues that relate to literacy needs and community planning will be included in the county reports that follow.

The Aboriginal Stream

The Thames Valley region is home to three first nations communities, all of which are located in Middlesex county. With respect to population, the Oneida reservation is the largest (approximately 2000 residents) (www.oneida.on.ca/location.htm), followed by Chippewa of the Thames (approximately 600 residents) and Delaware-Munsee (approximately 500 residents) (http://sdipro2.inac.gc.ca/fnprofiles/FNProfiles_home.htm). There are several literacy programs and community supports that serve the Aboriginal population in London. Refer to Appendix F for more links to information on this stream.

Map 4: Approximate Population Density on the Reserves

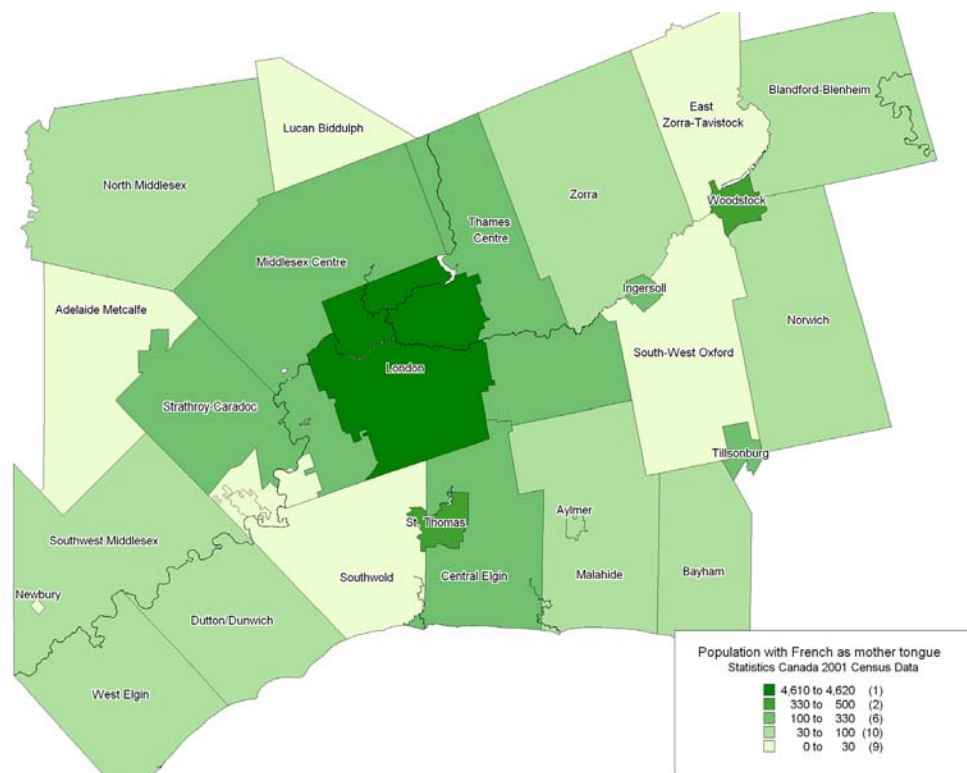


The Native Learning Centre at Nokee Kwe provides basic educational and literacy services to adult Native learners. Our interviews with staff members at Nokee Kwe suggested that many First Nations learners sought literacy education through Nokee Kwe because of the emphasis that is placed on learning in a tradition that is consistent with the culture and values of the Aboriginal people. While learner postal codes (map x) indicate that a significant proportion of Nokee Kwe's learners reside in the City of London, the program also attracts Native learners from the surrounding first nations communities. Program staff indicated that demand is strong due to the uniqueness of the Centres' program and its approach to education. The Native Learning Centre provides instruction in the Oneida and Objibway languages and provides an orientation and exposure to Native Culture. It enhances oral and cultural preservation and supports those learners who have a desire to learn their 'Mother Tongue'.

There are also several resources and supports that are offered in each first nation community but their close geographical proximity to each other makes it inconsequential to map them. Our ability to access information on these programs was somewhat limited due to the time constraints of the project and challenges in contacting people. Certainly, this is an area that could benefit from additional research and it would be an interesting next step given the foundational information that was gathered in this report.

The Francophone Stream

Map 5: Population with French Declared as Mother Tongue



With a population of nearly 6,000 people with French as their mother tongue, the London Census Metropolitan Area (CMA) is a designated Francophone community where core services must be provided both in English and French.

There are also a number of French immersion schools in both the Thames Valley District School Board and the London District Catholic School Board. There is also a separate French school system for the area.

One of the key service hubs for the local population is the French Canadian Association of Ontario (ACFO) and the Community Resource Centre (CRC) both of which are located in the Northeast quadrant of the city. The CRC offers information and resources including an employment resource centre, community directory, business directory and education.

Our meeting with staff at the CRC indicated that there is currently no Francophone literacy program operating from the Centre. Through discussions, it has been suggested that there are some family literacy opportunities offered in French by other community partners (i.e. family literacy programs and playgroups at the Ontario Early Years Centres), but again, this is an area that would benefit from additional research.

Deaf-Blind Stream

The mapping team encountered several challenges in attempting to research the needs of learners with visual and hearing impairments. Our attempts to describe this population were limited by an absence of demographic data (particularly at the local level). While we were able to map some of the programs that serve these learners, our information is very general. As with other major services, most of them are located in the core urban areas in each county.

The Five International Adult Literacy Survey (IALS) Levels:

The International Adult Literacy Survey (IALS) was conducted in 22 countries between 1994 and 1998. The purpose of the survey was to compare literacy rates among the participating countries by administering a literacy test to a sample of individuals between the ages of 16 and 65. The primary goal of the IALS was to provide an indication of “how well adults use information to function in society”. The research was also intended to investigate the variables that influence literacy proficiency and to better estimate how these differed from country-to-country. IALS results are reported in the context of three scales (prose, document and quantitative) that range from 0-500. This data is further collapsed into five categories as follows: Level 1 (0-225), Level 2 (226-275), Level 3 (276-325), Level 4 (326-375) and Level 5 (376-500).

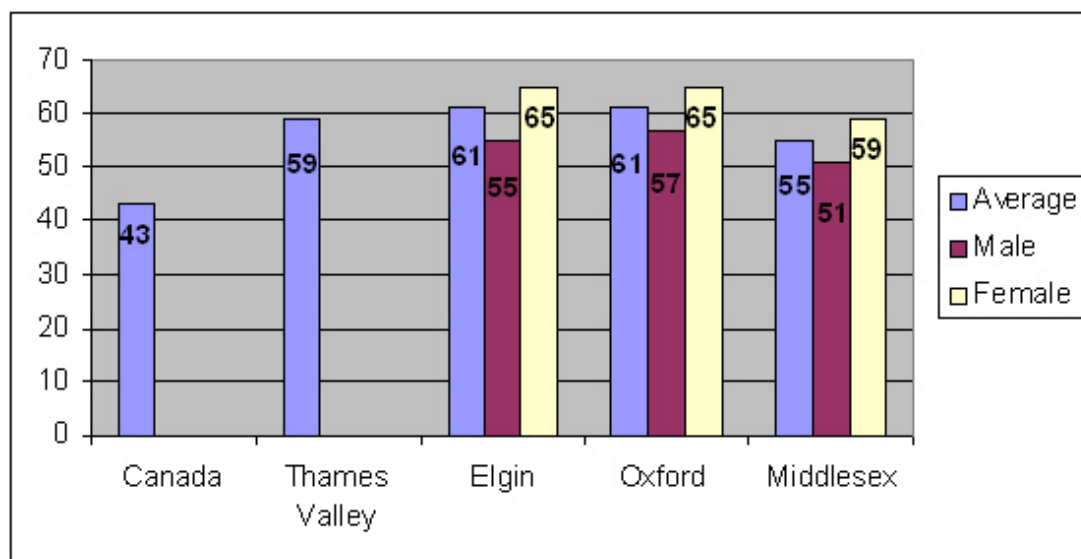
(<http://www.nifl.gov/nifl/facts/IALS.html>)

Data from the IALS has been used to compare literacy levels across regions and to provide a standardized baseline measure of literacy. While we have included some general county information from the IALS, it is important that readers understand that the data is estimated by Statistics Canada (for more information on the formula that was used by Statistics Canada see (<http://www.gis.queensu.ca/literacymap/>) and were not collected directly at the county level. This information is intended to be used in conjunction with the other statistical information and qualitative knowledge included in this report.

The IALS looked at three different types of literacy including prose, quantitative and document. Prose literacy refers to the ability to “understand and use information from texts including editorials, news stories, poems and fiction.” Quantitative literacy refers to “the knowledge and skills required to apply arithmetic operations, either alone or sequentially, to numbers embedded in printed materials, such as balancing a cheque book, figuring out a tip, completing an order form or determining the amount of interest on a loan from an advertisement.” Document literacy “includes the knowledge and skills required to locate and use information contained in various formats, including job applications, payroll forms, transportation schedules, maps, tables and graphics” (<http://www.statcan.ca/english/freepub/89-588-XIE/about.htm>). Document literacy is of most relevance to this report since it encompasses most day-to-day activities. In Canada, forty-three percent of citizens are at level one or two on the document scale. When the document literacy statistics for the three Thames Valley counties are averaged the result shows that fifty-nine percent of residents fall into this low level group.

The following chart shows comparative “document literacy” scores for each county, covering the average and male versus female scores where given.

Table 1 - IALS Scores for Canada and Thames Valley Counties



Focused Reports:

City of London

Up Close Views in Thames Valley

The City of London

Map 6: London - City Planning Districts, Waterbodies, Major Transportation Routes



With a population of 336,539, the City of London is the geographic and economic center of South Western Ontario (Statistics Canada, 2001). Data from the Federation of Canadian Municipalities (FCM, 2004) indicates population growth of 3.3% between 1996 and 2001.

London has developed a diverse economic base including: manufacturing, health care, education, technology, research and transportation. London's manufacturing sector employs over 36,000 people and is the largest contributor to London's Gross Domestic Product (GDP). The city also has tremendous strength in health care and related research. London has three teaching hospitals and 16 medical research facilities with more than \$80 million invested each year on basic and applied research. The health care industry currently employs 15% of the workforce. (London Economic Development Corporation - LEDC)

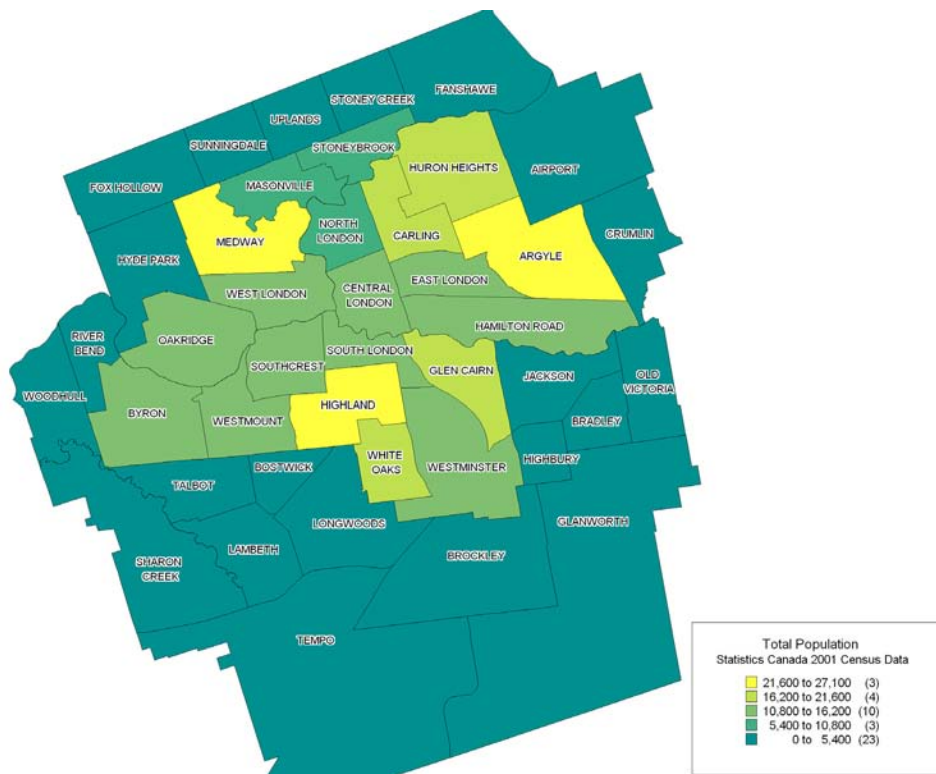
Despite a slight decrease in the employment rate between 1991 and 2001, London's employment rate continued to exceed the national average for both sexes. During this same time period the average incomes for men and women increased, by 5.6% for women and by 1.4 % (FCM, 2004). However, during this ten year period income growth was not experienced evenly for all groups. Recent immigrant households and aboriginal households experienced income decreases of 10% and 12.5% respectively (FCM, 2004). There is a growing income gap between the richest and poorest families in London as is the case in most, if not all, Canadian cities.

Educational institutions play a principal role in London with more than 34,000 students coming into London each year. It is interesting to note that post-secondary attainment levels increased in London from 1991 to 2001 from 18.2% to 21% respectively (FCM, 2004).

Overall, London is considered to still be a "manageable" city to live in with affordable housing, reasonable travel time to employment, abundant recreational and cultural facilities and just minutes away from the country. When comparing London to other major cities in Canada, it almost always lands in the middle of the ranges.

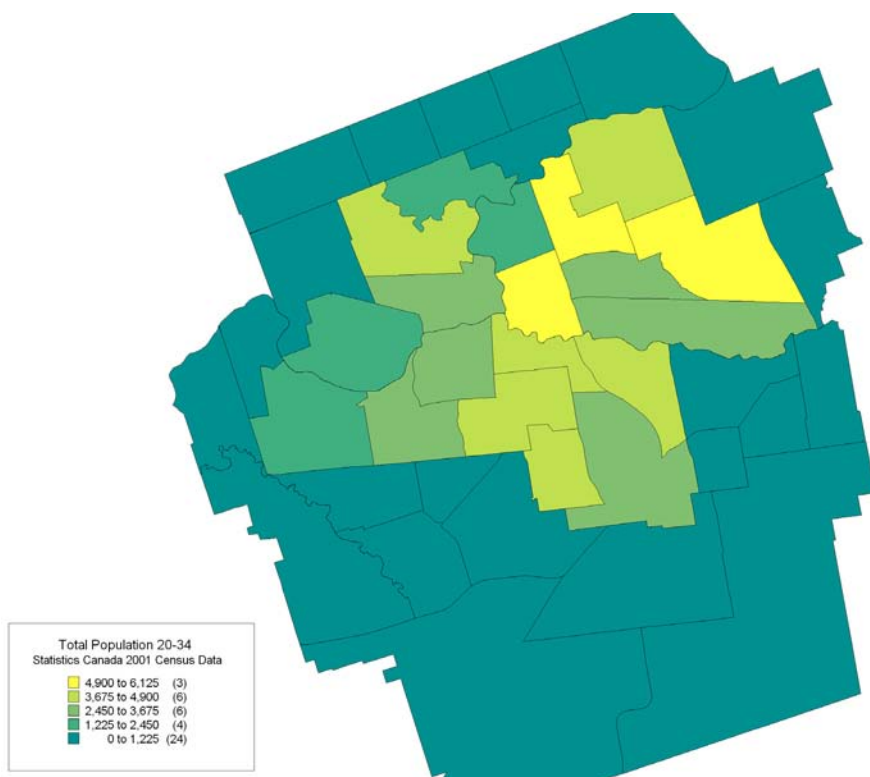
The maps that are included in this report follow the neighbourhood (or planning district) boundaries as designated by the City's planning department. This consistency has ensured that our community planning process is consistent with the official boundaries as recognized by the City of London.

Map 7: London – Population Density

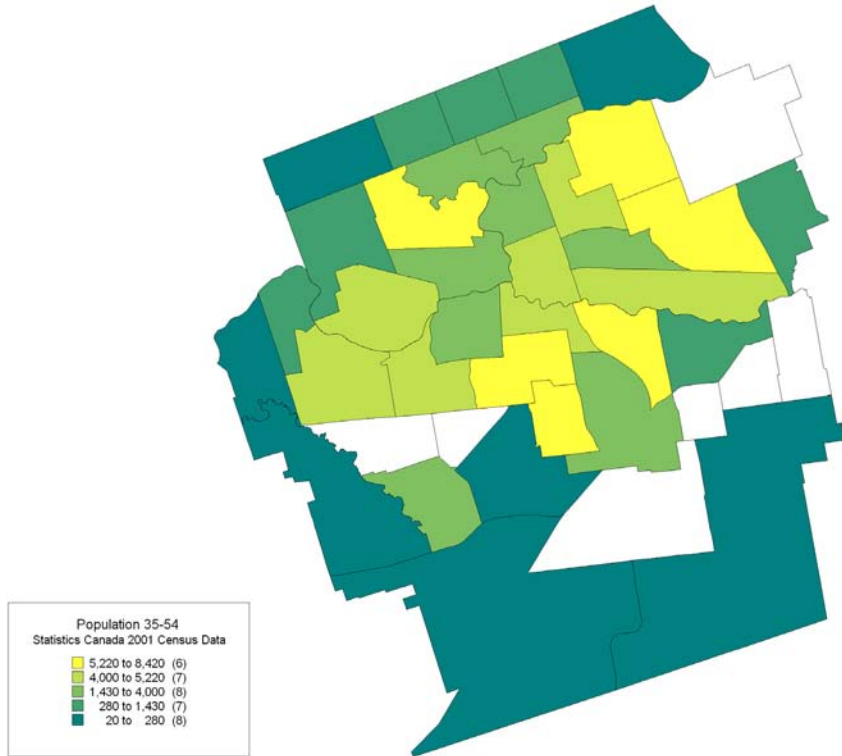


London’s population is widely distributed through the peripheral regions of the City. Since the 2001 Census, many of the surrounding areas have experienced large amounts of growth and development.

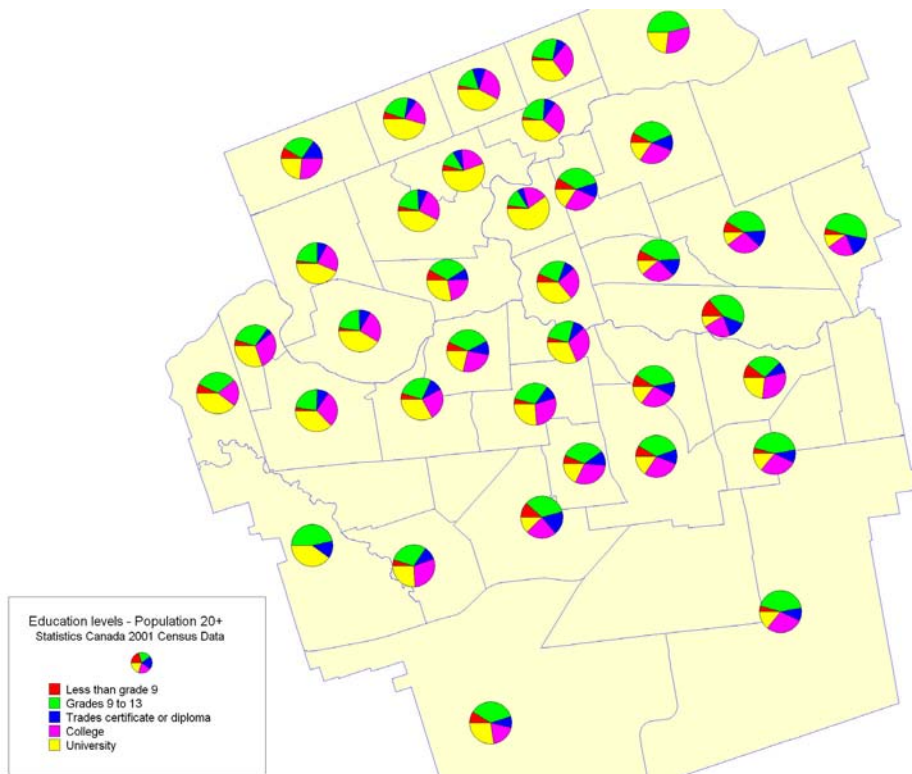
Map 8: London – Population Aged 20-34



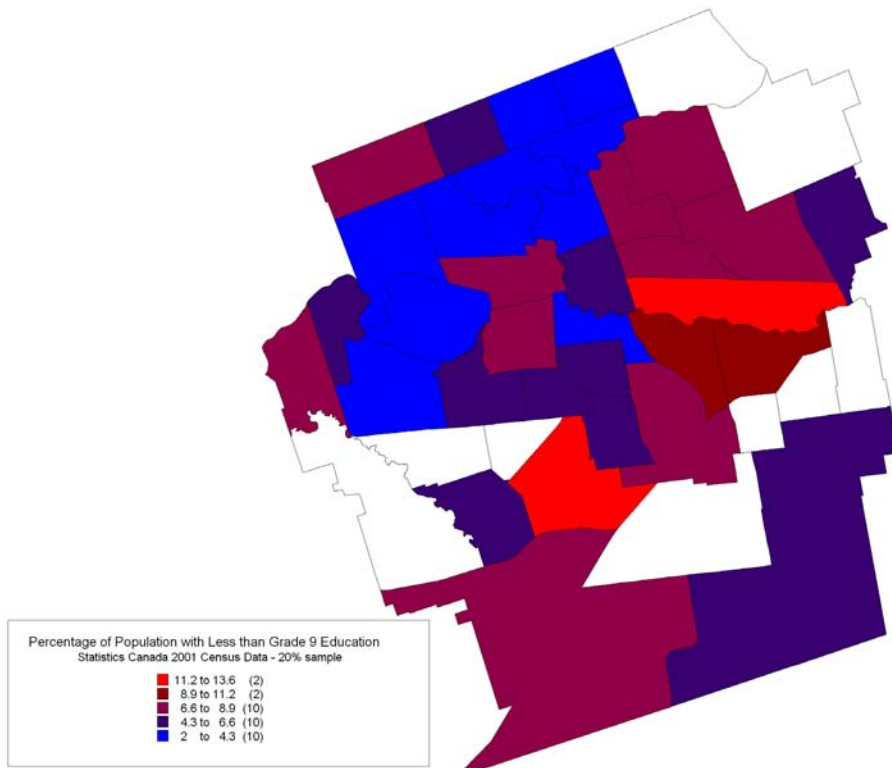
Map 9: London – Population Aged 35-54



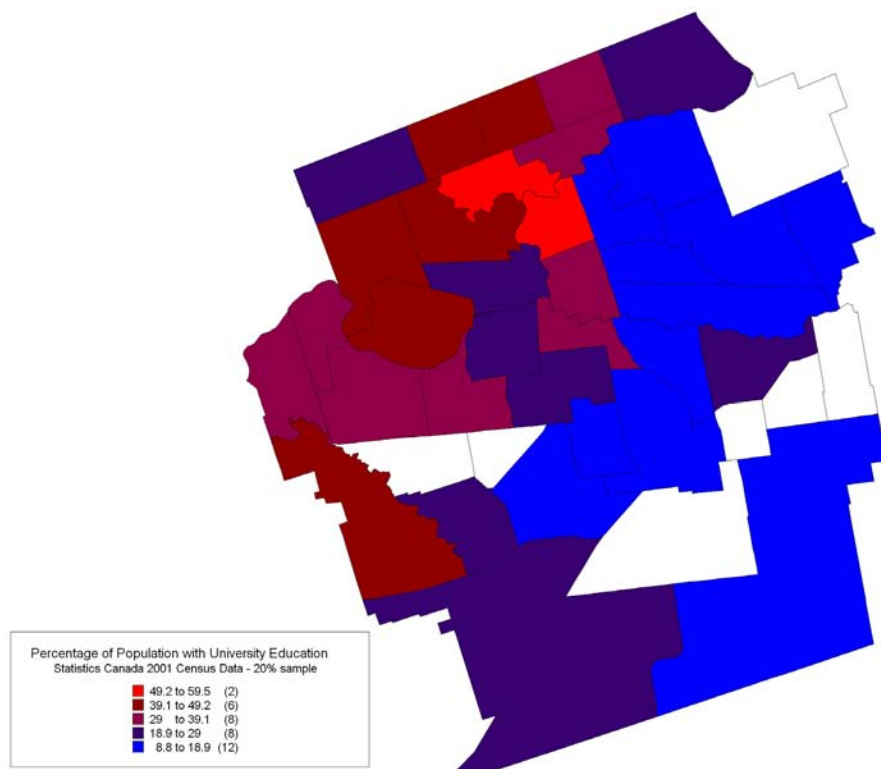
Map 10: London – Education Levels



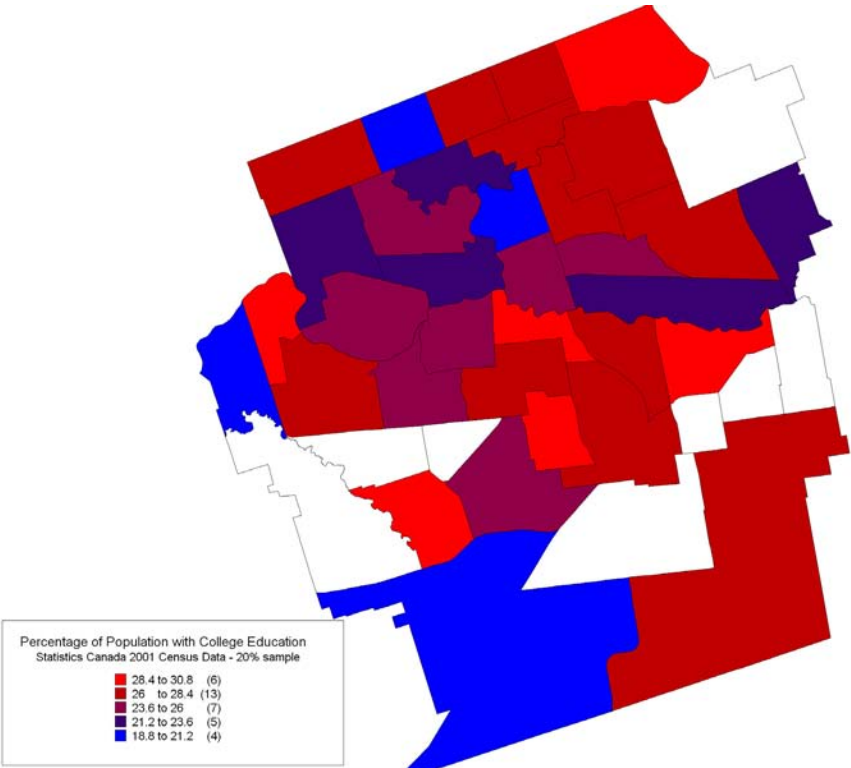
Map 11: London – Percentage of Population with Less than Grade 9 Education (20% sample)



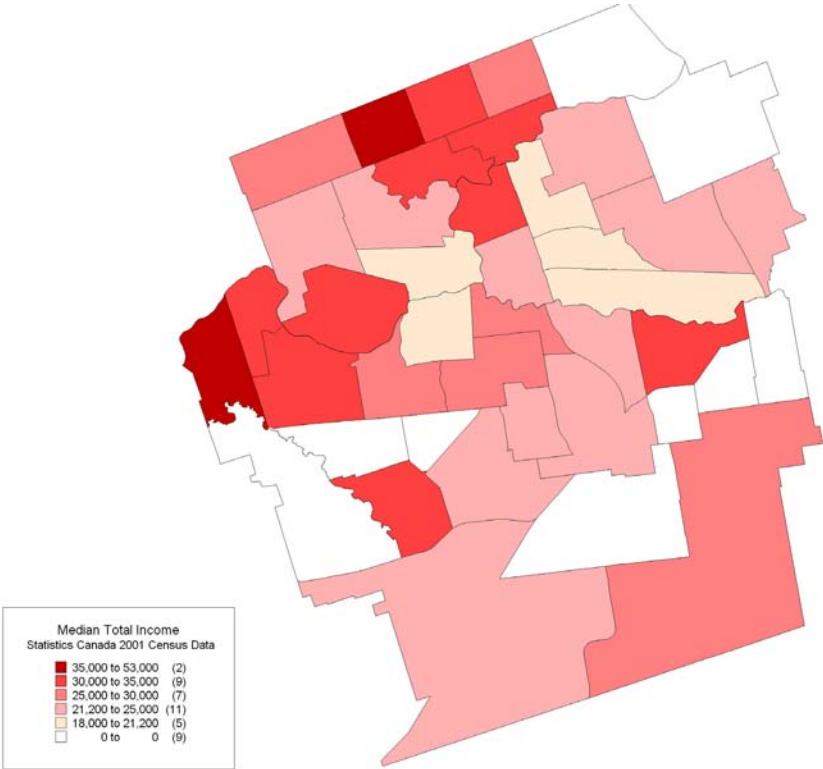
Map 12: London – Percentage of Population with University Education (20% sample)



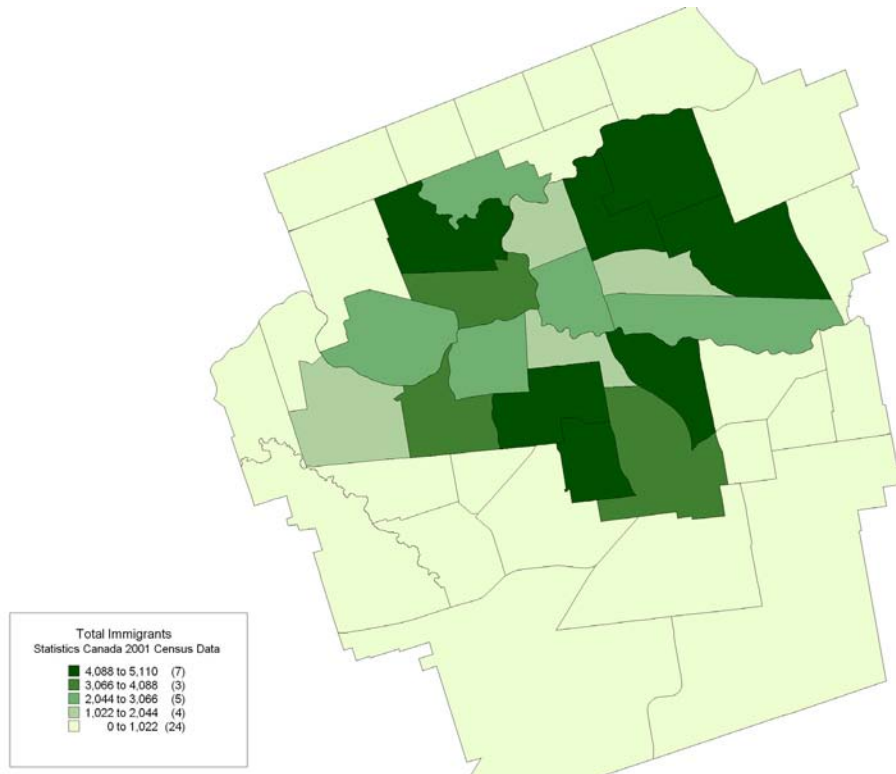
Map 13: London – Percentage of Population with College Education (20% sample)



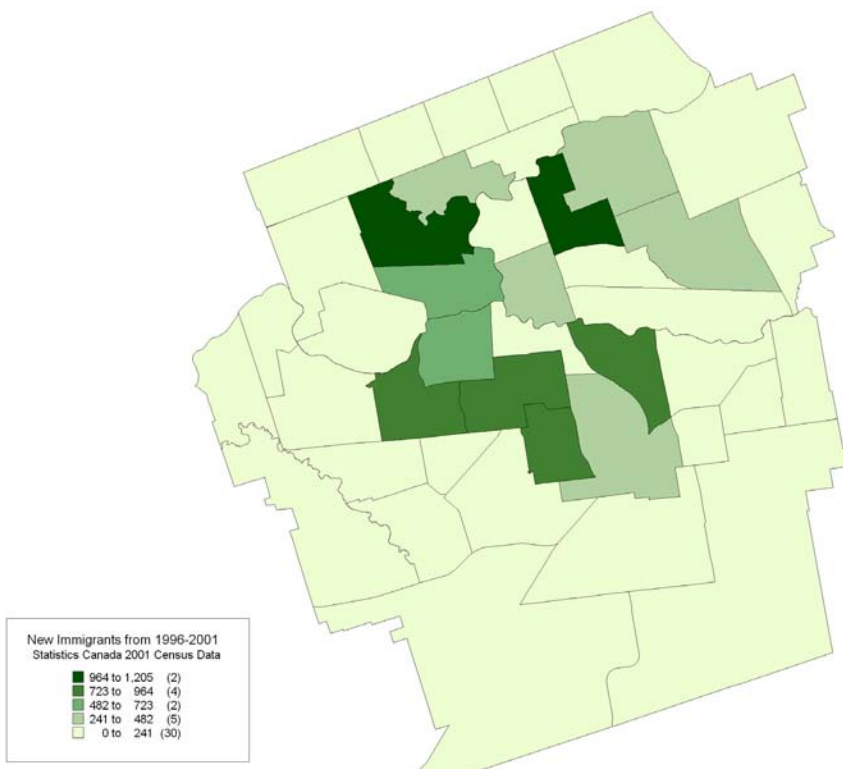
Map 14: London – Median Income



Map 15: London – Total Immigrants

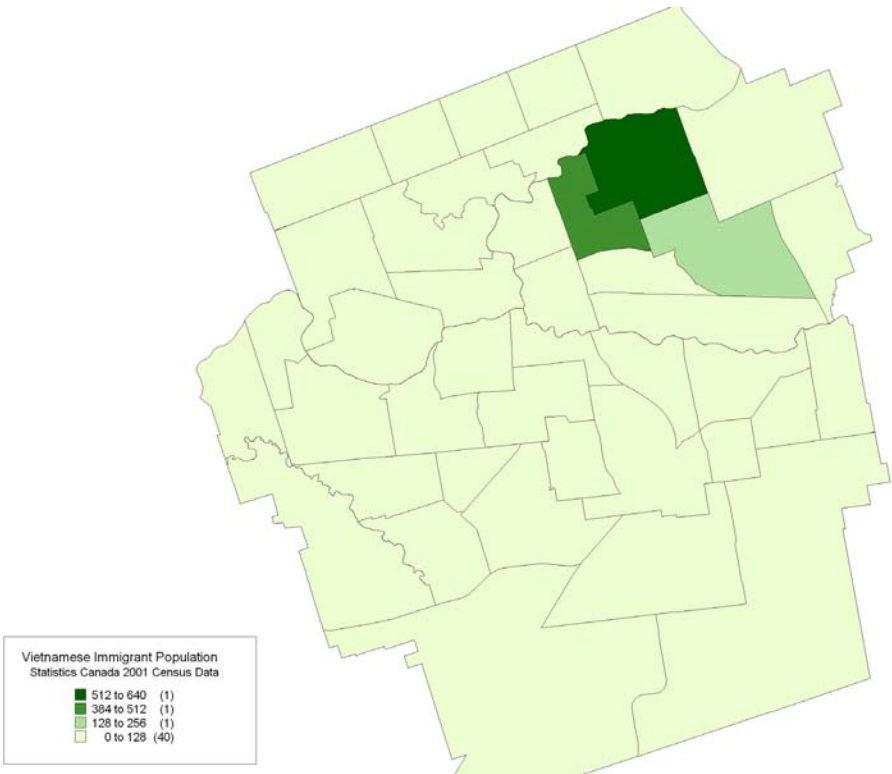


Map 16: London – Total New Immigrants, 1996-2001

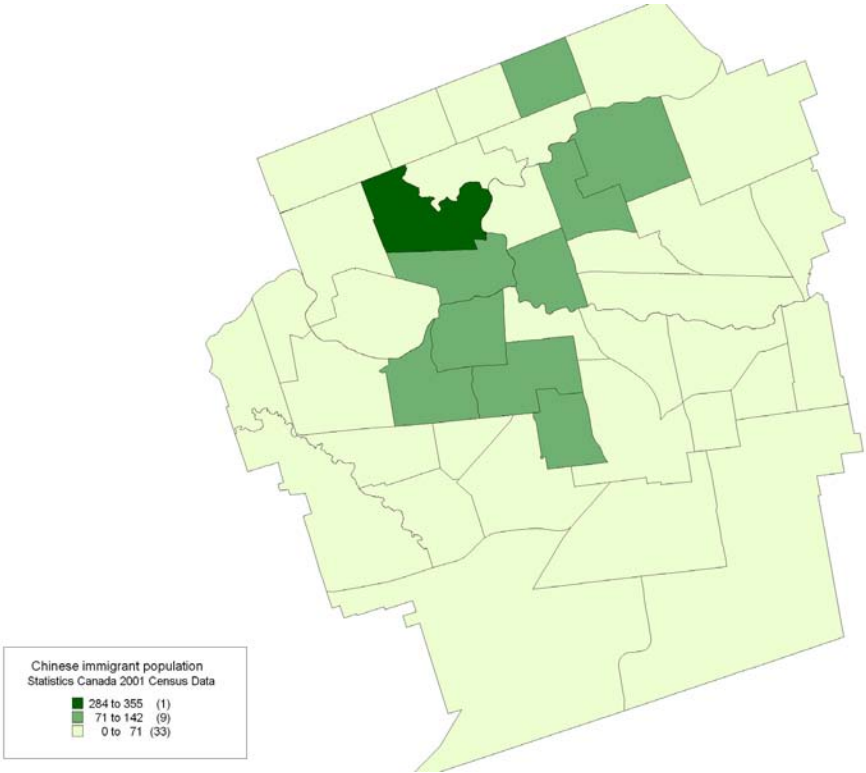


As the largest urban centre within the Thames Valley region, the city tends to demonstrate some unique immigration patterns. Unlike the counties which continue to attract the majority of immigrants from Eastern Europe and the United States, many new immigrants to London arrive from Asia and the Middle East. While there continues to be strong immigration from Europe and the United States it is expected that a significant proportion of new immigrants will come from Vietnam, China and Lebanon, El Salvador, South Korea and India. This provides some interesting insight as to the kinds of opportunities and challenges (cultural, language, etc.) that literacy practitioners should consider when planning for the next several years.

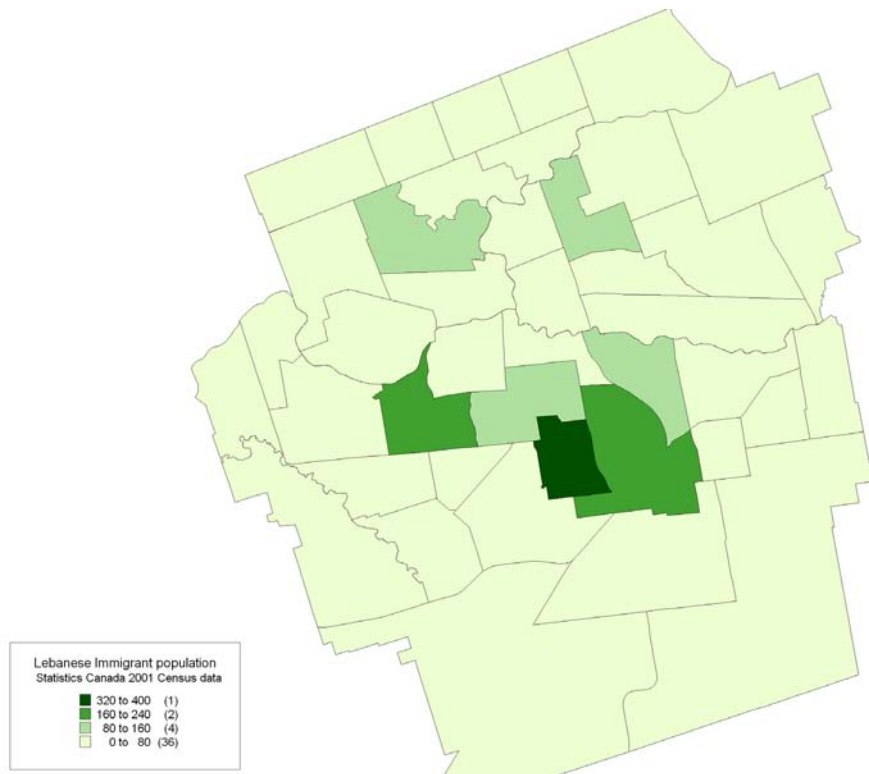
Map 17: London – Total Vietnamese Immigrant Population



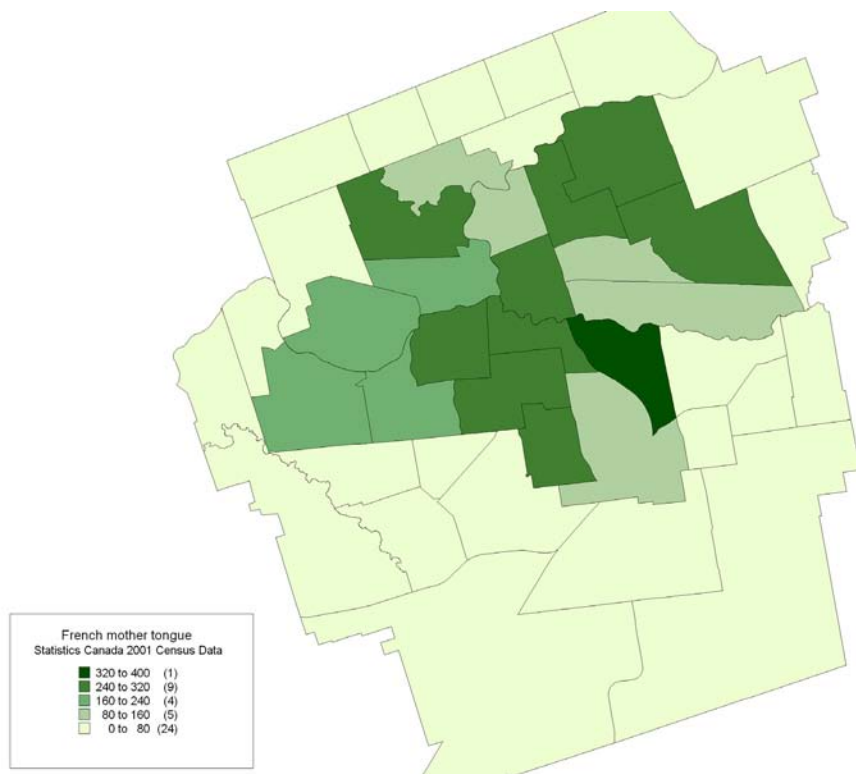
Map 18: London – Total Chinese Immigrant Population



Map 19: London – Total Lebanese Immigrant Population

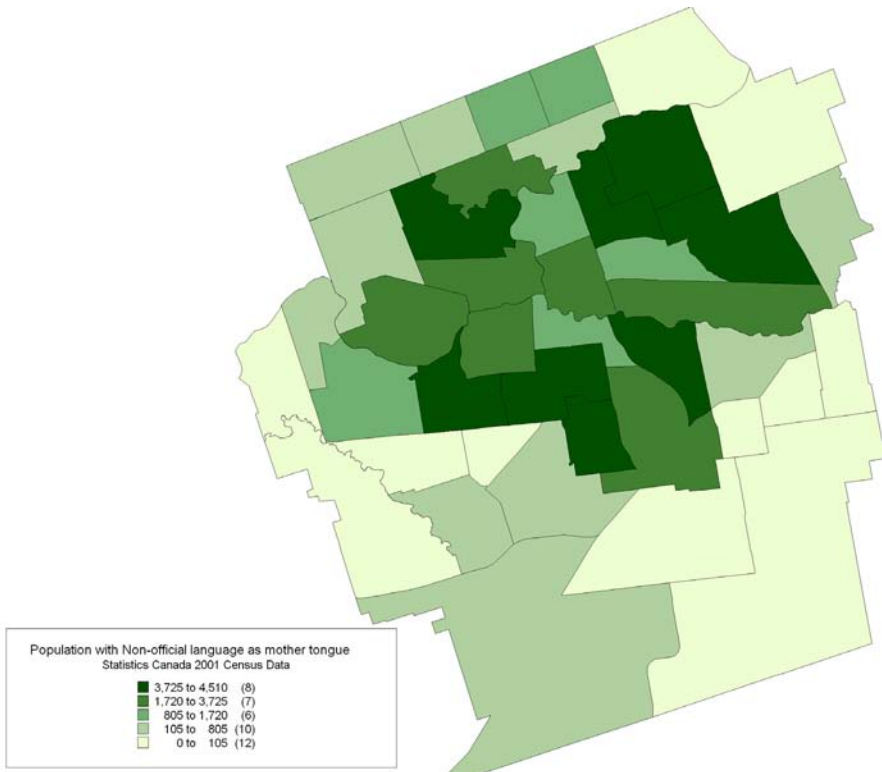


Map 20: London – Population with French Declared as Mother Tongue

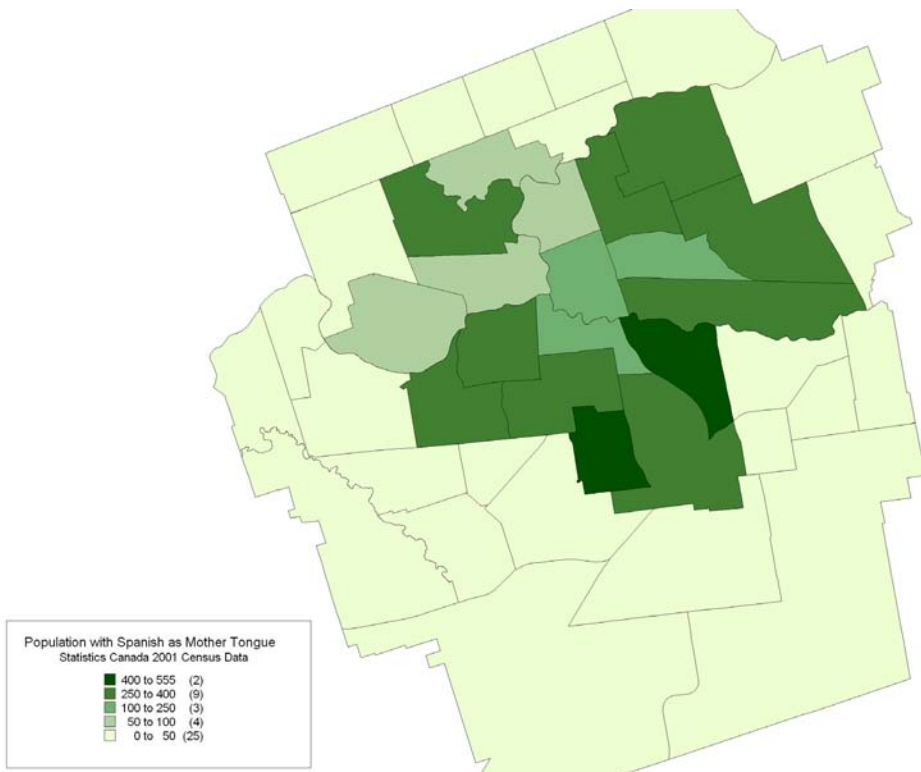


Map 21: London – Population with Non-Official Language Declared as Mother Tongue

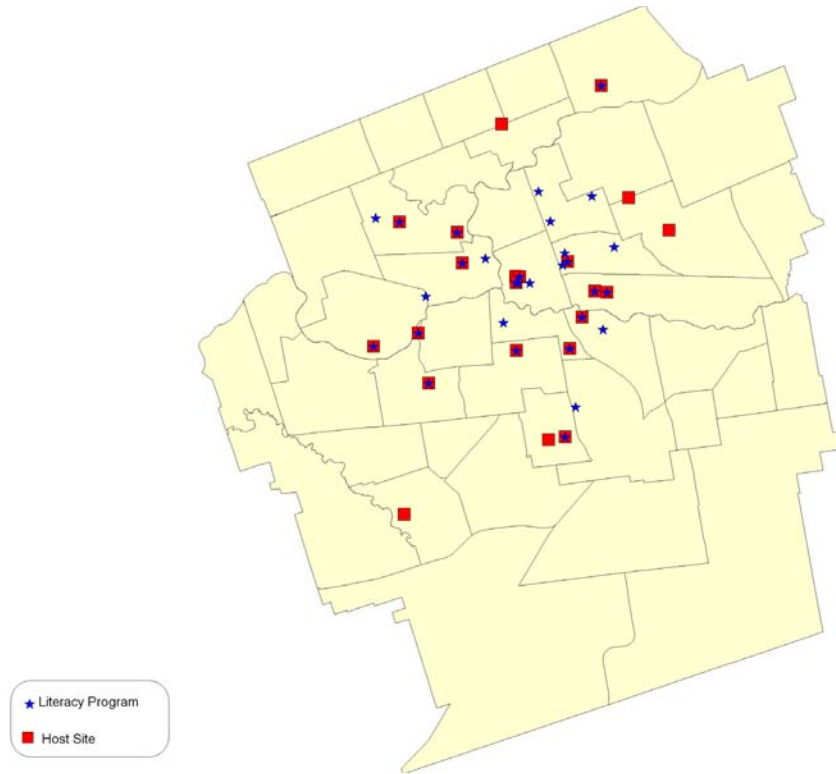
According to the 2001 Census, 16% of the population in the London CMA have a mother tongue that is neither English or French.



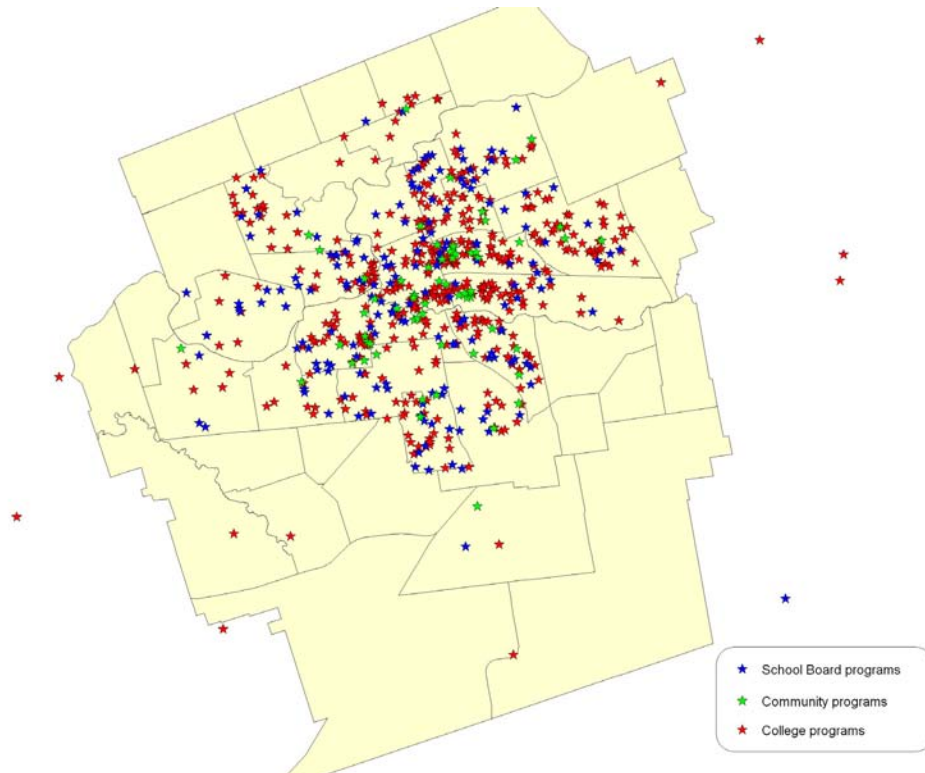
Map 22: London – Population with Spanish Declared as Mother Tongue



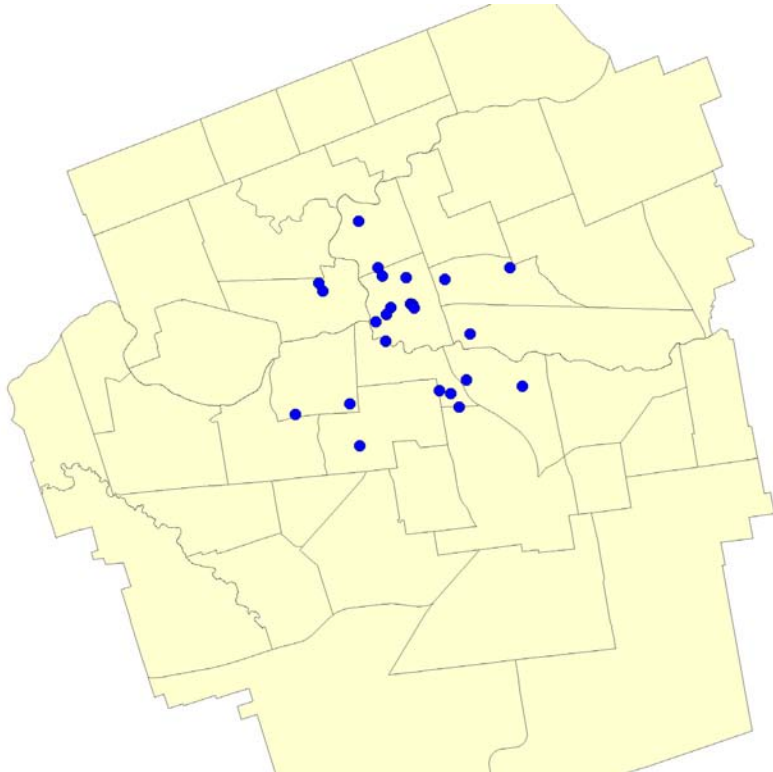
Map 23: London – Literacy Programs



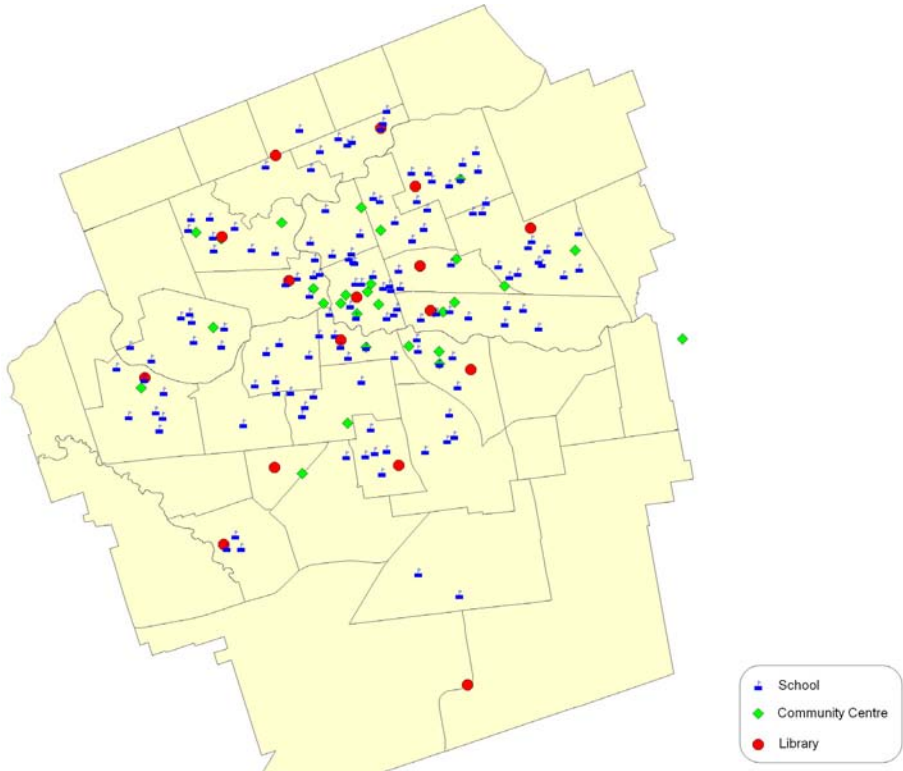
Map 24: London – Learner Residence Locations



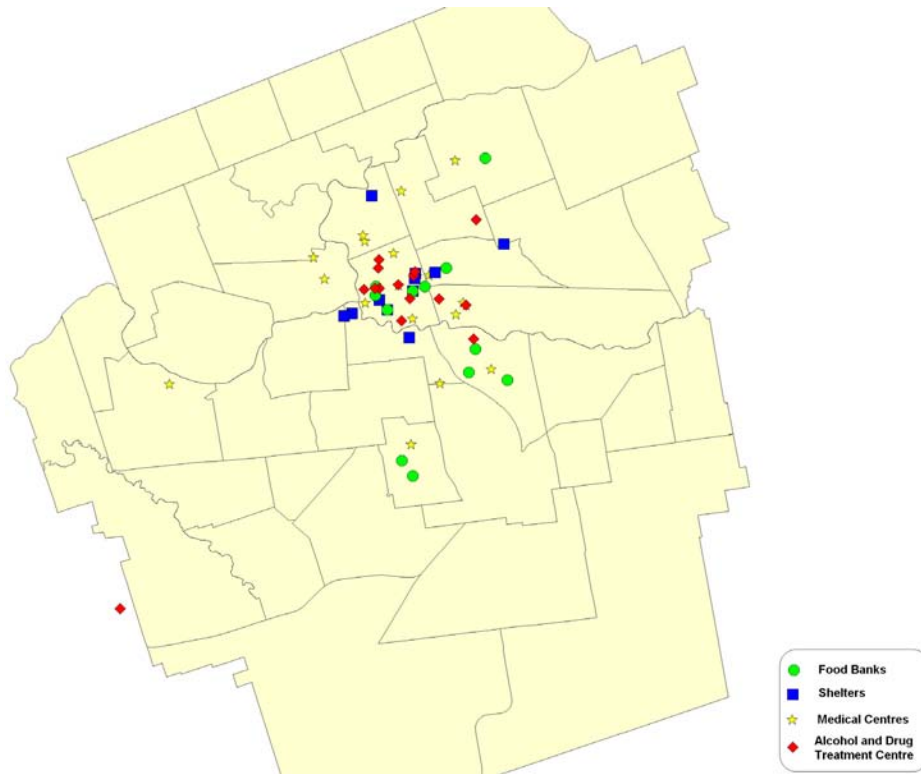
Map 25: London – Special Needs Services



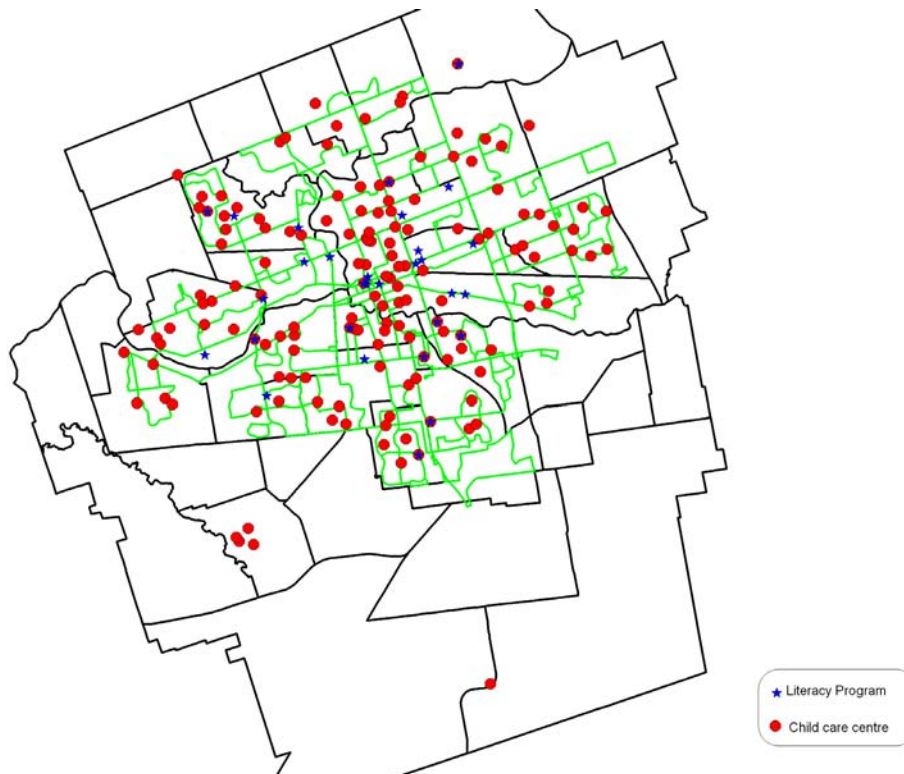
Map 26: London – Schools, Community Centres and Libraries



Map 27: London – Food Banks, Shelters, Medical Centres and Alcohol and Drug Treatment Centres

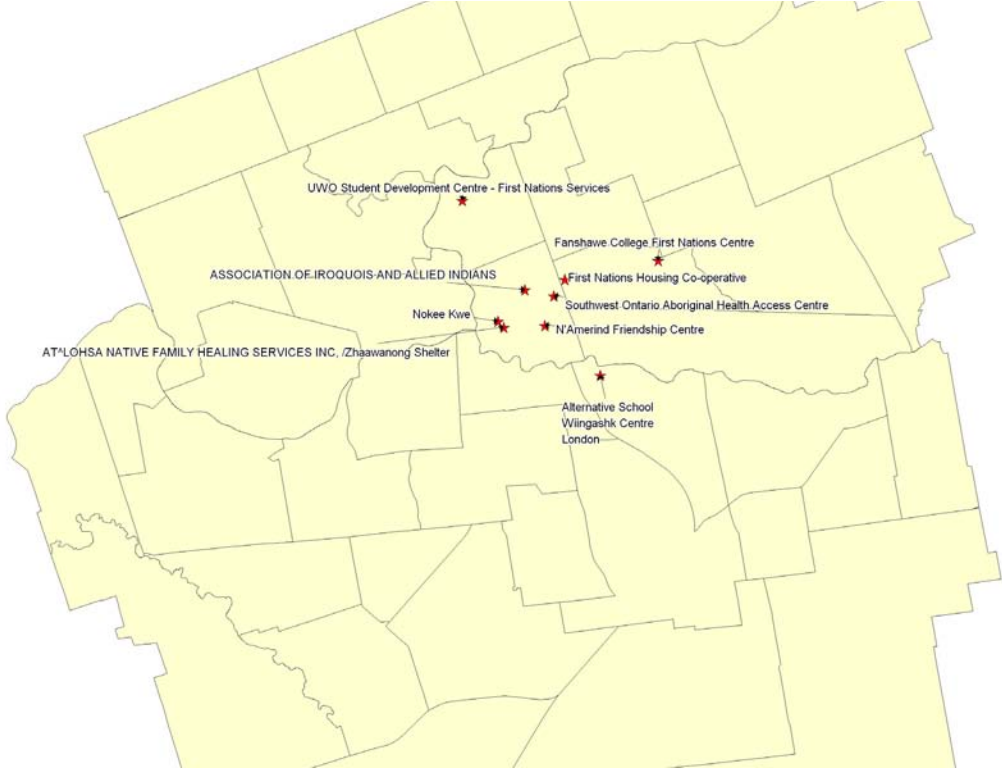


Map 28: Literacy Programs, Childcare Centres and Bus Routes



We know transportation can be a large barrier for people who need to access literacy programs and the barrier could be even more challenging to overcome for those with special needs.

Map 29: London First Nations Services



Focused Reports:

**Middlesex
County**

C. Middlesex County

Map 30: Middlesex County – Townships, Waterbodies and Major Transportation Routes



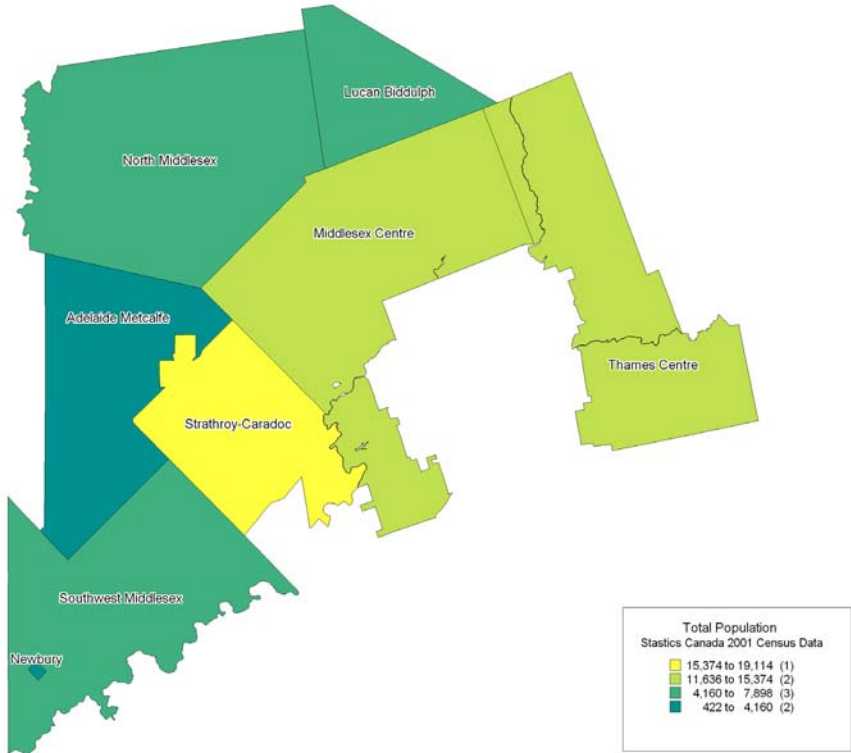
The population of Middlesex County is 66,635. Including the City of London, the population for Middlesex County grew 3.5% from 1996 (389,616) to 2001 (403,185). (Statistics Canada, 2001). The county is comprised of 21 local communities that range from rural townships to villages and towns. Outside of the City of London, there are eight Census Subdivisions: Adelaide Metcalfe, Lucan Biddulph, Middlesex Centre, Newbury, North Middlesex, Southwest Middlesex, Thames Centre and Strathroy Caradoc. (Middlesex County Official Plan) Although agriculture is the predominant land use and economic mainstay in Middlesex County, the county's growth can be primarily attributed to its close proximity to large urban markets, namely London and Strathroy. The county continues to evolve as changes take place in the agricultural industry and pressures to develop agricultural land increase.

Strathroy Caradoc

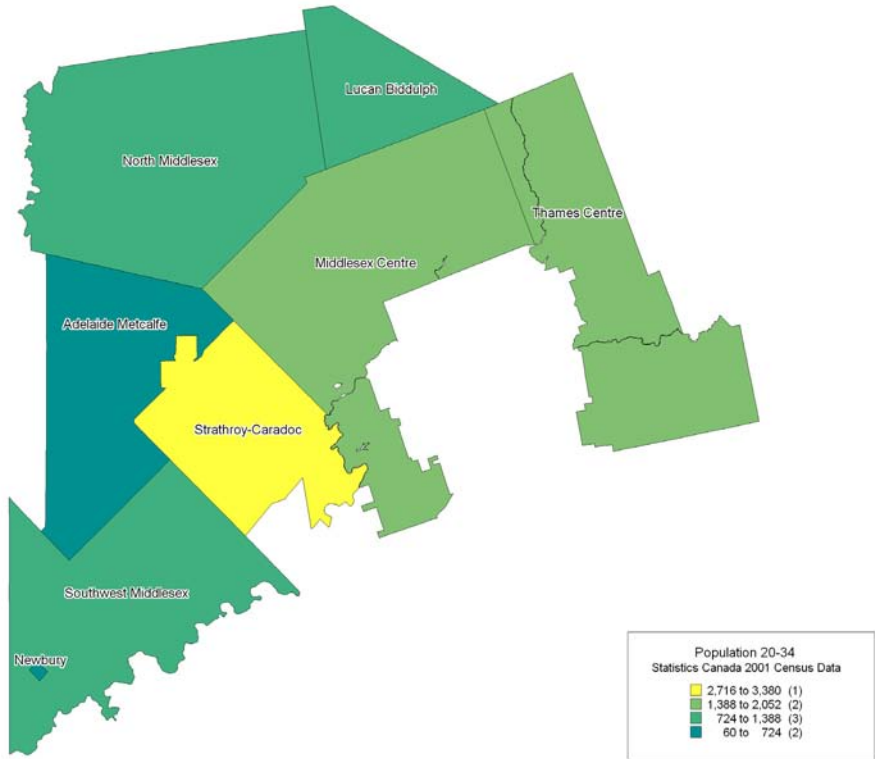
Aside from London, Strathroy is the largest urban area of the county and thus functions as its administrative, education, health and recreation center. The Township was formed in 2001 by the amalgamation of the former Town of Strathroy and the former township of Caradoc. The township of Strathroy Caradoc has 29% of Middlesex's population with 19,114 people and grew 6.6% from 1996 (17,930) to 2001 (Statistics Canada, 2001). It offers a range of goods and services and has a well established and expanding industrial base. Agriculture has long since been a tradition in the former Township of Caradoc. Once a tobacco rich growing area, its agricultural base is now more diversified with cash crops and raising of livestock being the dominant farming types. Specialty farming including organic farming, market gardening and nurseries are becoming more evident.

In 2001 the long-term unemployment rate for those aged 15 and over in Middlesex-London was 3.2% (Statistics Canada, 2001).

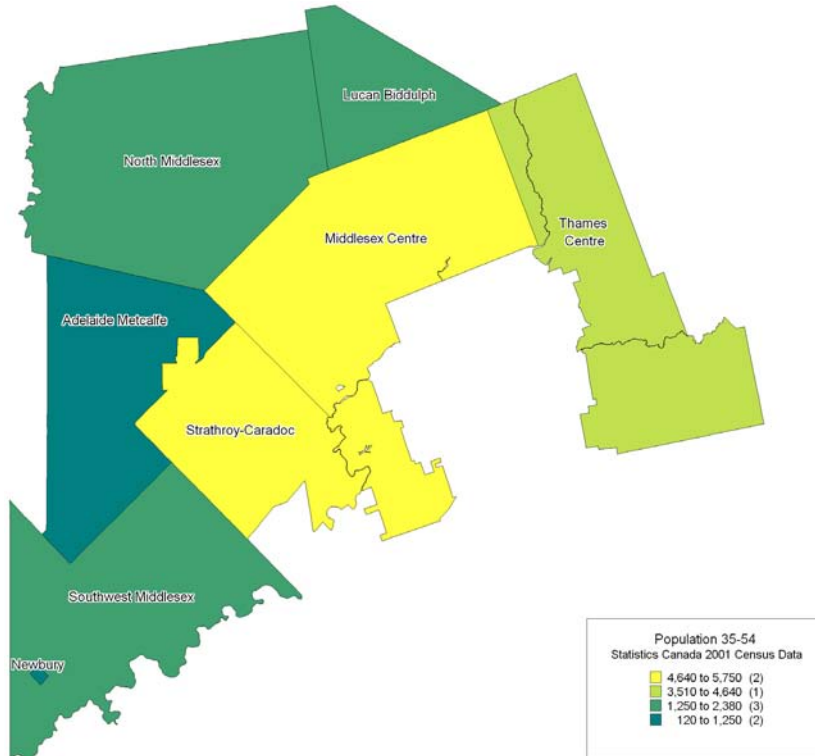
Map 31: Middlesex - Population Density



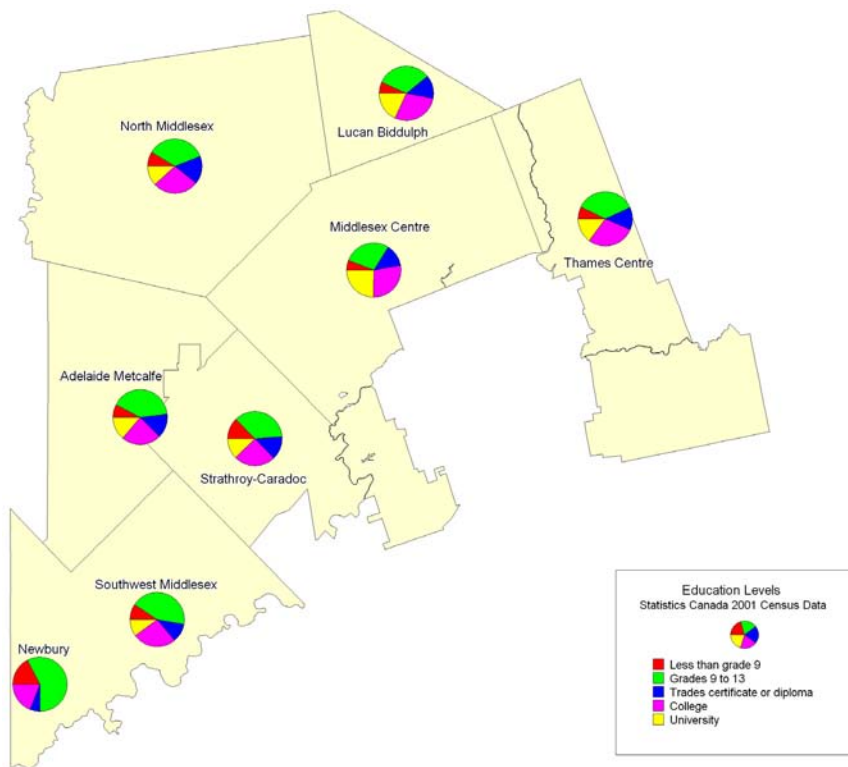
Map 32: Middlesex - Population Aged 20-34



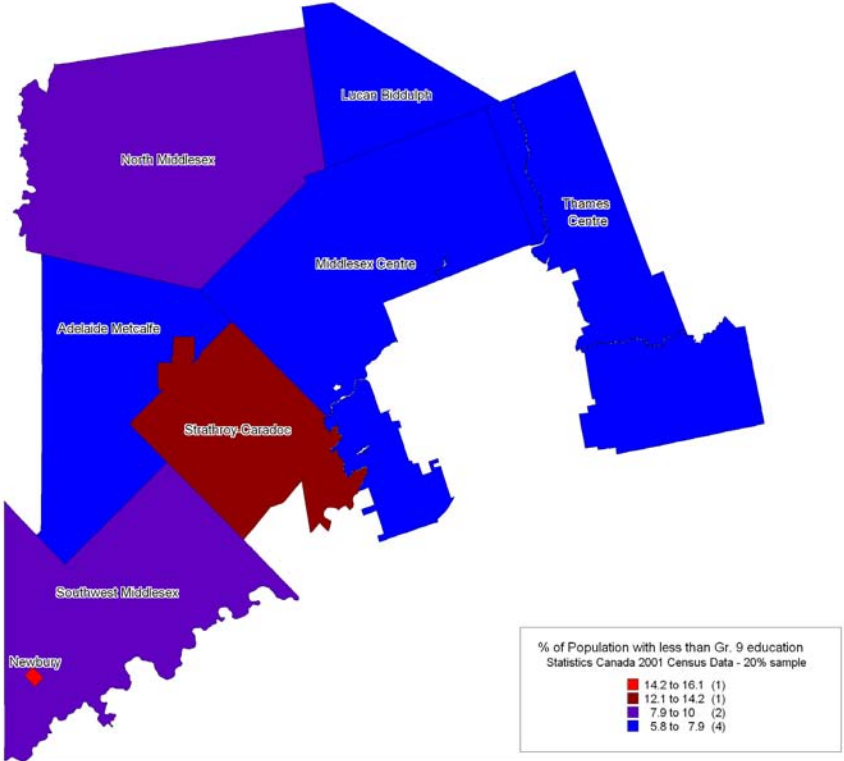
Map 33: Middlesex - Population Aged 35-54



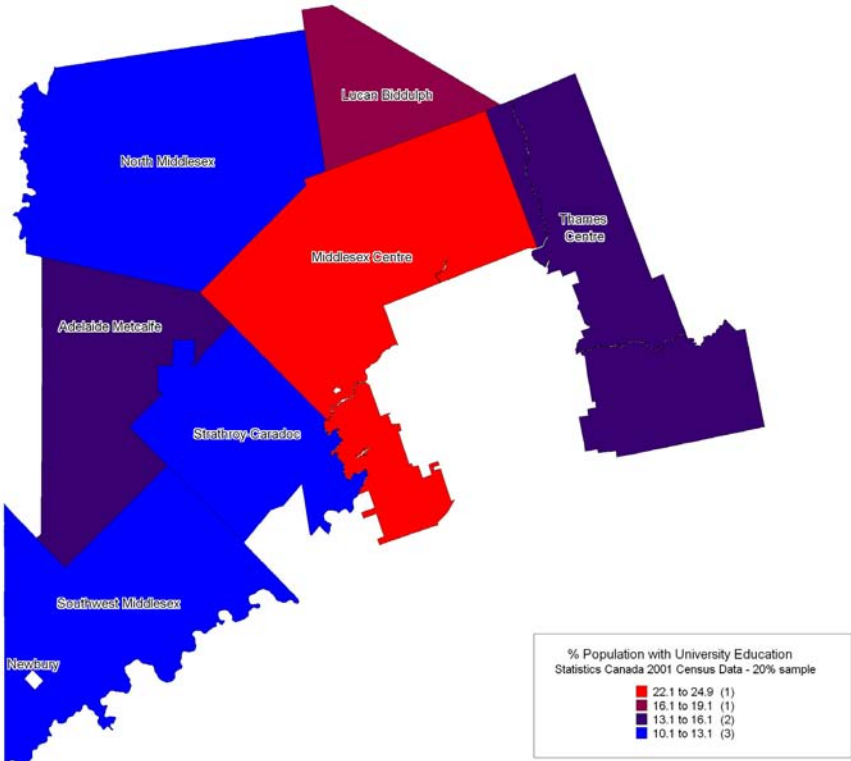
Map 34: Middlesex - Education levels



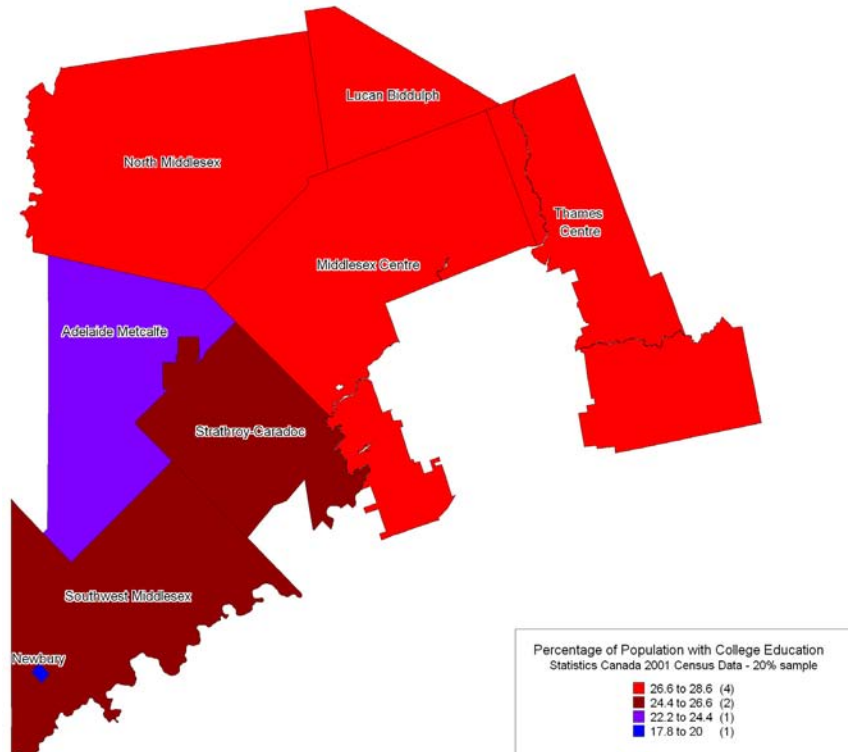
Map 35: Middlesex - Percentage of Population with Education Less than Grade 9 (20% sample)



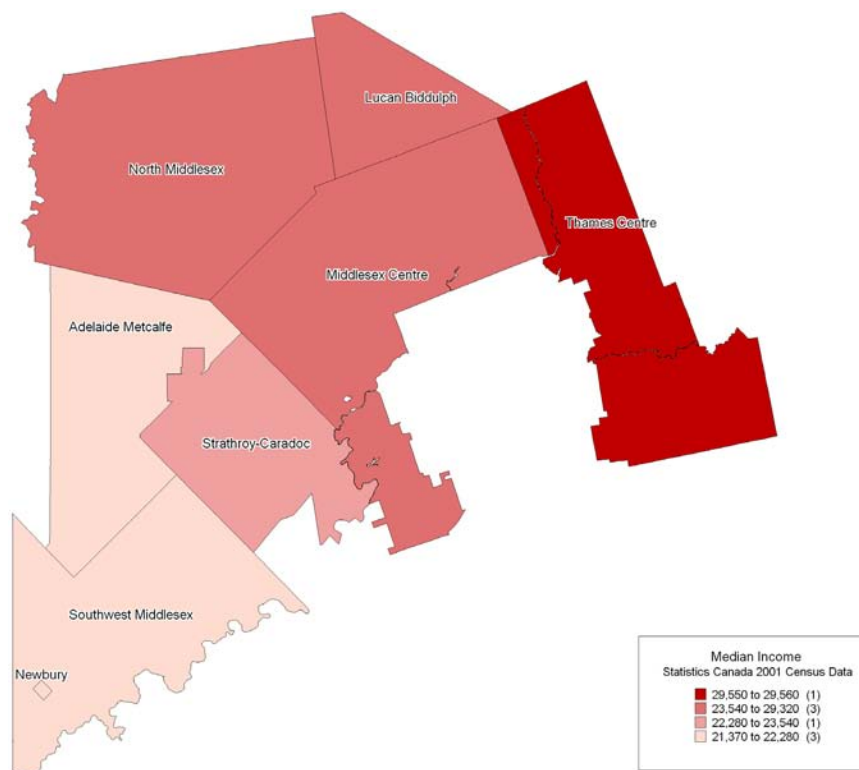
Map 36: Middlesex - Percentage of Population with University Education (20% sample)



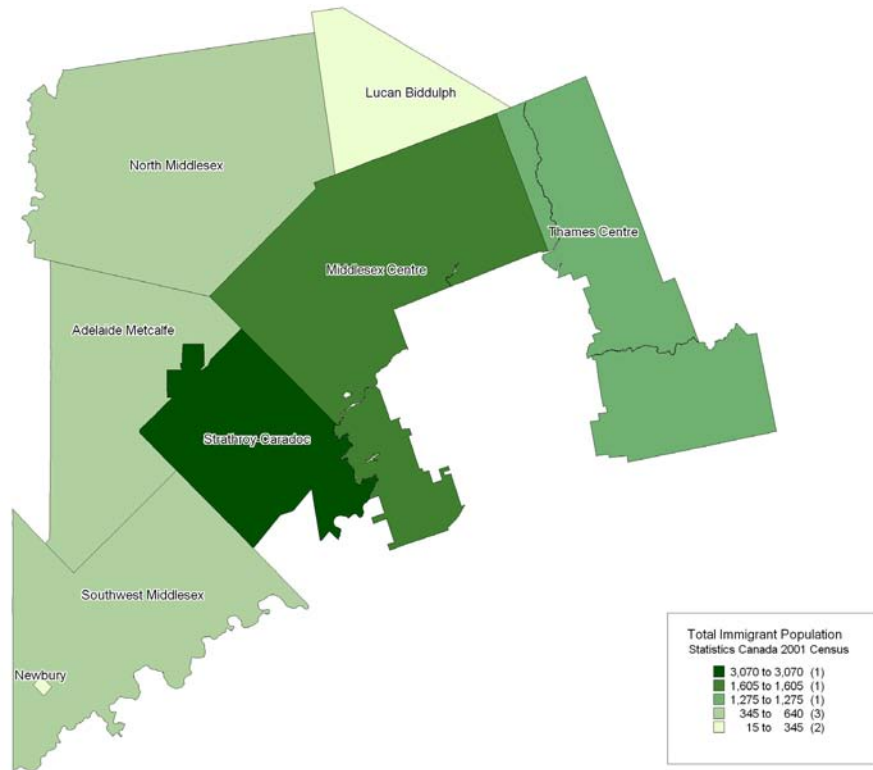
Map 37: Middlesex - Percentage of Population with College Education (20% sample)



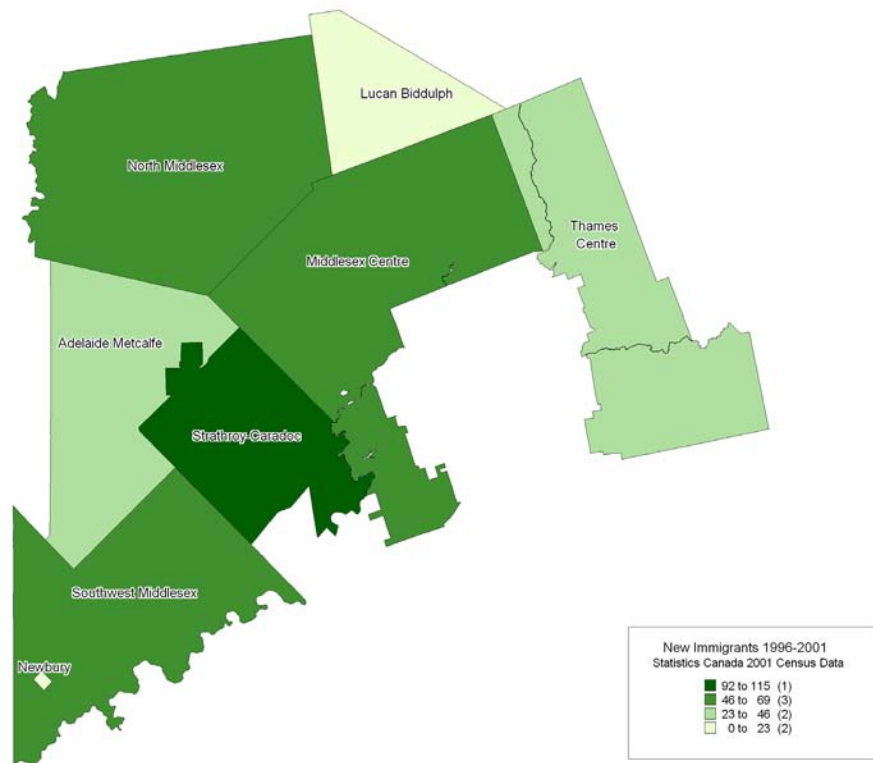
Map 38: Middlesex - Median Income



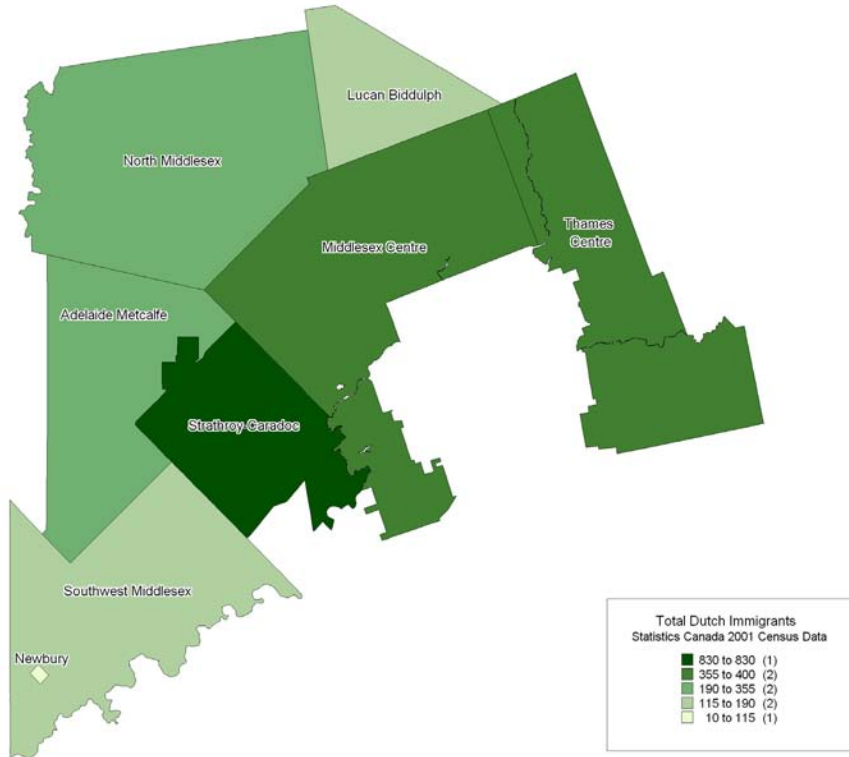
Map 39: Middlesex - Total Immigrants



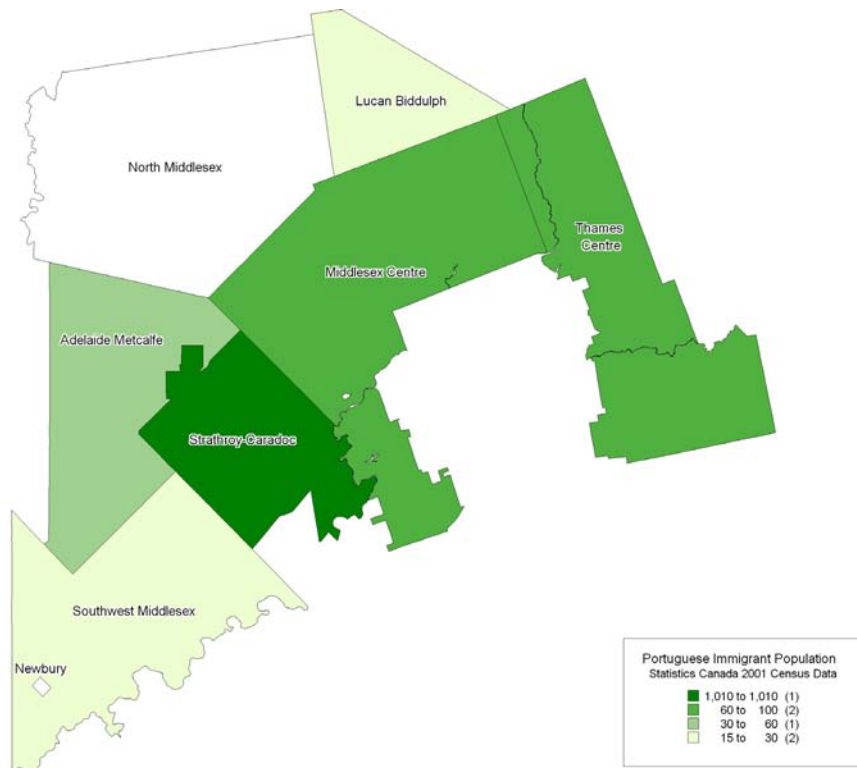
Map 40: Middlesex - Total New Immigrants, 1996-2001



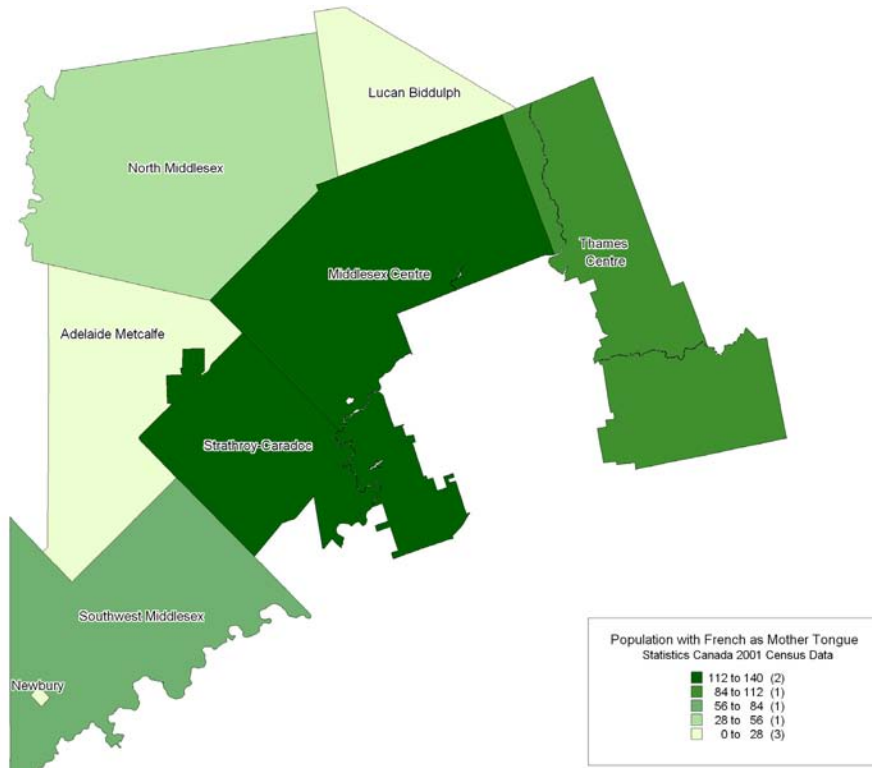
Map 41: Middlesex - Total Dutch Immigrant Population



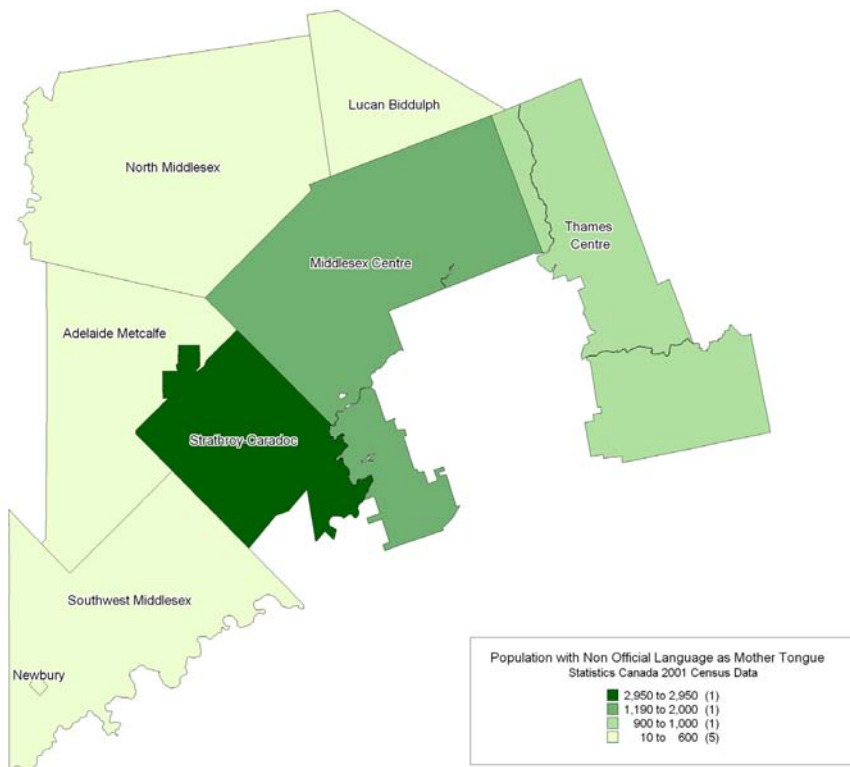
Map 42: Middlesex - Total Portuguese Immigrant Population



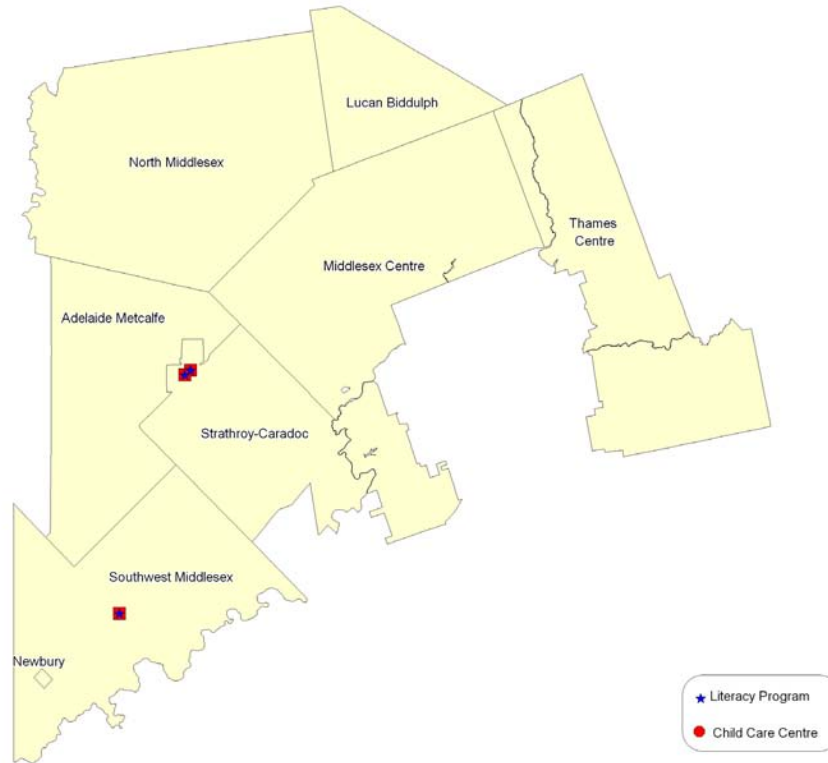
Map 43: Middlesex - Population with French Declared as Mother Tongue



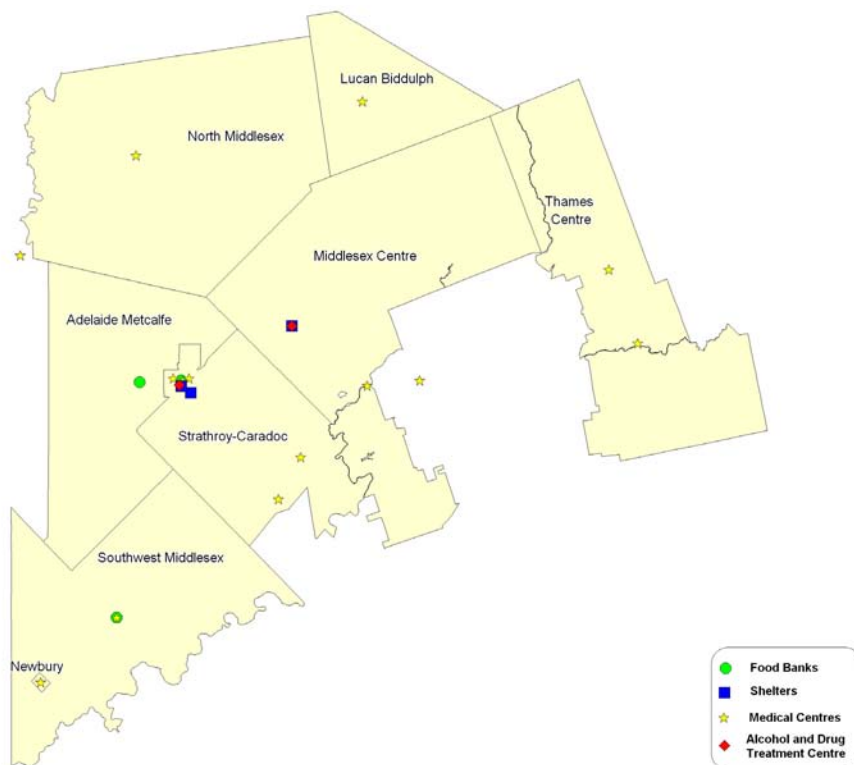
Map 44: Middlesex - Population with Non-Official Language Declared as Mother Tongue



Map 45: Middlesex - Literacy Programs

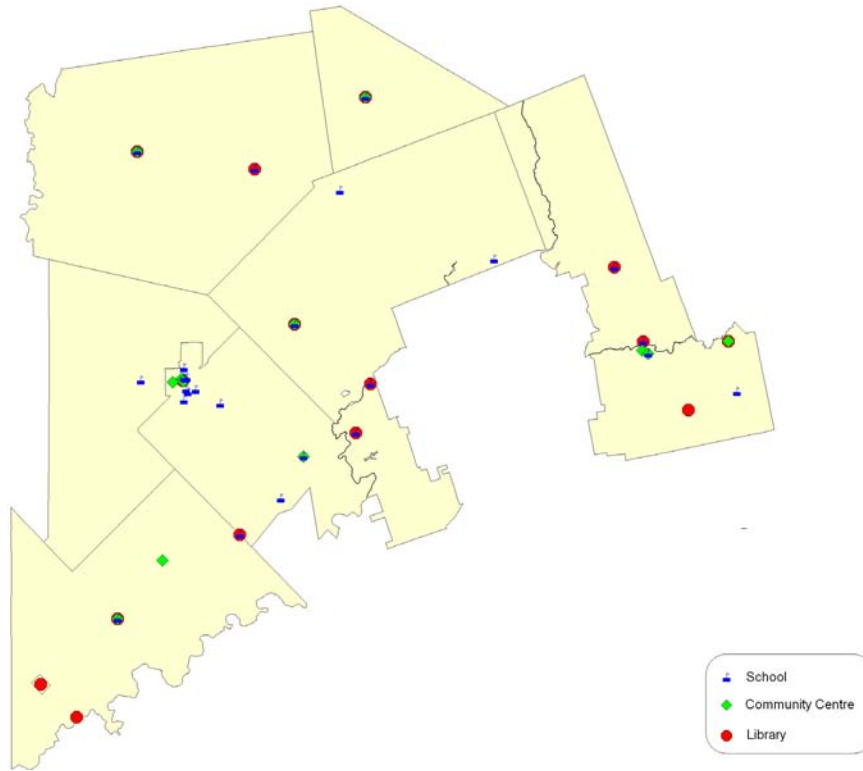


Map 46: Middlesex - Food Banks, Shelters, Medical Centres and Alcohol and Drug Treatment Centres

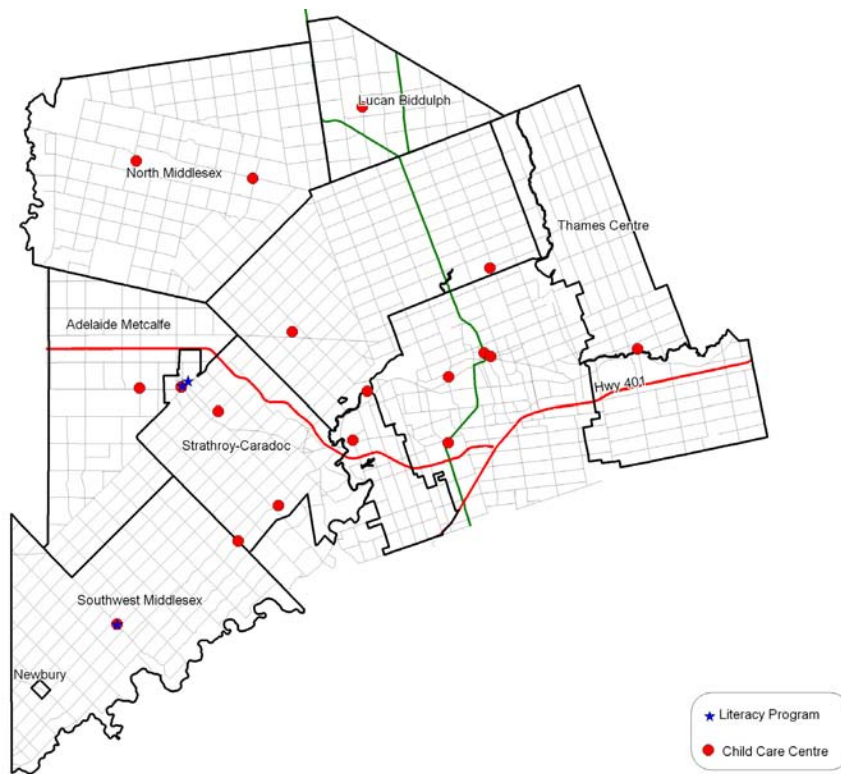


In rural areas these facilities tend to be more important because they are most likely to be multi-access sites. They mainly exist in towns.

Map 47: Middlesex - Schools, Community Centres and Libraries



Map 48: Middlesex - Literacy programs, Childcare Centres and Major Transportation Routes

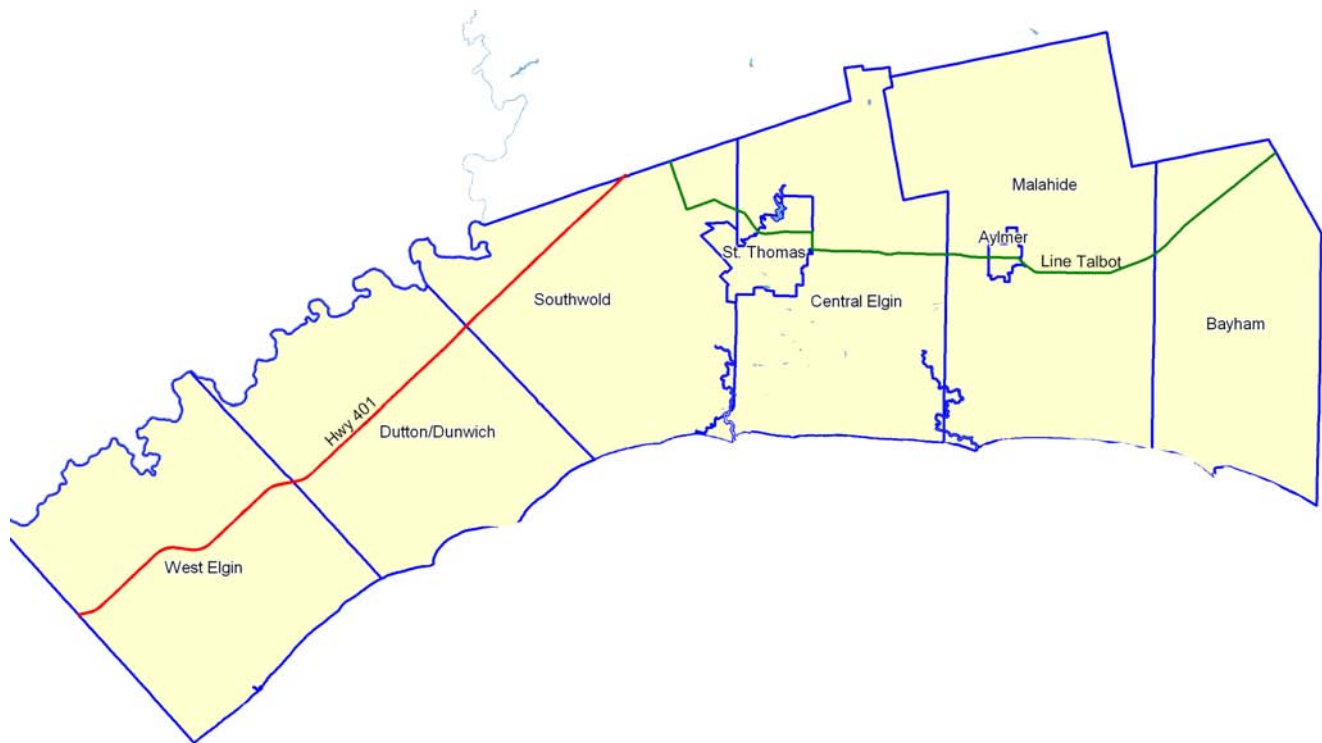


Focused Reports:

**Elgin
County**

D. Elgin County

Map 49: Elgin County Townships, Waterbodies and Major Transportation Routes

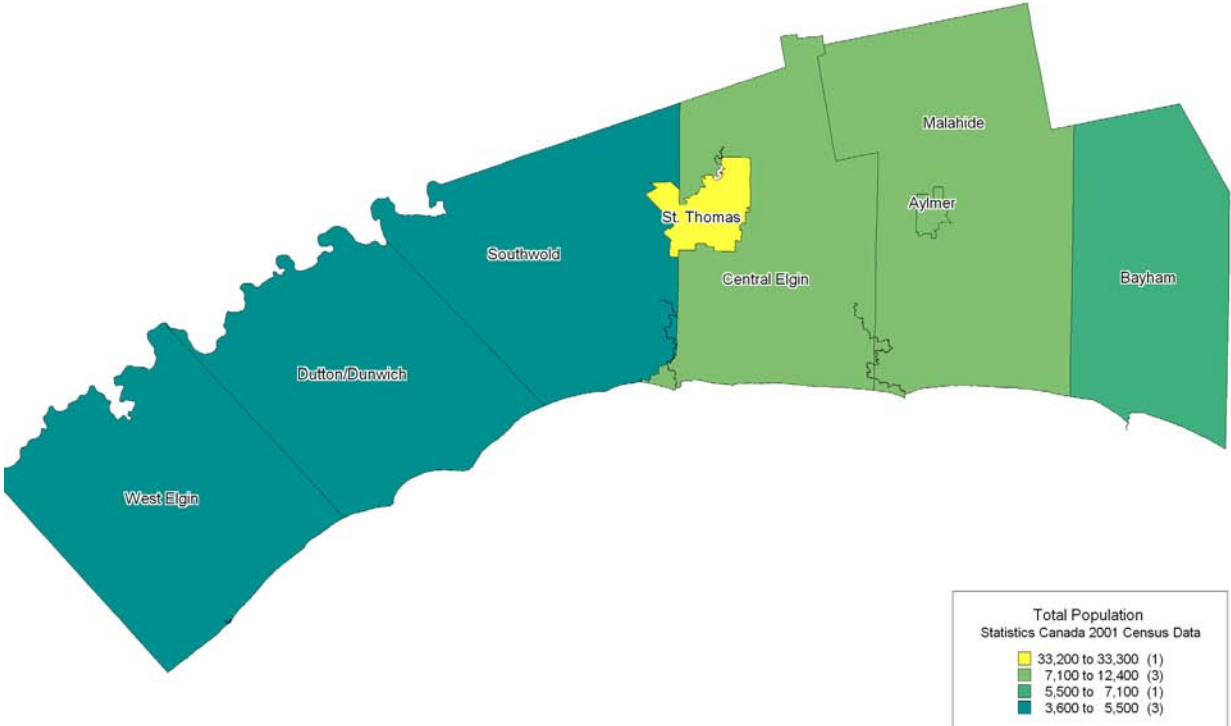


In 2001 Elgin County had a total population of 81,553 growing 3.0% from 1996 (79,159) (Statistics Canada, 2001). Elgin is subdivided into eight Census Subdivisions: West Elgin, Dutton-Dunwich, Southwold, Central Elgin, Malahide, and Bayham, Aylmer and St. Thomas. Agriculture remains a predominant industry in Elgin County, surpassed only by manufacturing. One out of every four jobs in the local economy is in high technology manufacturing, a number significantly higher than the provincial average.

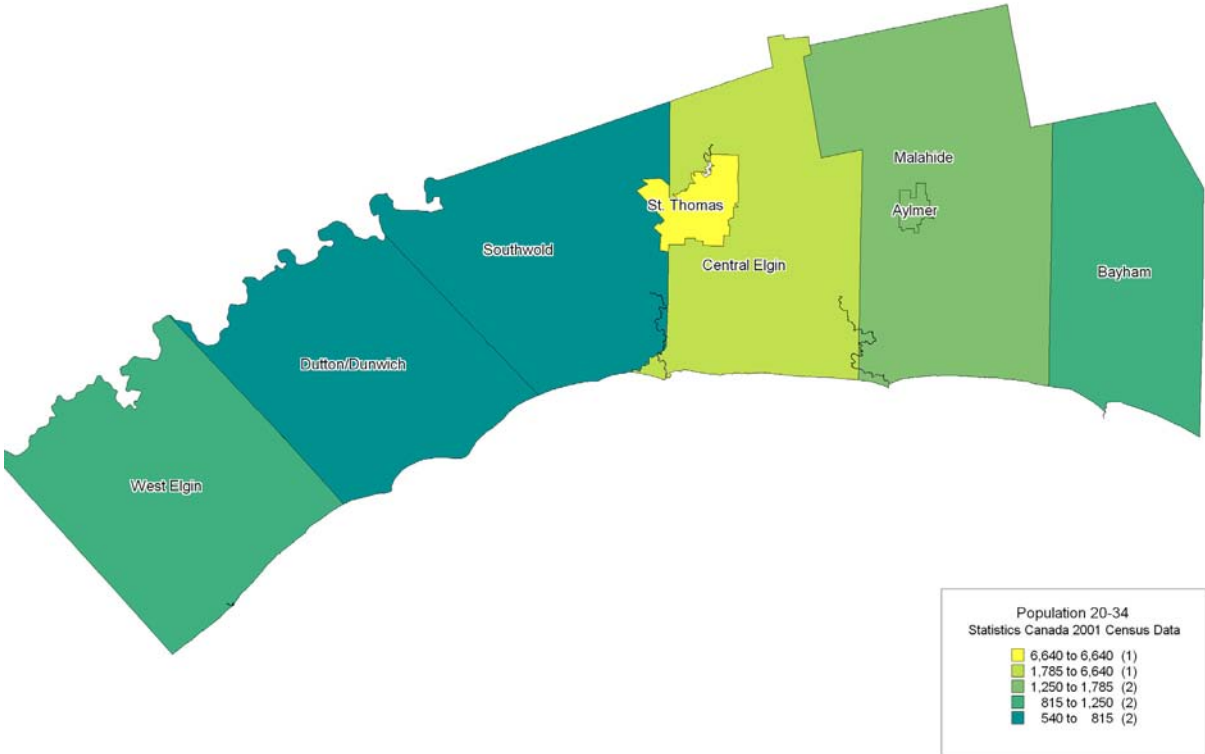
St. Thomas

St. Thomas forms the core of Elgin County and has an estimated population of 36,000, 44% of the population in the county. Many major employers are well known such as the Ford Motor Company St. Thomas Assembly Plant, which employs almost 3,000 people. In the last 5 years, more than \$190 million has been invested in new industrial, commercial and residential developments. Since 1997, over 2,600 new jobs in manufacturing, technology and related services have been created, adding over \$92 million to the local economy. (www.stthomaschamber.on.ca)

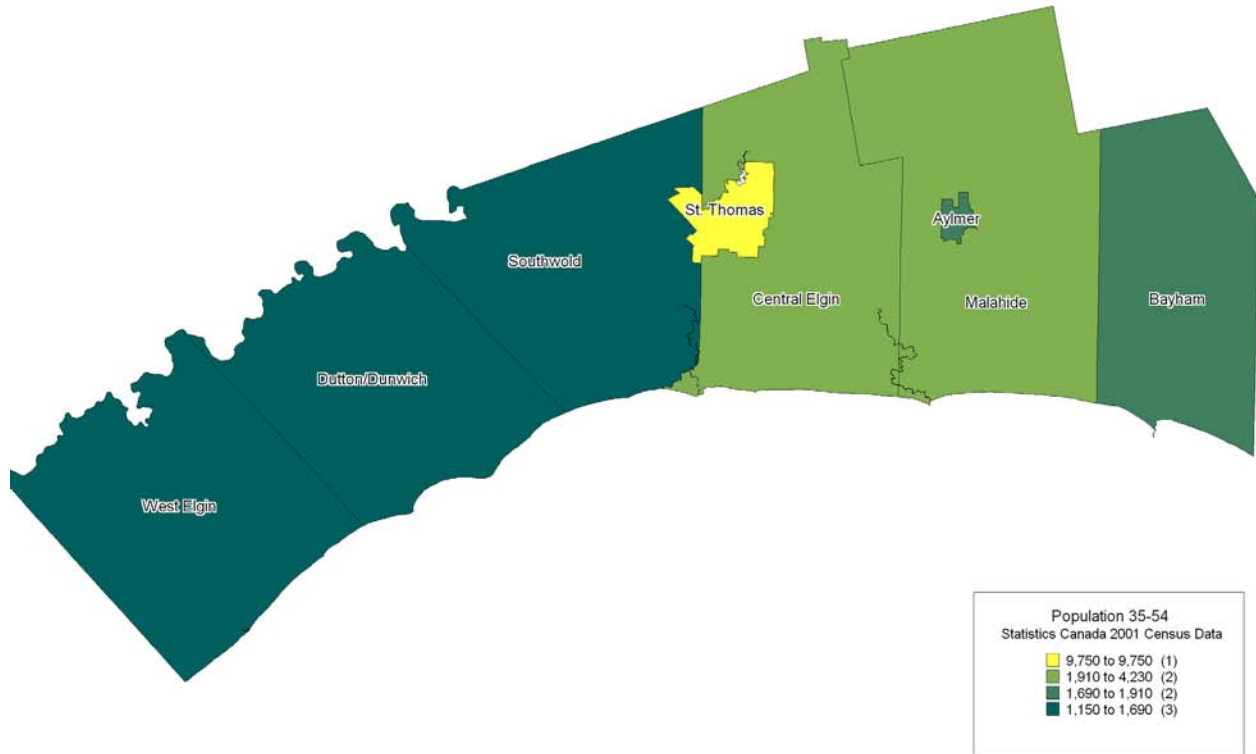
Map 50: Elgin - Population Density



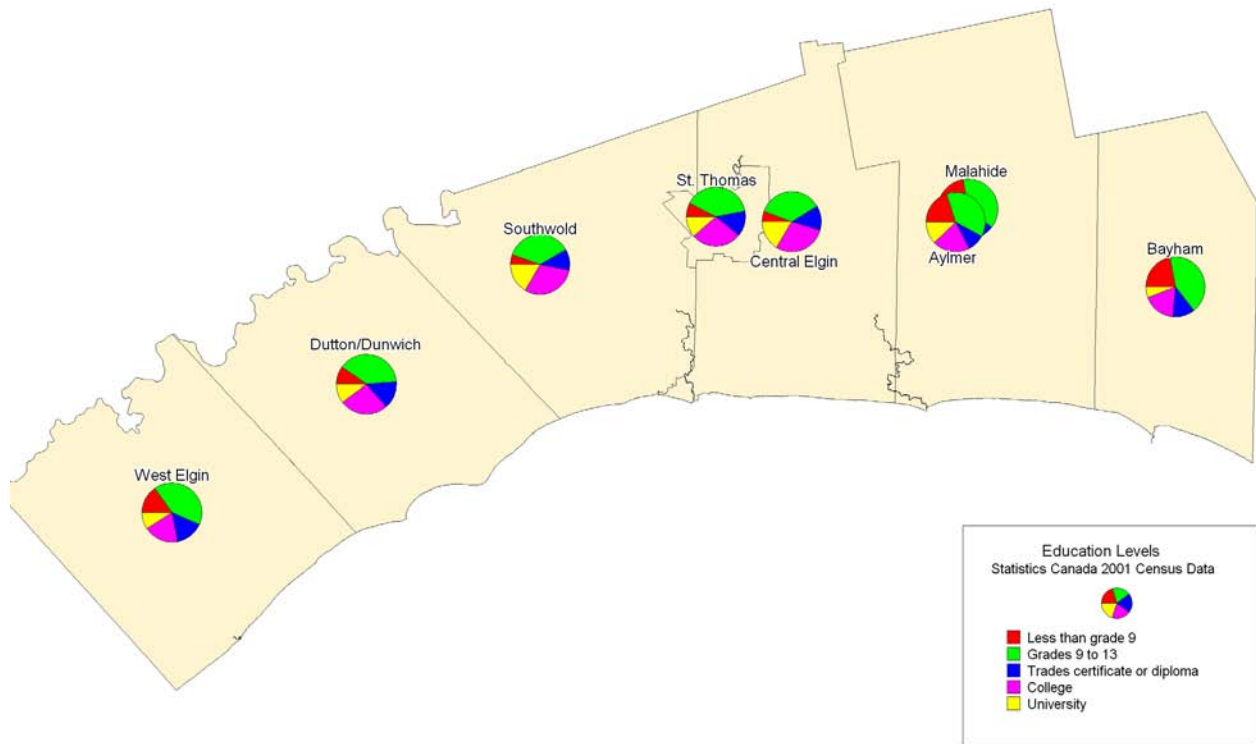
Map 51: Elgin - Population Aged 20-34



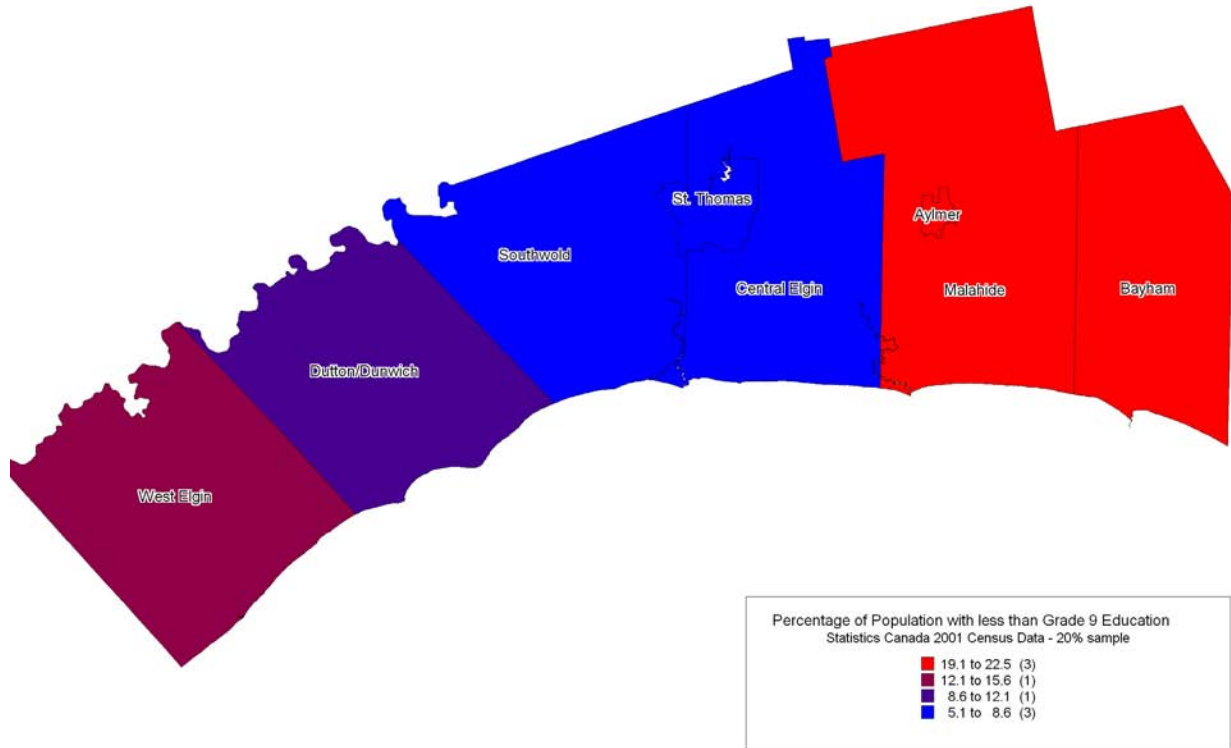
Map 52: Elgin - Population Aged 35-54



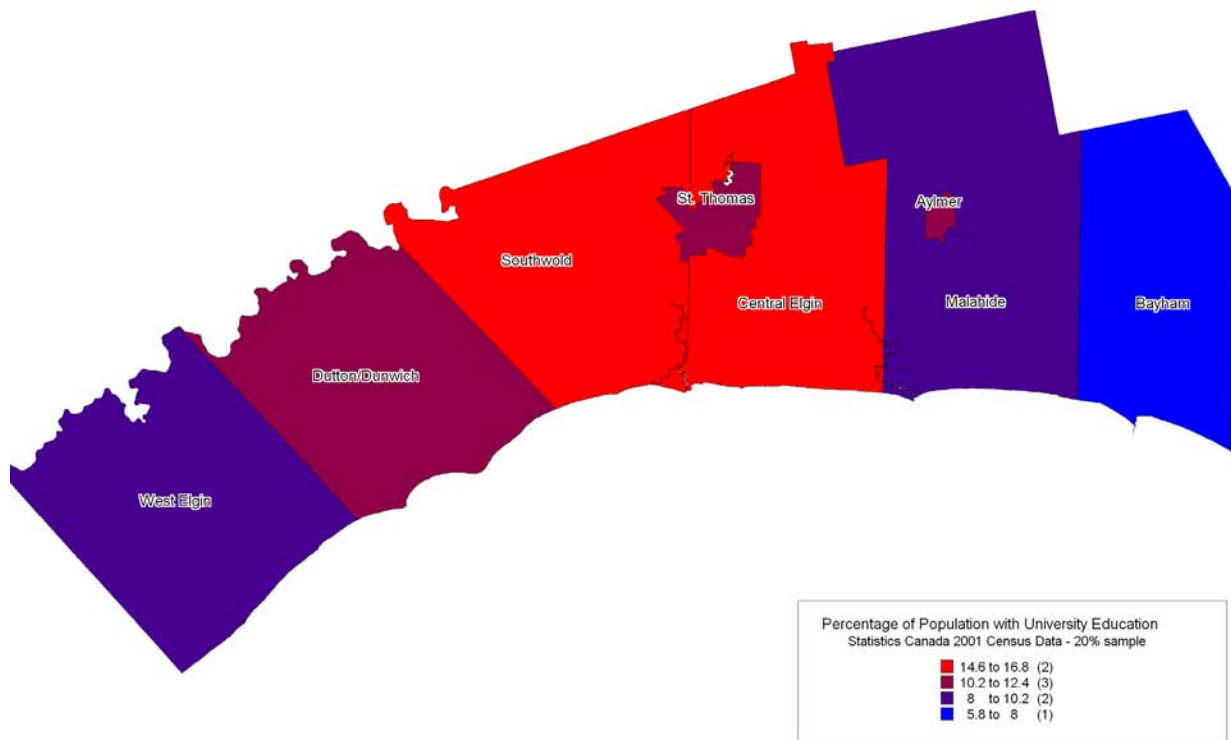
Map 53: Elgin - Education Levels



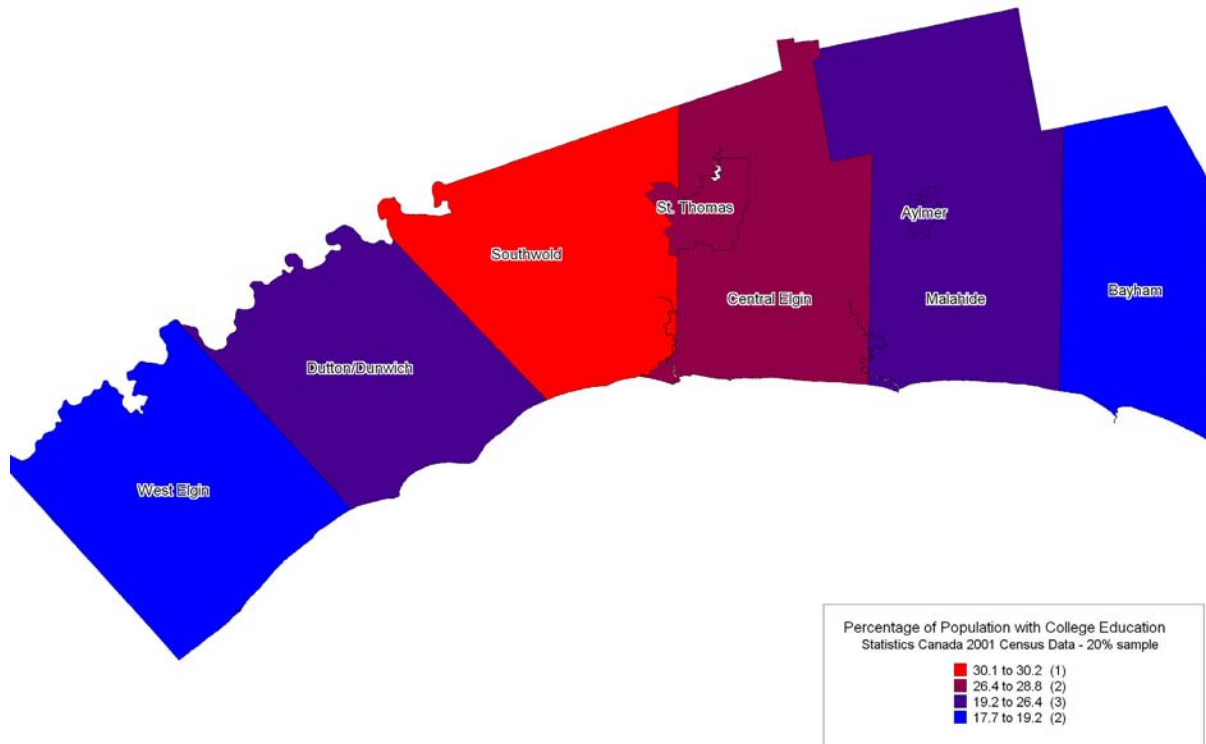
Map 54: Elgin - Percentage of Population with Less than Grade 9 Education (20% sample)



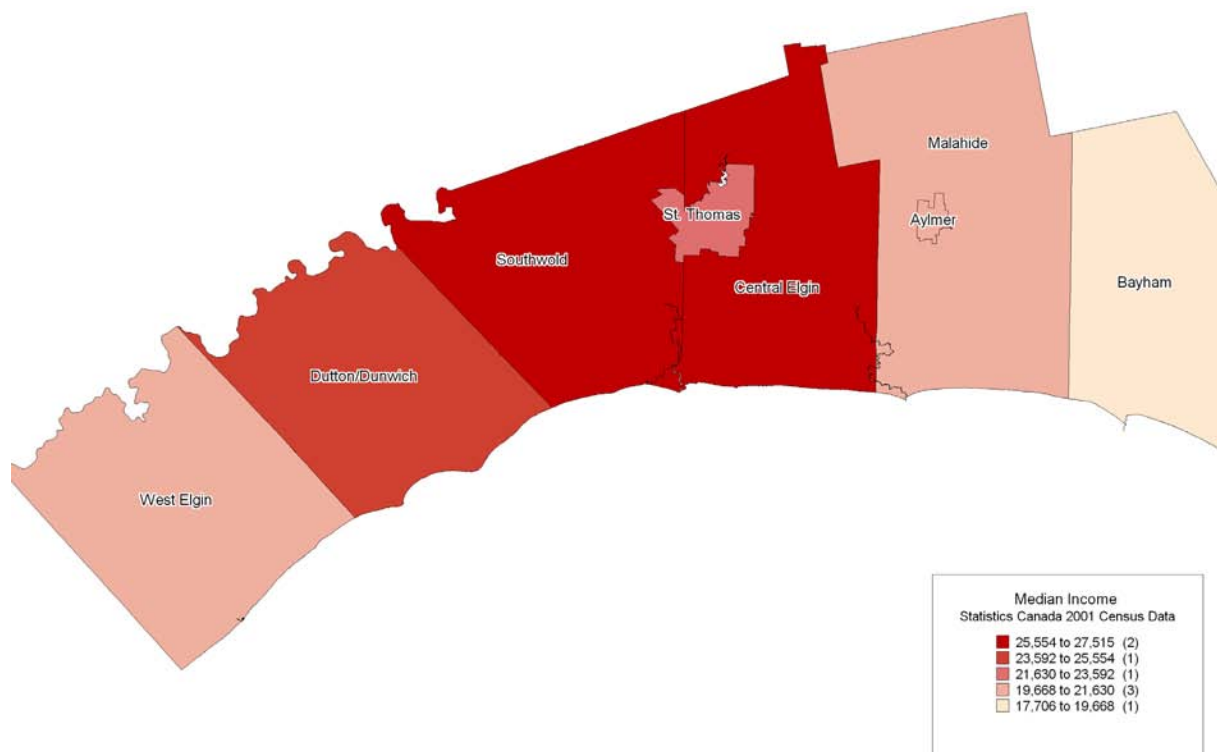
Map 55: Elgin - Percentage of Population with University Education (20% sample)



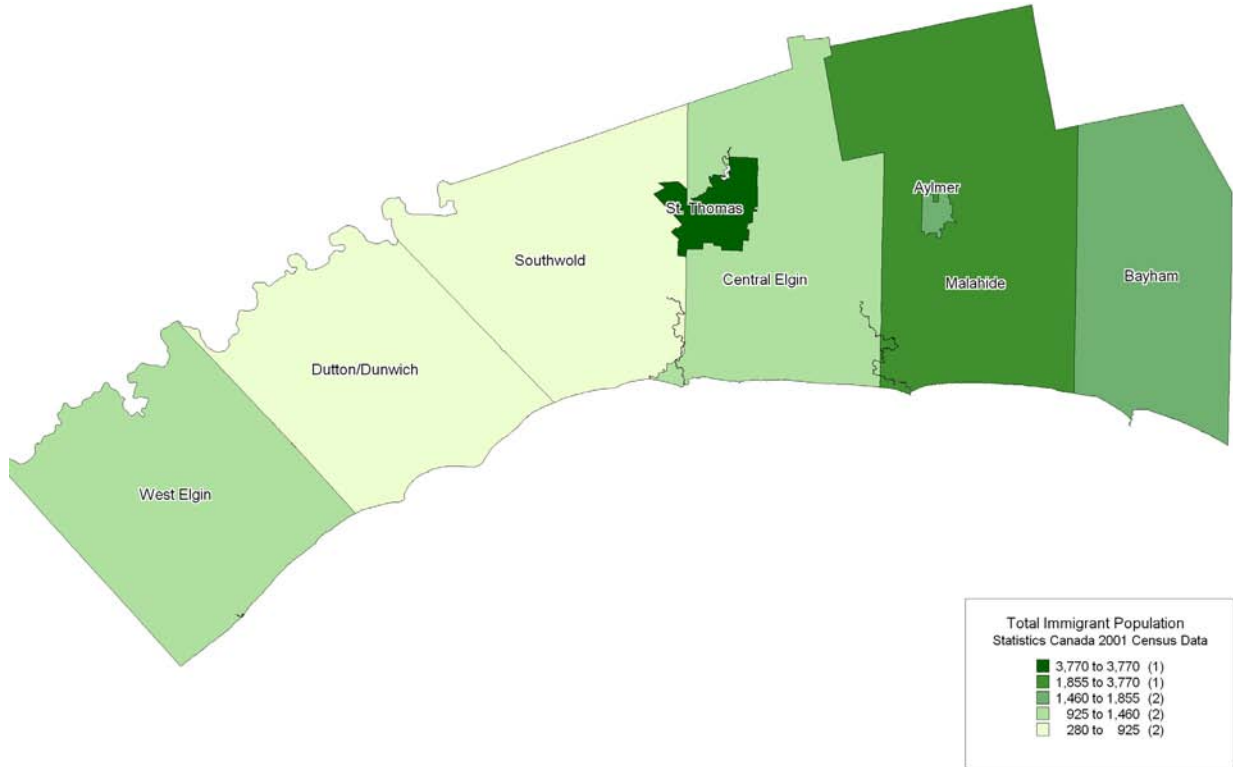
Map 56: Elgin - Percentage of Population with College Education (20% sample)



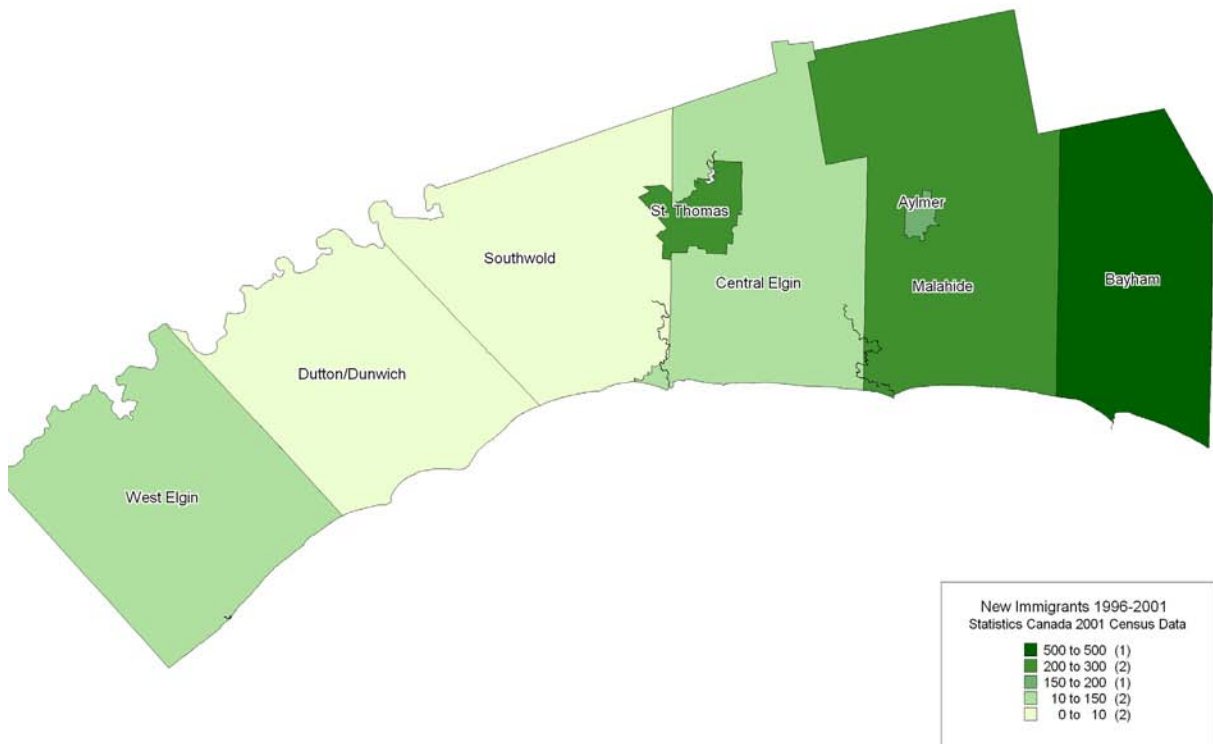
Map 57: Elgin - Median Income



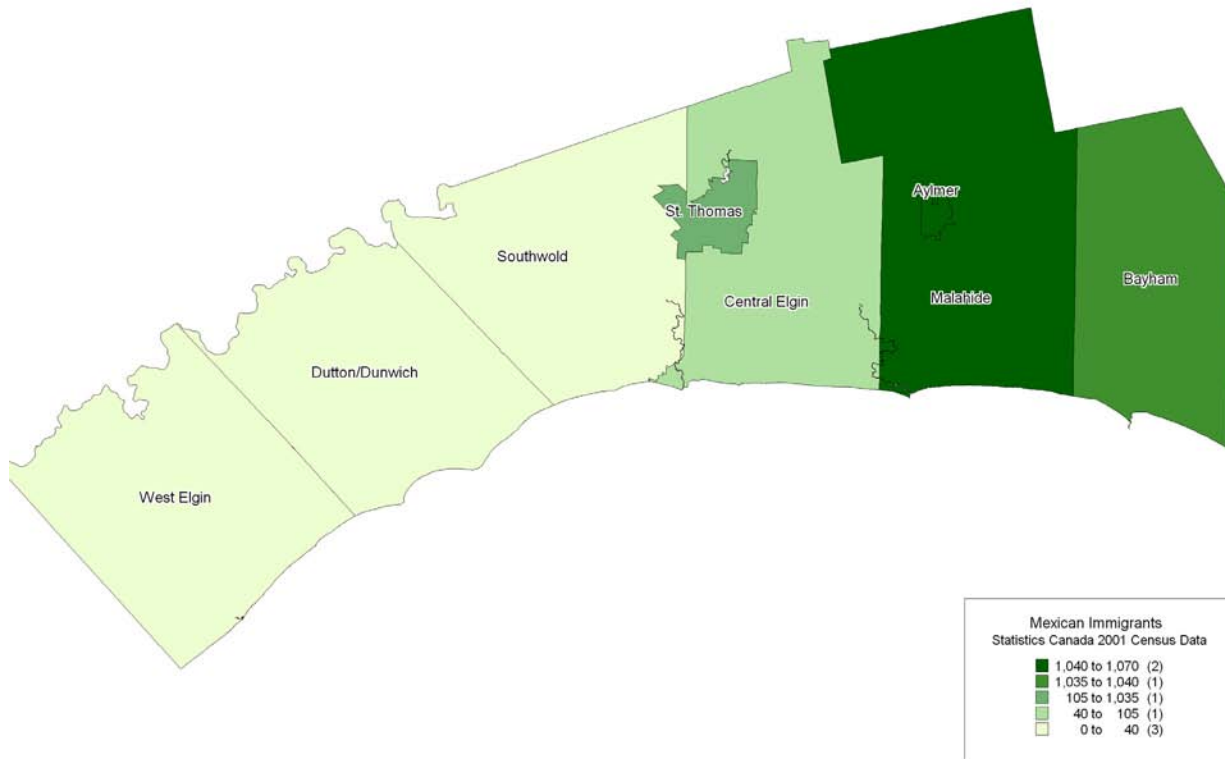
Map 58: Elgin - Total Immigrants



Map 59: Elgin - Total New Immigrants, 1996 – 2001

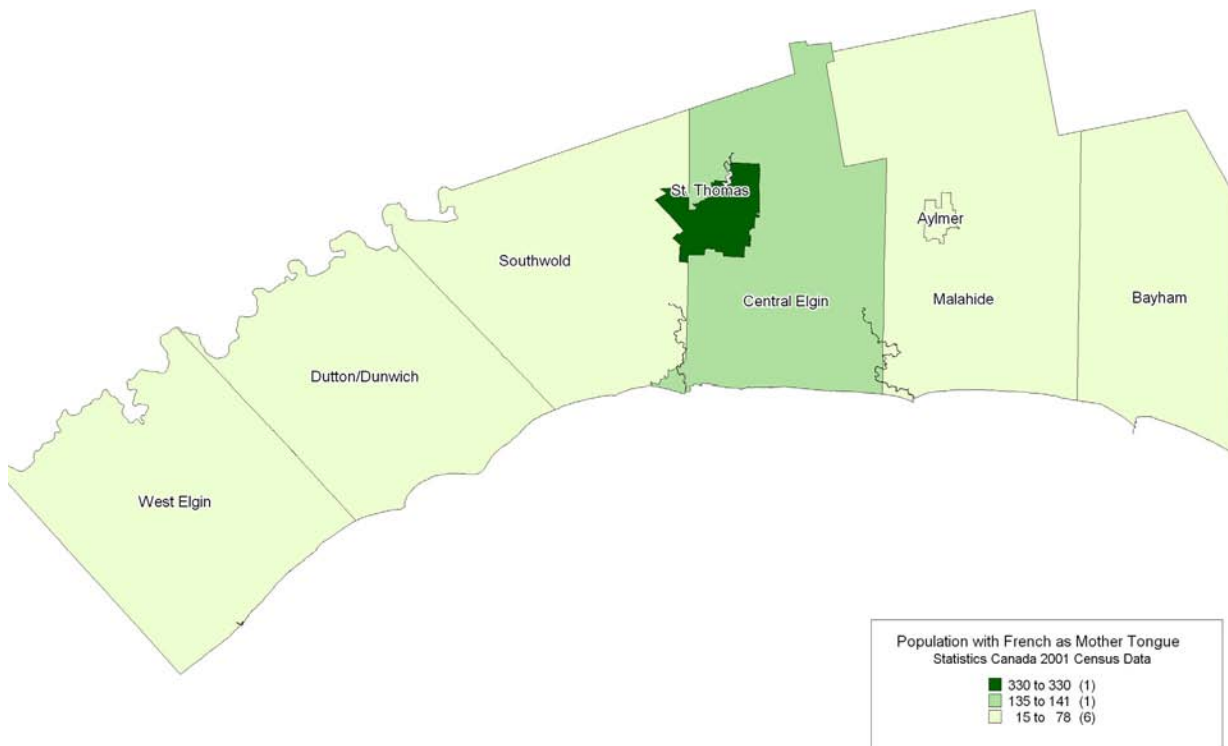


Map 60: Elgin - Total Mexican Immigrant Population

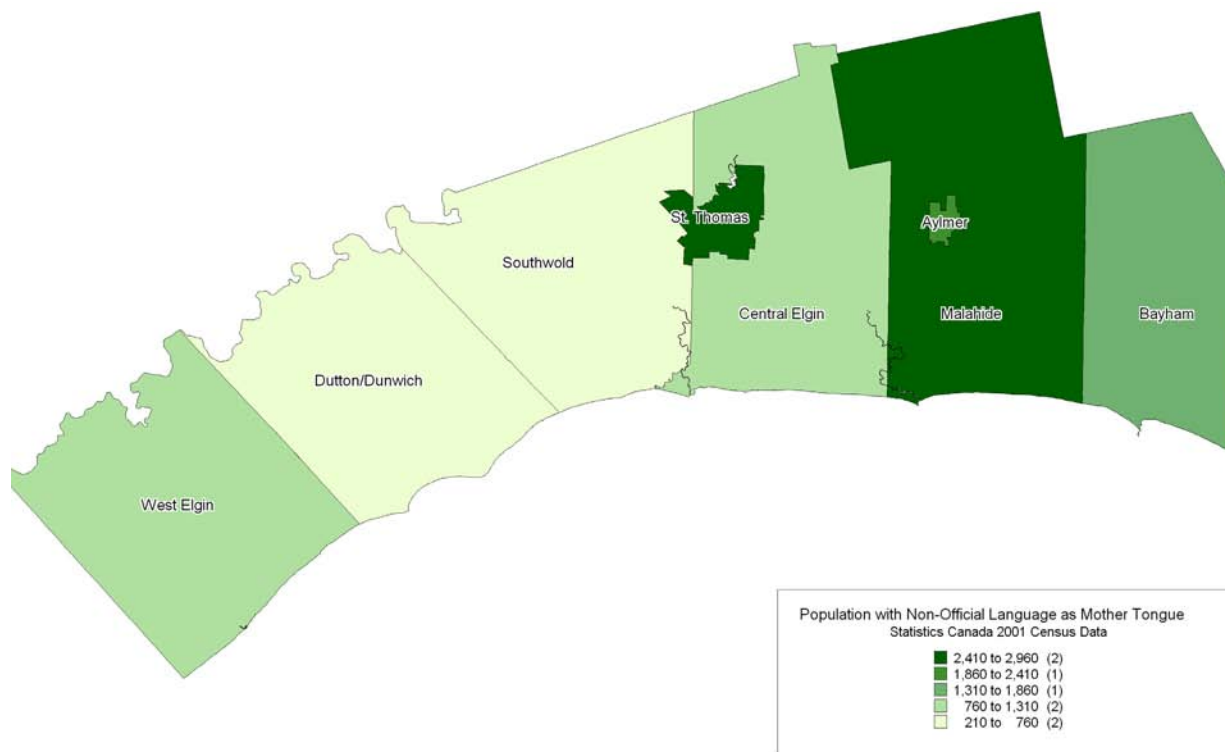


The majority of immigrants in Elgin county arrive from Mexico. As will be discussed later, many of these immigrants come to the area to work as seasonal labour in the agricultural businesses in the area. The majority of all of the other immigrants in the area arrive from Europe and the United States.

Map 61: Elgin - Population with French Declared as Mother Tongue



Map 62: Elgin - Population with Non-Official Language Declared as Mother Tongue

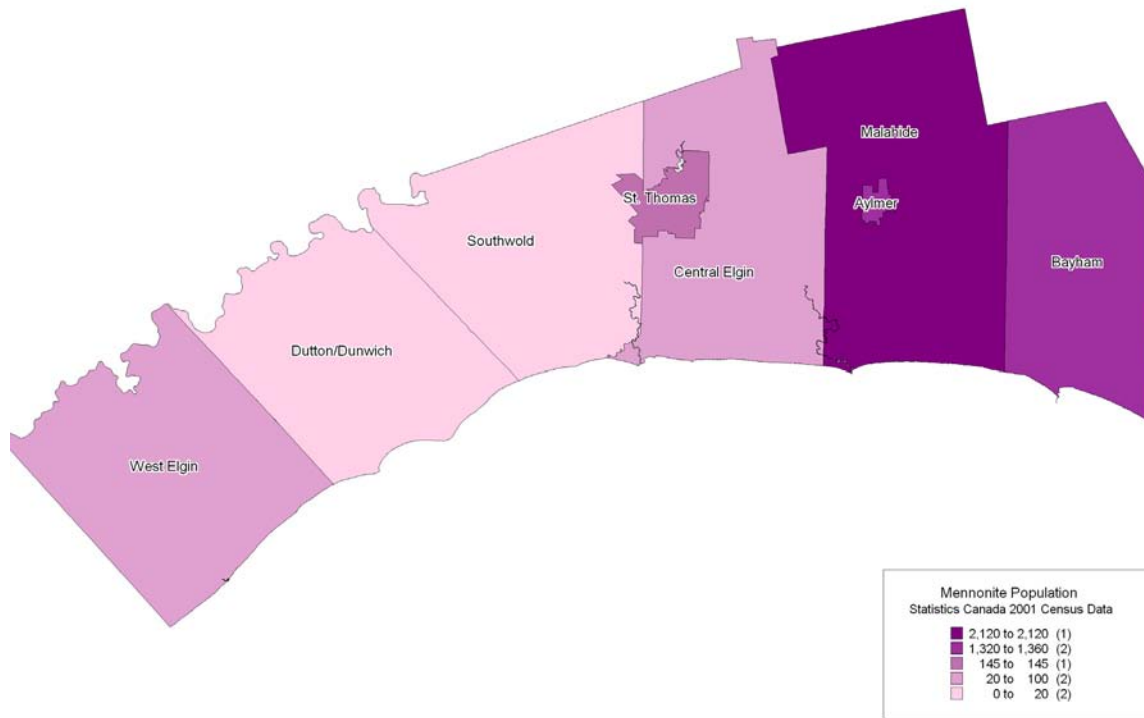


The Low German Mennonite Community and Mennonite Services

Low German is primarily a spoken language with predominant oral traditions. In contrast, English is a language with a large written tradition. These differences make it very difficult for these immigrants to learn English and work in its text heavy environment. In speaking with the Co-coordinator of Family Education and Support Project of Aylmer (FESPA) we learned that both males and females in the Mennonite Community tend to have very low literacy skills. FESPA, however, does not offer programs for men because men tend to leave the programs as soon as they find employment. FESPA provides transportation for its clients and also provides childcare on-site. Both transportation and childcare can be major barriers for people trying to access literacy programs.

The Mennonite Central Committee (MCC) of Aylmer is an information and help centre that opened in 1987 to service the Low German speaking people in the area. The MCC offers assistance to new immigrants who are trying to settle in Canada and find housing and a job. The MCC also offers assistance with all of the other challenges and obstacles that newcomers face.

Map 63: Total Mennonite Population According to Statistics Canada

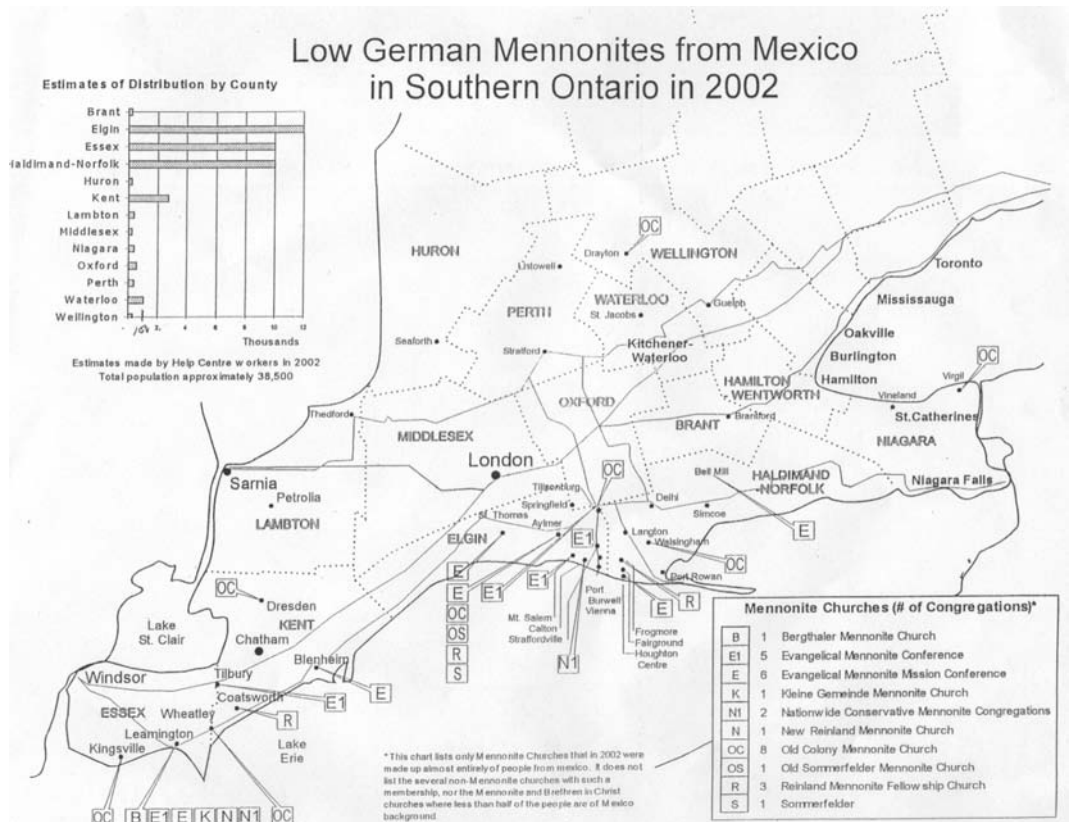


It is important to note that many Mennonites do not participate in the census for many reasons so this map can be used as a sample of where the Mennonites gather.

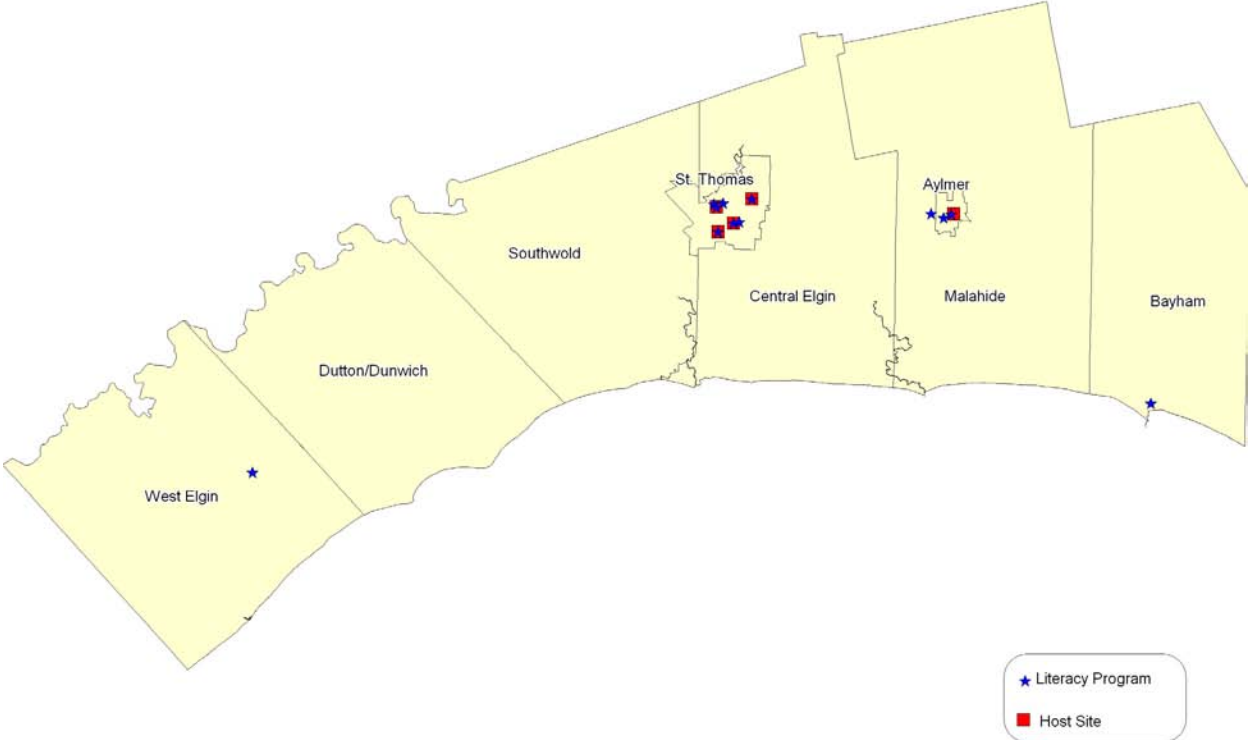
Map 64: Low German Mennonites from Mexico in Southwestern Ontario 2002

This map from the Mennonite Central Committee displays data that was gathered from church congregations. These numbers could be more accurate than the Statistics Canada data since the Mennonite Community may feel more comfortable speaking to the church rather than with a Census Representative.

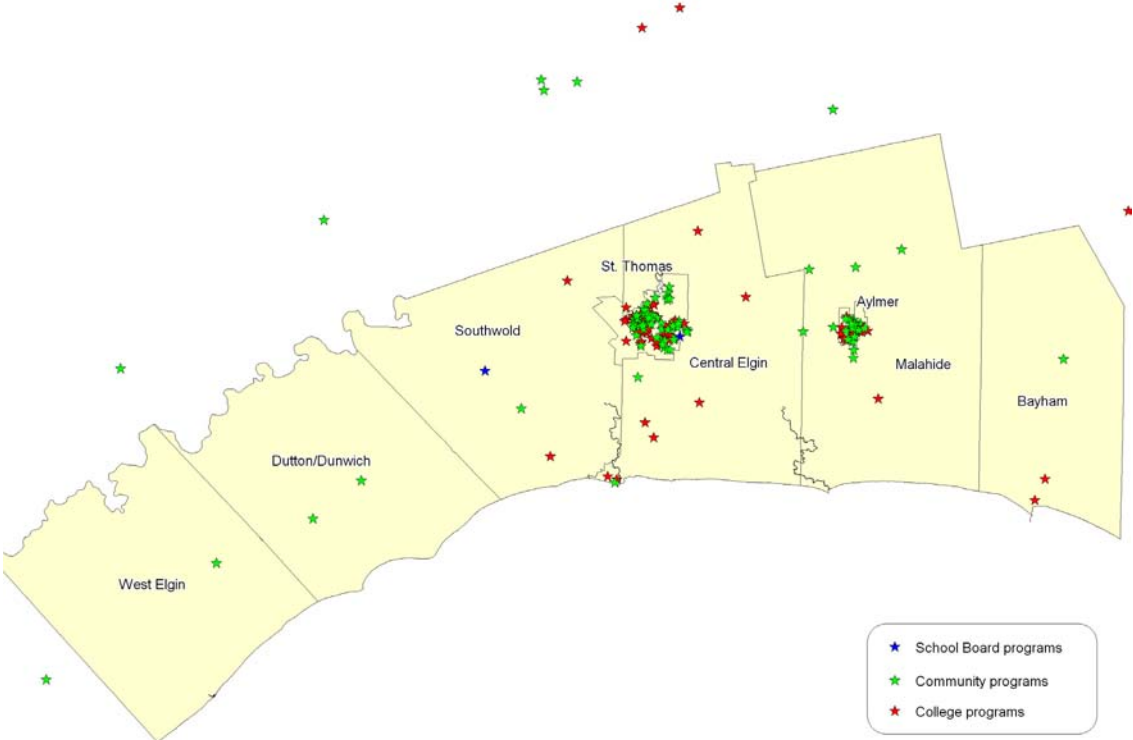
Additionally, there could be language barriers between Census Representatives and the Low-German population that could shape the quality of data obtained. However, with both the MCC and Statistics Canada maps the general concentrations are consistent. The greatest number of Mennonites are located in Malahide, followed by Aylmer and Bayham with much smaller numbers located in the rest of Elgin County.



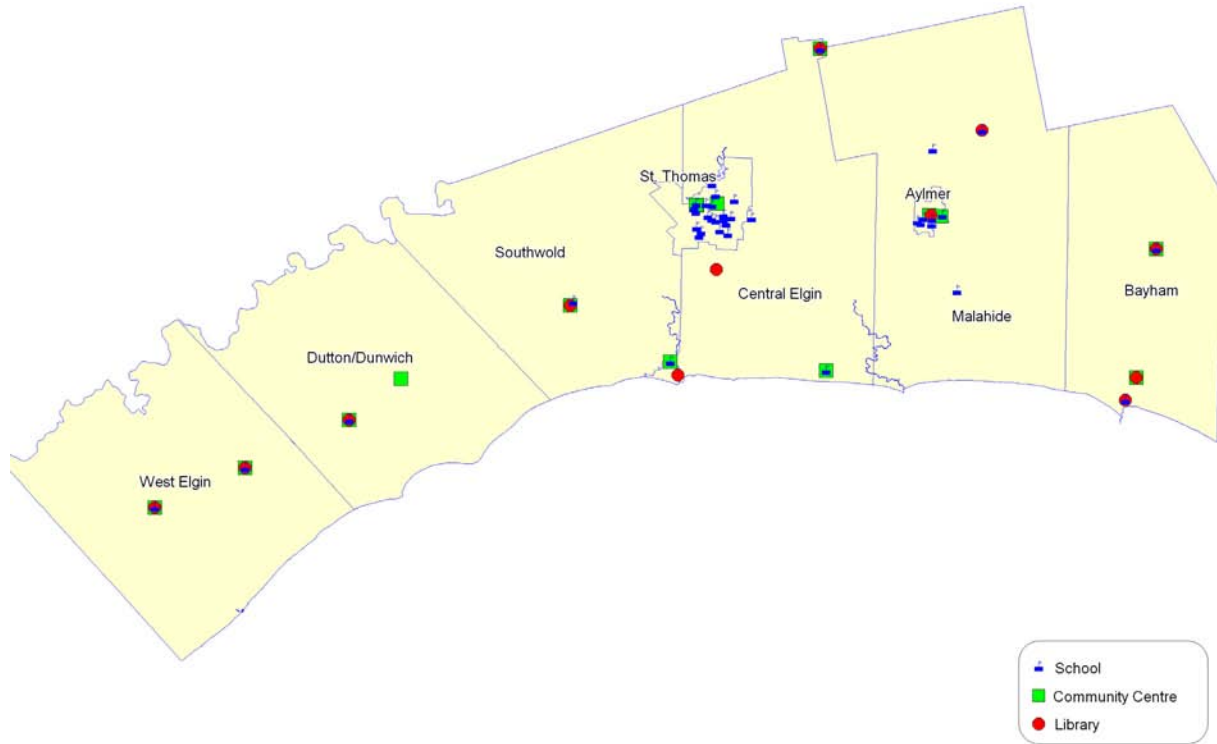
Map 65: Elgin - Literacy Programs



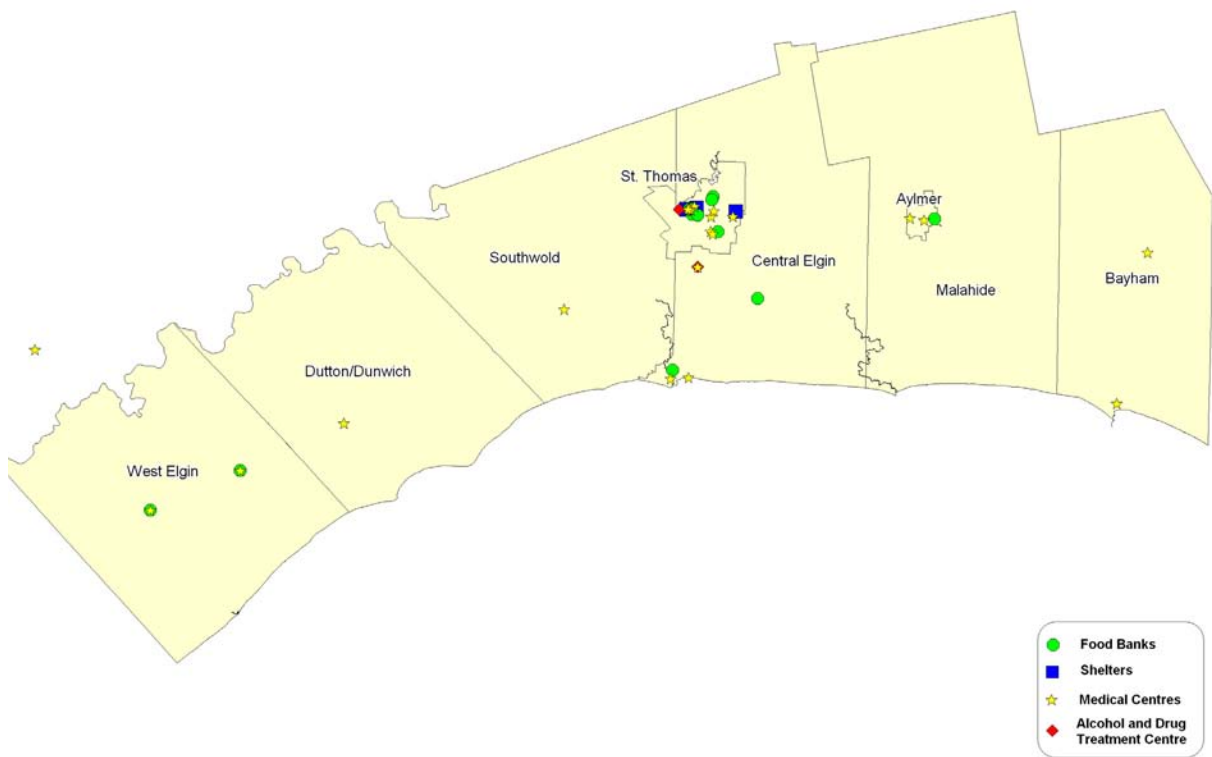
Map 66: Elgin - Learner Residence Locations



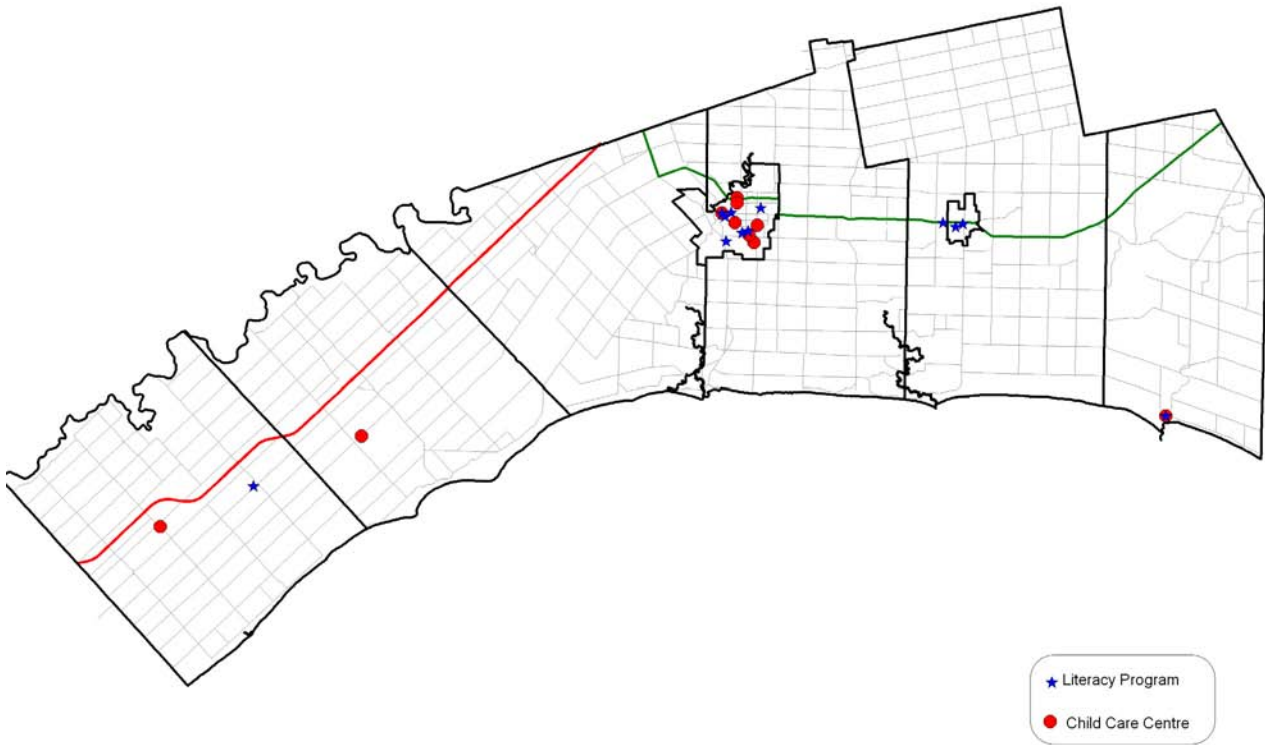
Map 67: Elgin - Schools, Community Centres and Libraries



Map 68: Elgin - Food banks, Shelters, Medical Centres and Alcohol and Drug treatment Centres



Map 69: Elgin - Literacy Programs, Childcare Centres and Transportation Routes



Focused Reports:

Oxford
County

Oxford County

Map 70: Oxford County Townships, Waterbodies and Major Transportation Routes



In 2001 Oxford County had a population of 97,140 growing 2.2% from 1996 (97,142). (Statistics Canada, 2001). It includes six Census Subdivisions: Zorra, East Zorra-Tavistock, Blandford-Blenheim, Southwest Oxford and Norwich. The three urban centres in Oxford are Woodstock, Tillsonburg and Ingersoll with Woodstock being the commercial center. In 2001 the long-term unemployment rate for those aged 15 and over in Oxford was 2.6%.

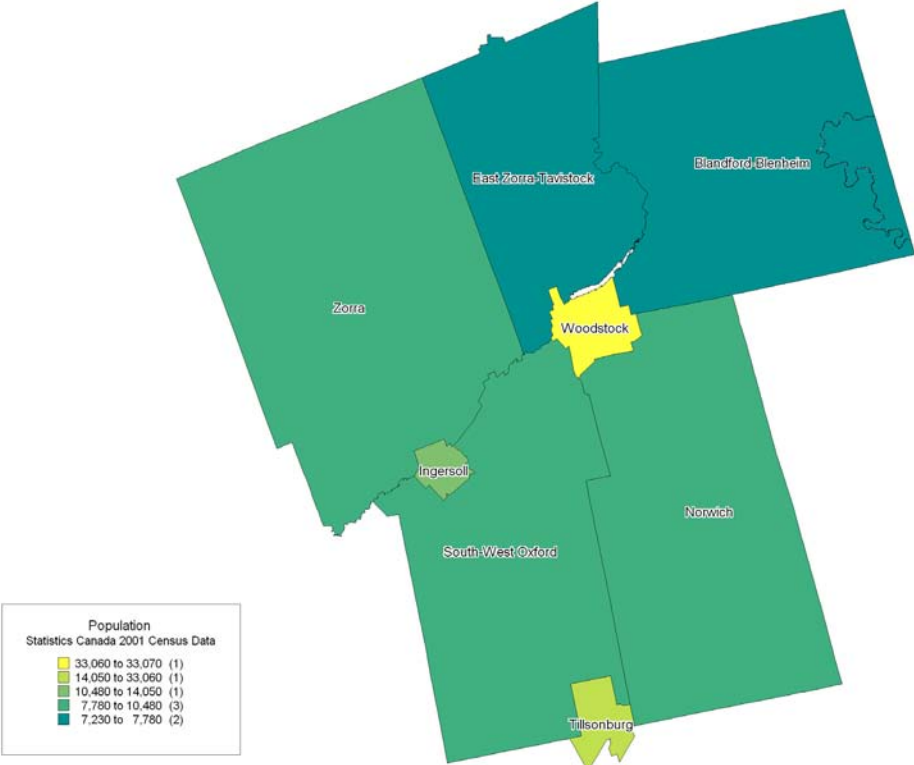
Farming remains a vital component of Oxford County with 61% of all farms classified as commercial farms compared with only 46% of all farms in Southern Ontario (www.county.oxford.on.ca). Dairy, hog and tobacco farms account for nearly half of the farms in Oxford, all of which are high value products. Specialty crops such as ginseng, maple syrup and garlic have also become popular to reflect current trends.

In addition to agriculture, Oxford County has the Province's largest open-pit limestone quarries as well as several sand and gravel-pit operations. Companies in Zorra Township mine extensive deposits of high calcium limestone that are recognized as the thickest, most uniform and purest limestone in Ontario and contributes 40% of the total Ontario production of lime and 10% of the total Ontario production of cement. Manufacturing is also a major component of the Oxford County with 1 in 4 employees involved in this sector. Automotive and auto-related manufacturers are the major groups involved in the manufacturing sector with the biggest being CAMI automotive. (www.county.oxford.on.ca) Business services, including construction, transportation, communications, distribution, finance, insurance, management consulting, computer services and real estate, account for 22% of the labour force. (www.county.oxford.on.ca)

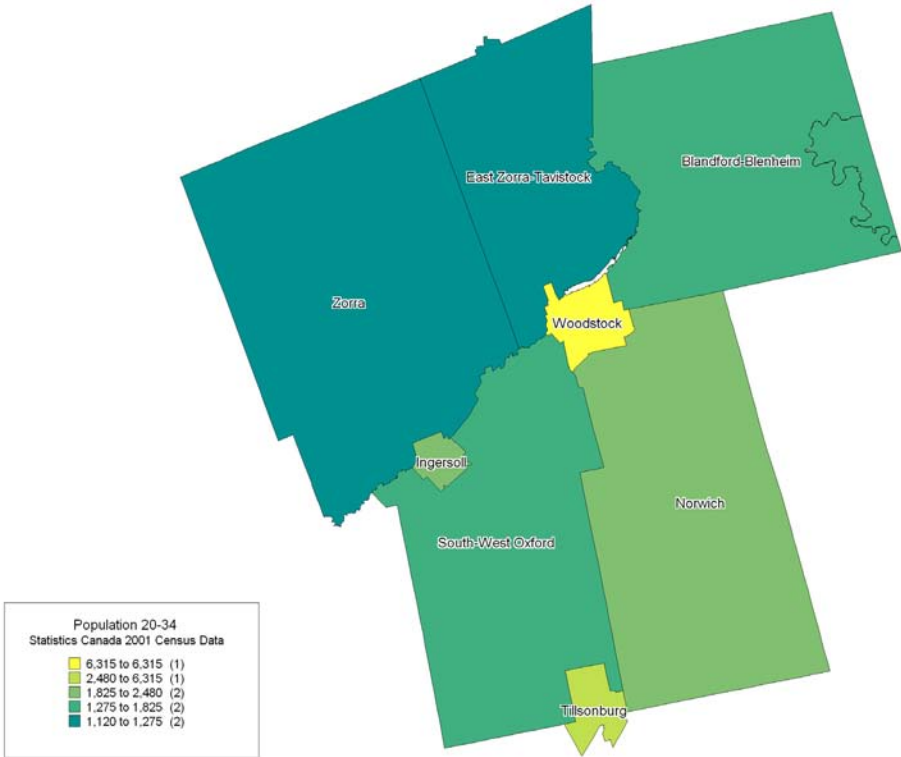
Woodstock

In 2001 the City of Woodstock has a population of 33,061 (Statistics Canada, 2001), growing 2.5% from 1996 (32,253). Woodstock is the regional center for Oxford County and the head office for SOMA, which is the Southwestern Ontario Marketing Alliance. "SOMA actively supports local manufacturers and their investments in the region by promoting their interests in the community" (www.2ontario.com). Woodstock, like St. Thomas and Strathroy has grown out of serving the agricultural community and although agriculture remains a vital economic component of Oxford County, in the City of Woodstock manufacturing leads the way in employment making up 28.18% of the labour force followed by the retail trade at 12.72% and Health and Social Services 9.69% (Statistics Canada, 2001).

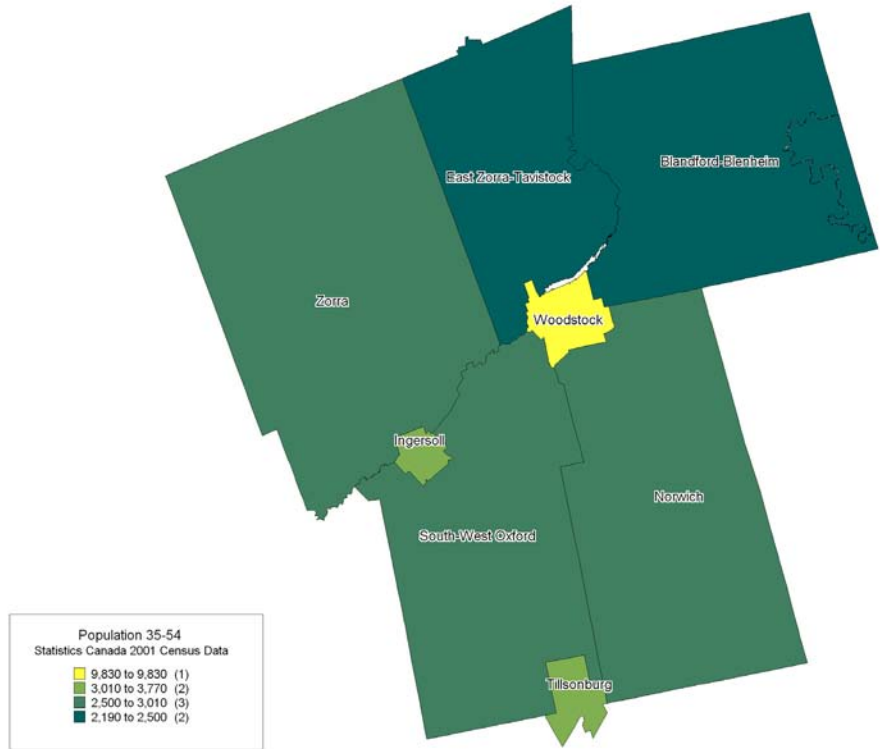
Map 71: Oxford - Population Density



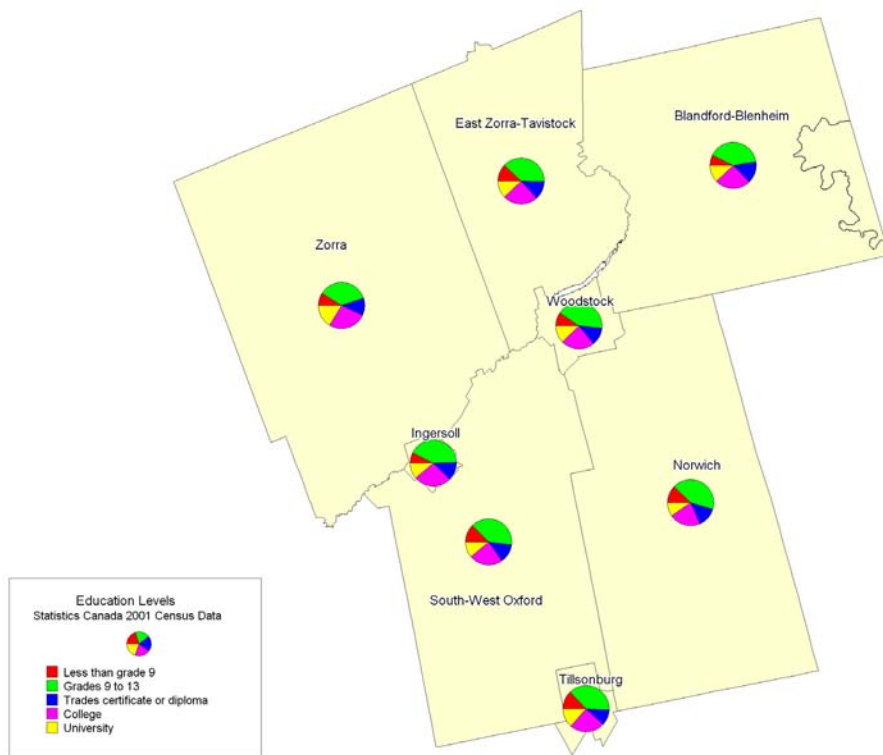
Map 72: Oxford - Population Aged 20-34



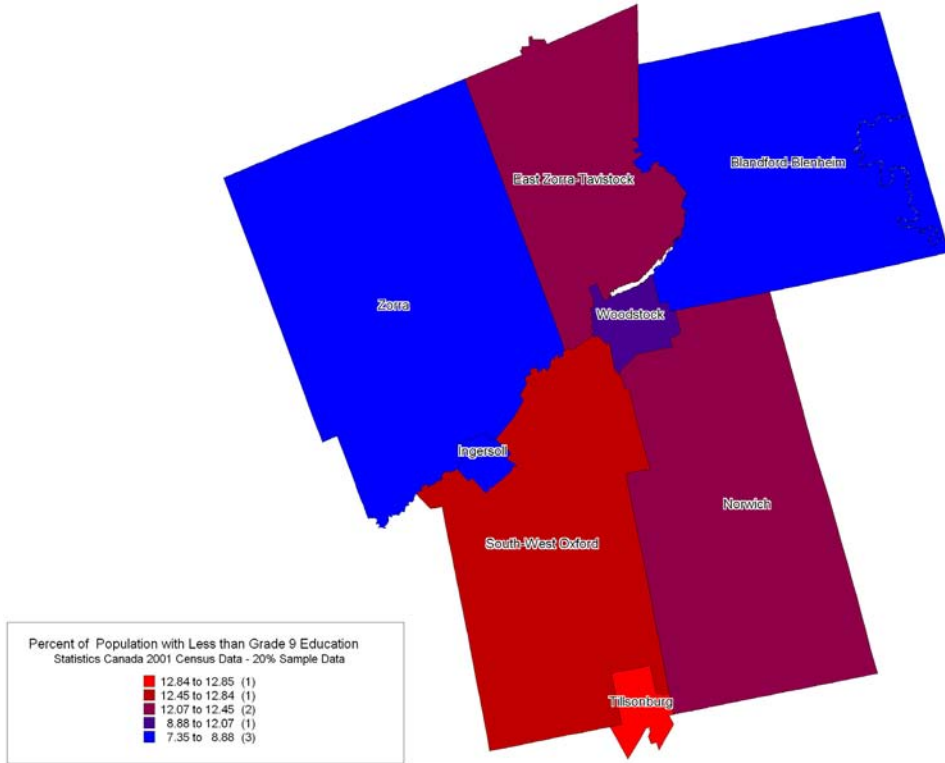
Map 73: Oxford - Population Aged 35-54



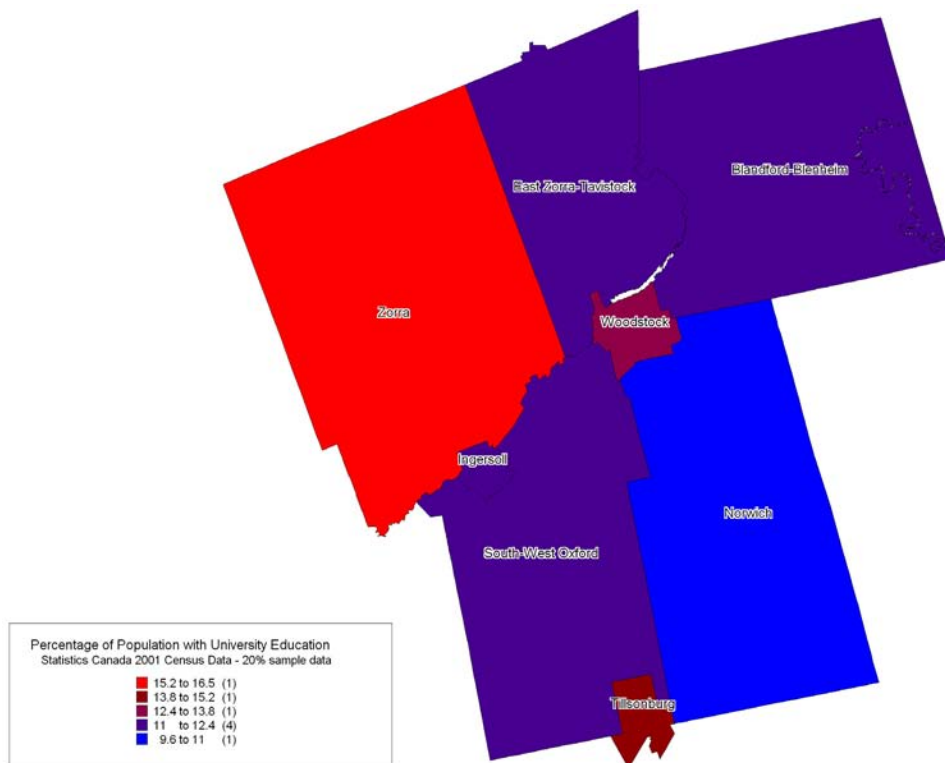
Map 74: Oxford - Education Levels



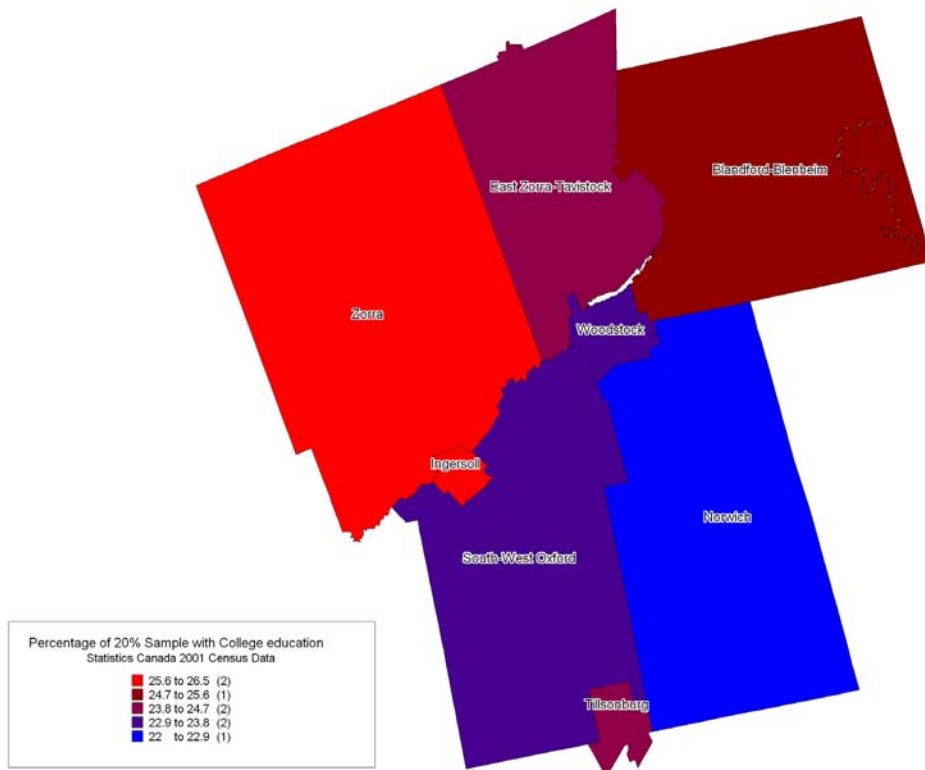
Map 75: Oxford - Percentage of Population with Less than Grade 9 Education (20% sample)



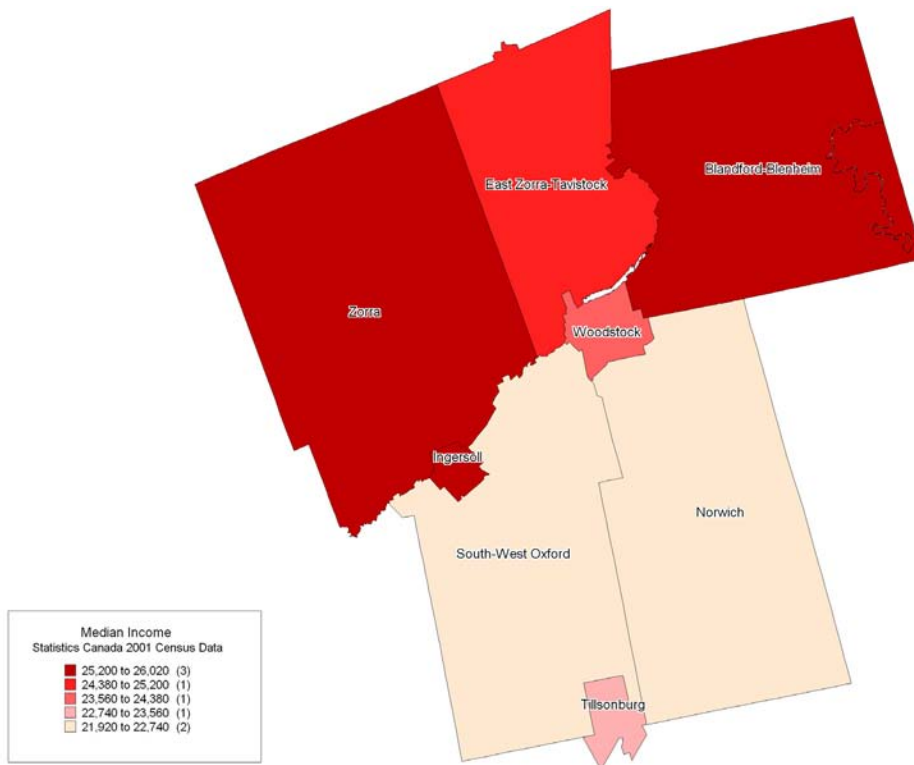
Map 76: Oxford - Percentage of Population with University Education (20% sample)



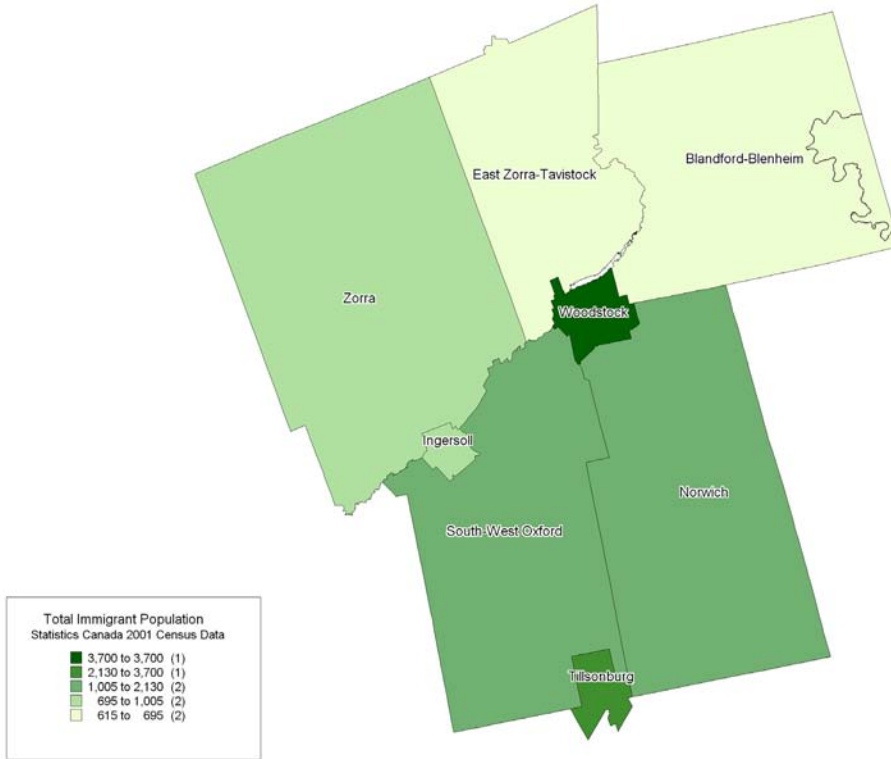
Map 77: Oxford - Percentage of Population with College Education (20% sample)



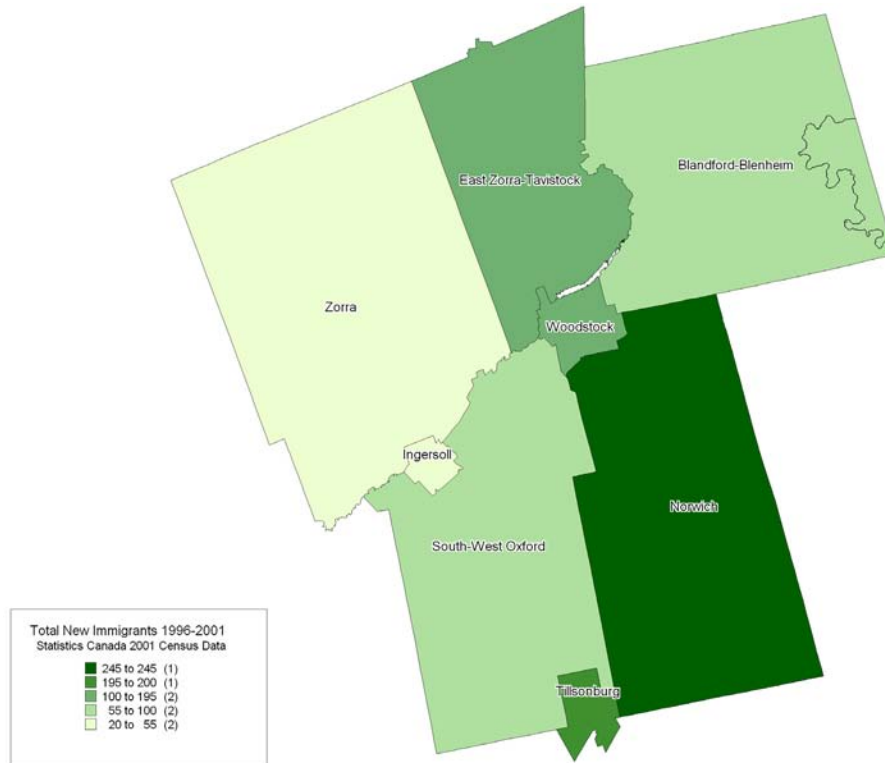
Map 78: Oxford - Median Income



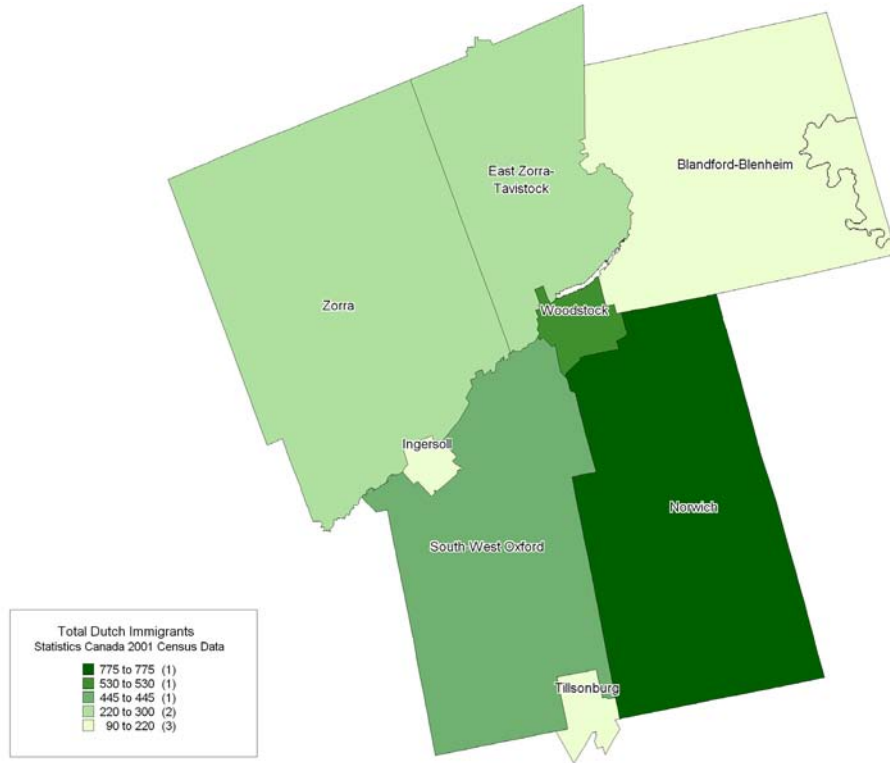
Map 79: Oxford - Total Immigrant Population



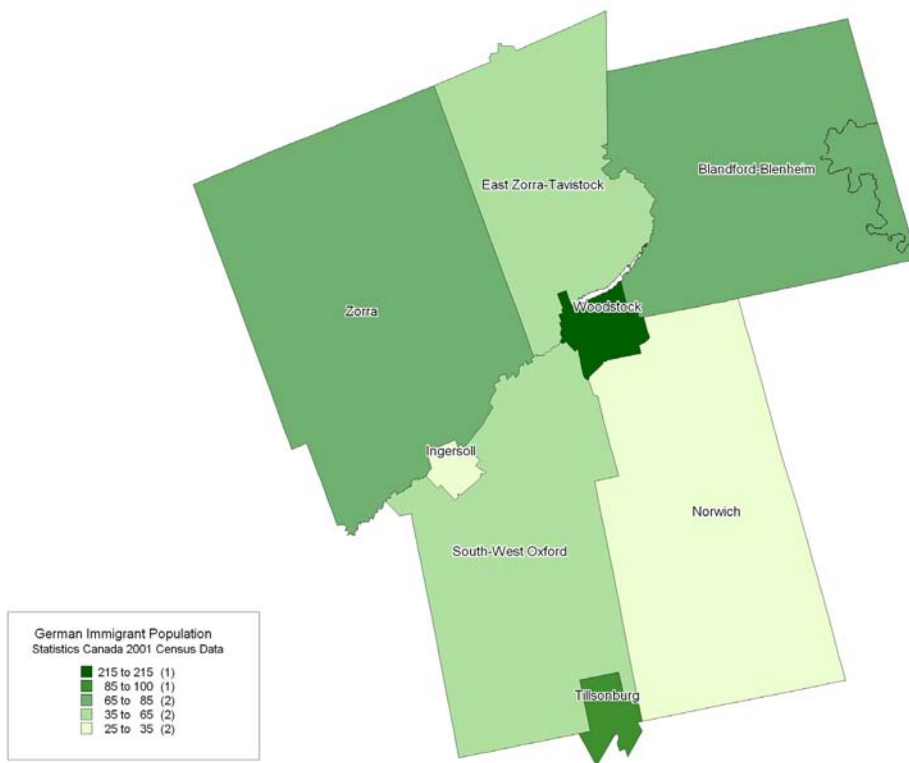
Map 80: Oxford - New Immigrant Population, 1996-2001



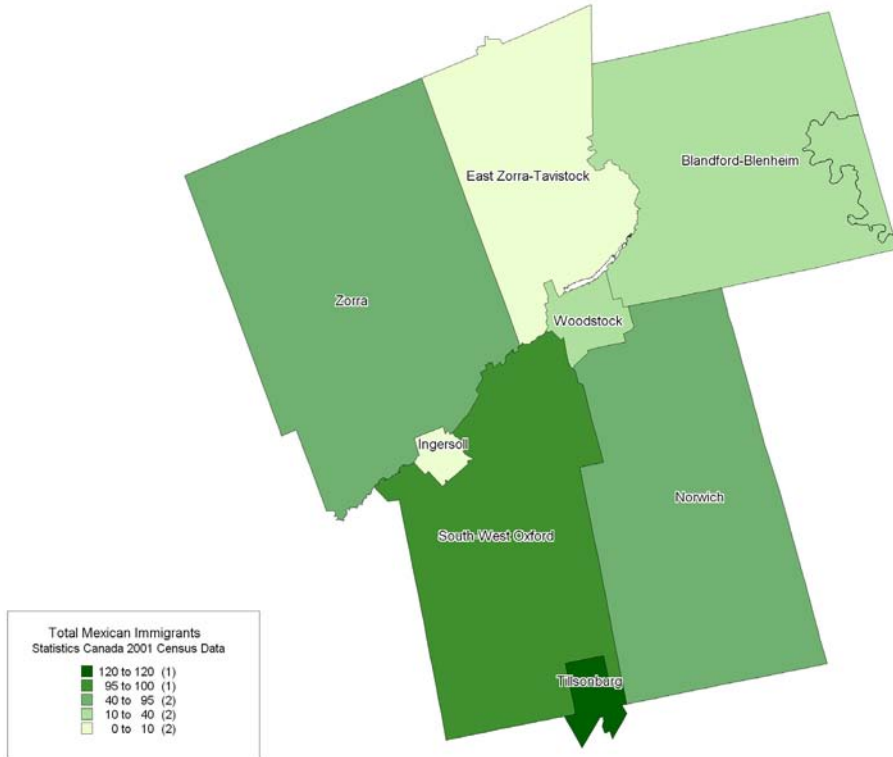
Map 81: Oxford - Total Dutch Immigrant Population



Map 82: Oxford - Total German Immigrant Population

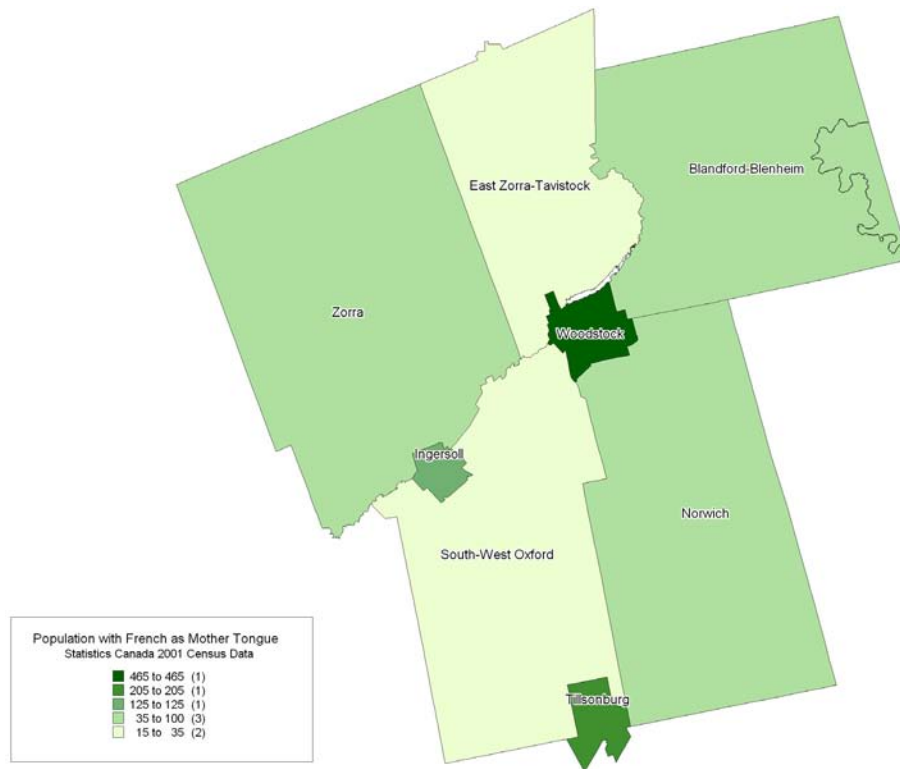


Map 83: Oxford - Total Mexican Immigrant Population

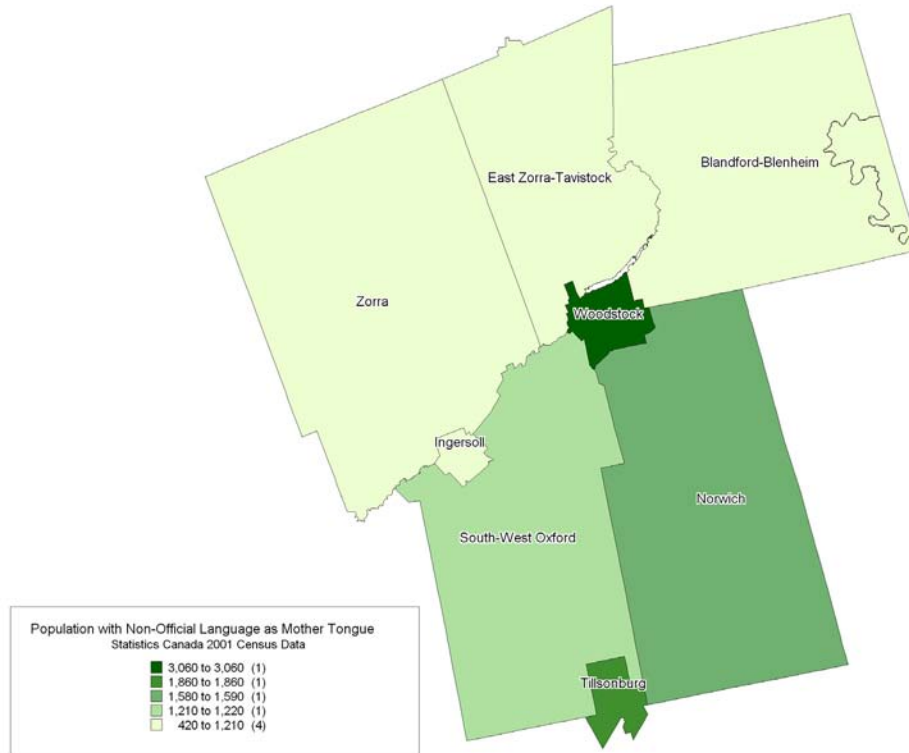


It is interesting to compare this with the Mennonite Map in Oxford County because the Low German Mennonites are generally coming from Mexico.

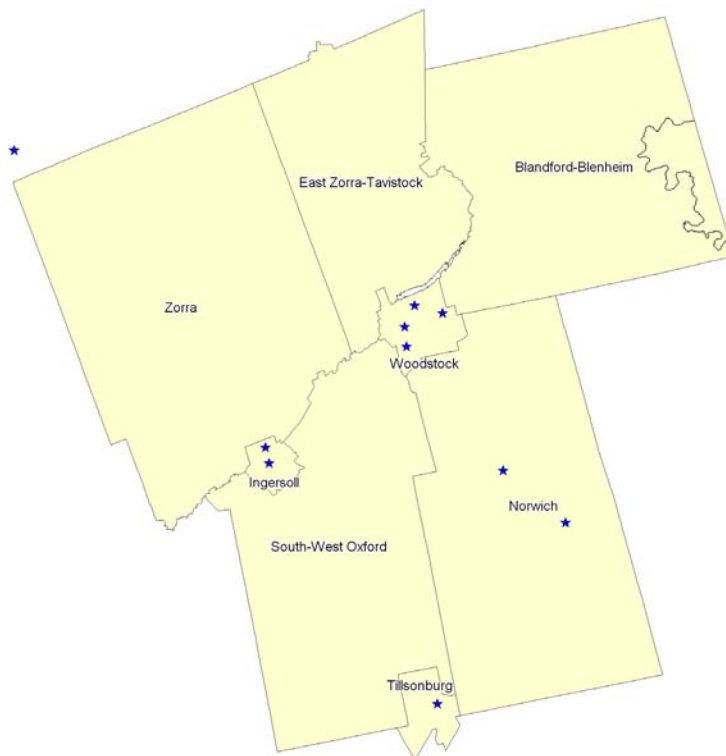
Map 84: Oxford - Population with French Declared as Mother Tongue



Map 84: Oxford - Population with Non-Official Language Declared as Mother Tongue



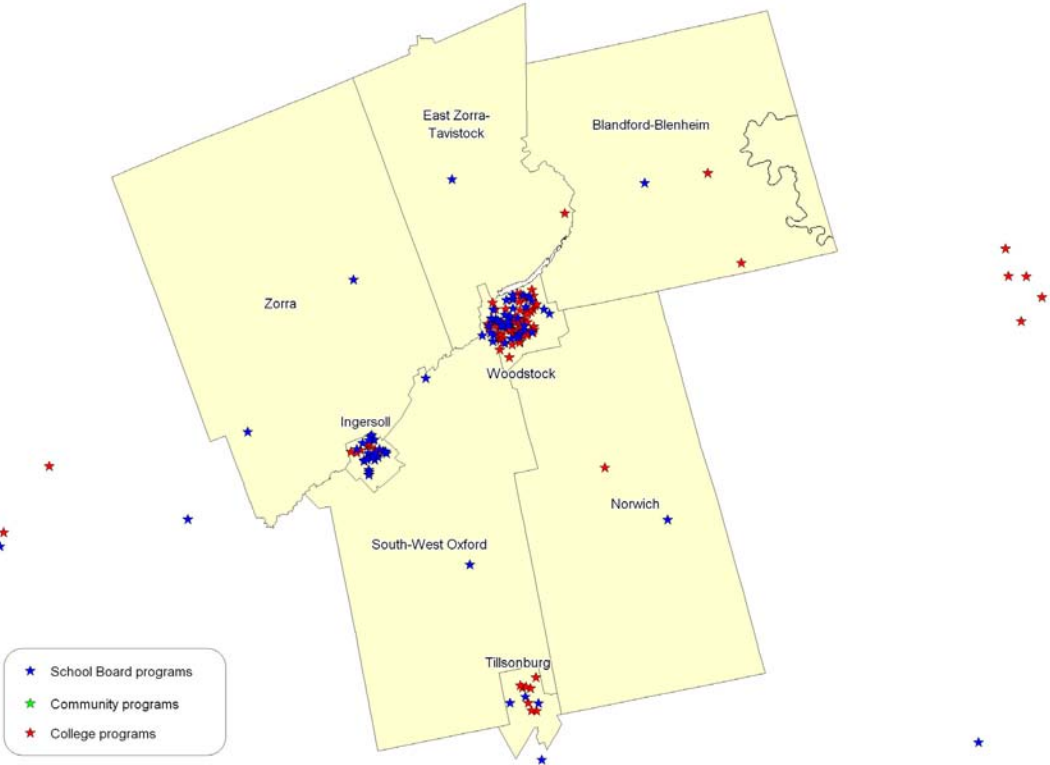
Map 85: Oxford - Literacy Programs



Map 86: Oxford - Special Needs Services

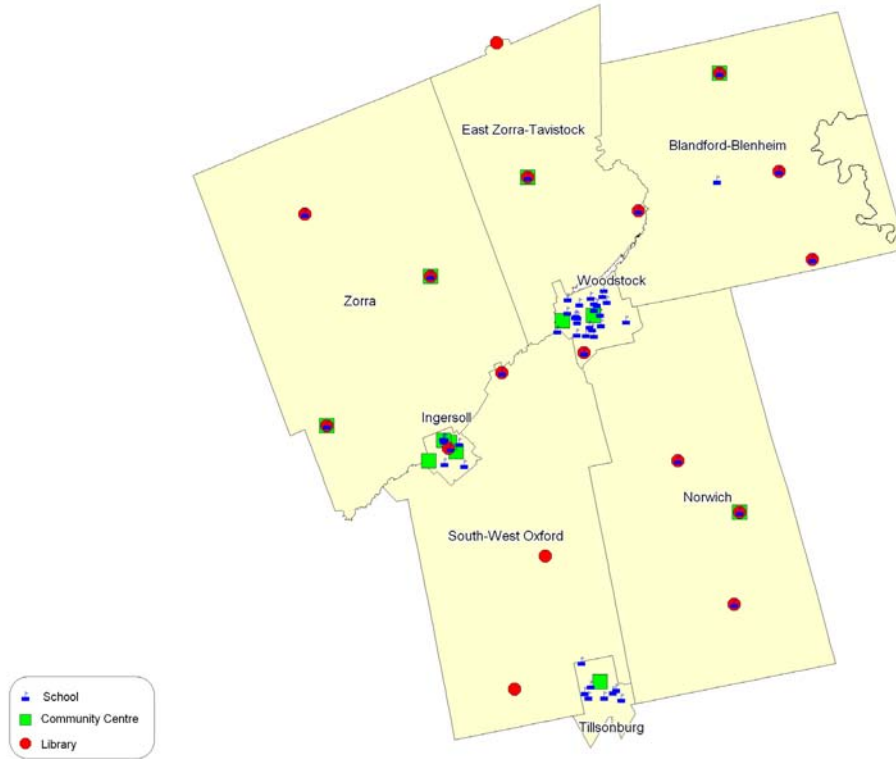


Map 87: Oxford - Learner Residence Locations

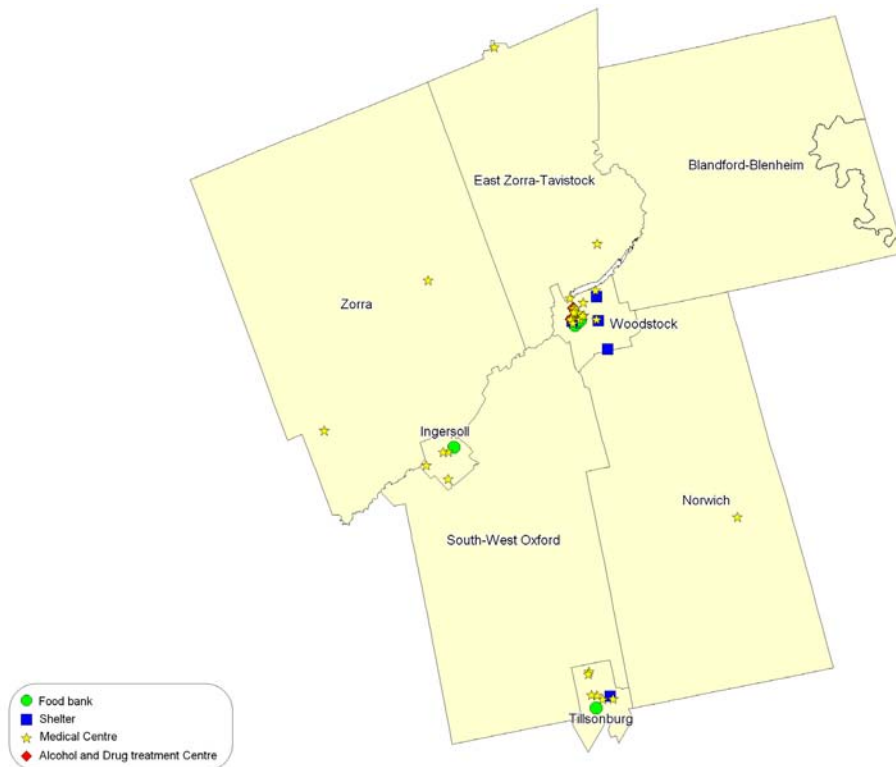


- ★ School Board programs
- ★ Community programs
- ★ College programs

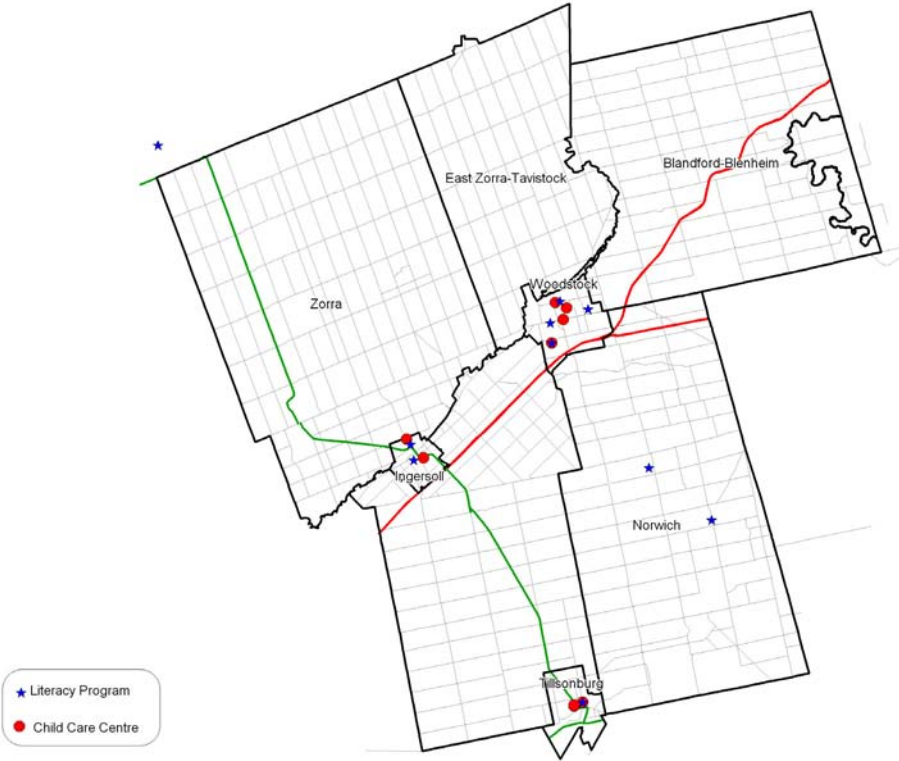
Map 88: Oxford - Schools, Community Centres and Libraries



Map 89: Oxford - Food Banks, Shelters, Medical Centres and Alcohol and Drug Treatment Centres



Map 90: Oxford - Literacy programs, Child Care Centres and Transportation Routes



Opportunities for Further Research and Next Steps

Through the creation of this report, literacy providers now have a core set of maps and basic information to assist with the literacy service planning process. By analysing the set of maps, it is our hope that service gaps have come to light and that we have provided information to help address some of these gaps. The foundation of information has been developed and in many communities relationships have been made with key information stakeholders. The possibility now exists for you, as a literacy provider, to collaborate with other service providers in those communities in order to address needs and gaps.

The maps presented in this report are only a base set of maps. There are many more maps available through LLSC and there are also many more maps that can be created through Investing in Children. For a complete list of maps available, refer to Appendix G. Larger copies of these maps can also be provided for greater detail.

We would love to hear from you about what maps proved to be most useful and what other maps would be helpful in your planning process. We recognize that each community and/or program has individual needs and challenges and we can work with you to assist you with any further mapping needs. Given the time allowed for this project, it is impossible to include all areas of information in one report. In addition, much more information exists that we may not even be aware of. By collaborating with the literacy providers, we can better assist you as you progress with your literacy service planning.

Appendices

Appendices

Appendix A –	Table of Contacts	p.72
Appendix B –	Table of Meetings	p.73
Appendix C –	Communications, Survey, and Promotion Sheet	p.74
Appendix D –	Program Information	p.77
Appendix E –	Programs We Received Client Postal Codes from	p.80
Appendix F –	Glossary and Acronyms	p.81
Appendix G -	Complete List of Maps Available	p.82
Appendix H -	References	p.87
Appendix I -	Useful Internet Resources	p.89

Appendix A – Individuals and Organizations that were Consulted

London and Middlesex Contacts

Name	Organization/Agency	Contact Information
Francis Shamley	Glencoe Quest Centre	(519) 287-2618
Anne Marie Curtin	Literacy Link South Central	(519) 681-7307
Heather Cousins	Investing In Children	(519) 433-8996
Michele Reid	OEYC London Fanshawe	(519) 455-2791
Deb Mountenay	Local Training Board Office	(519) 672-3499
Bingyan Huang	Cross Cultural Learner Centre	(519) 432-1133
Brian Matthews	Cross Cultural Learner Centre	(519) 432-1133
Bernice Ireland	Nokee Kwe	(519) 667-7088
Dawn Young	Nokee Kwe	(519) 667-7088
Gina McGaghey	Chippewa of the Thames	(519) 289-0621
Linda Doxtator	Oneida Settlement	(519) 652-1580
Candi Snake	Muncey Delaware Nation	(519) 289-5396 x 231
Ammy Gilchrist	Elections Canada	(519) 439-2717
Kelly McManus	City of London	(519) 661-0594
Vicki Mayer	ATN	(519) 433-7950
Sylvie Long	ACFO	(519) 675-3814
Sandra Hennessey	Fanshawe College	(519) 452-4430 x 4553
Jill Slemo	LDCSB	(519) 432-8807
Beth Denning	TVDSB	(519) 245-3900
Dianne Rumney	TVDSB	(519) 452-2660
Marilyn Light	TVDSB	(519) 633-3242
Linda Hounsell-Gars	Middlesex Community Living	(519) 245-0553
Margaret Harper	Hutton House	(519) 472-1541

Oxford County Contacts

Name	Organization/Agency	Contact Information
Anne Corcoran	TVDSB	(519) 842-9000
Dianne Ward	TVDSB	(519) 539-7447
Lynnda Feyen	TVDSB	(519) 537-0109
Tracy Reesor	TVDSB	(519) 485-6088
Maggie McDonald	Women's Employment Resource Centre	(519) 421-2077
Susan DeRoo	Tillsonburg and District Multi-Service Centre	(519) 842-9000 x 283
Wendy Woodhouse	Tillsonburg and District Multi-Service Centre	(519) 824-9000 x 2
Janet Stephens	County of Oxford/OEYC	(519) 539-9800
Meredith Maywood	County of Oxford/OEYC	(519) 539-9800 x 430

Elgin County Contacts

Name	Organization/Agency	Contact Information
Shelley Olivier	YWCA	(519) 631-9800
Abe Harms	MCC Aylmer Resource Centre	(519) 765-3020
Anita Harms	FESPA	(519) 765-3026
Anna Bergen	FESPA	(519) 765-3026
Sharon Hutchison	TVDSB	(519) 631-3770
Monica Robinson	Educational Help Centres Inc.	(519) 633-2373
Bob Brine	Fanshawe	(519) 633-2030

Appendix B – Meetings

Date	Name/Organization	Focus of Meeting
February 18/04	Heather Cousins	Get suggestions for obtaining information from Counties
March 4/04	Debra Mountenay Local Training Board	Introduction of project...needs/general information gathering
March 8/04	Vicki Mayer ATN	Introduction of project...needs/general information gathering
March 8/04	Kelly McManus City of London	Introduction of project...needs/general information gathering
March 15/04	Brian Collins Goodwill	Introduction of project...needs/general information gathering
March 25/04	Brantford Literacy Service Providers Table	Provide project overview, obtain feedback
March 26/04	Simcoe Literacy Service Providers Table	Provide project overview, obtain feedback
April 14/04	Meredith Maywood and Janet Stephens COOL Oxford	Obtain information about services in the County of Oxford, be referred to new contacts
April 22/04	Dawn Young Nokee Kwe	Obtain information about First Nations Reserves in Middlesex County and other First Nations Services in the area
May 13/04	Middlesex County Literacy Service Providers Table	Provide a project overview and obtain feedback
May 17/04	Bingyan Cross Cultural Learner Centre	Learn about the services available to new comers to Canada as well as their realities
May 25/04	Practitioners Meeting Fanshawe Woodstock	Provide a project overview and obtain feedback
June 1/04	Anita Harms FESPA	Learn about the educational programs FESPA offers and learn more about the Mennonite Community in Elgin County
June 1/04	Abe Harms MCC – Aylmer	Learn about the various services available to Mennonites in Elgin County as well as the challenges they face
June 8/04	Elgin County Literacy Service Providers Table	Present our findings and maps to date in Power Point format
June 10/04	Middlesex Literacy Providers Table	Present our findings and maps to date in Power Point format
June 14/04	Mennonite Networking Workshop	Learn more about the realities of the Mennonite Population in Elgin County
June 23/04	Oxford Literacy Service Providers Table	Present our findings and maps to date in Power Point format
July 8/04	Heather Cousins Investing in Children	Go over first draft of final report and discuss areas to improve and expand on

Appendix C – Communications, Survey, and Promotion Sheet

Correspondence

General Letter to Literacy Program Coordinators

We are working on a literacy-mapping project on behalf of Literacy Link South Central. As part of our project we are in the process of updating our database on literacy program providers in Elgin, Middlesex, London, and Oxford. We have your programs on our database. The attached Excel file is the information that we currently have. We would appreciate if you could take the time to check this information for us. Please change any information that is no longer accurate and add any literacy programs that we have not included. We have added some notes that might be helpful in the areas that may be unclear, when referring to the spreadsheet.

County –in which county is the program located

Location- what is the name of the centre where the tutoring is located?

Everything directly behind Location (i.e. Street Address) refers to the location of the tutoring.

Duration, Day, Evening, etc. –refers to when the program is offered and for how long

Wheelchair Access, Bus Route, Children’s Programs, Adult Programs, etc. –refer to the type of services that are available at that specific location. Please mark yes or no if you have tutoring programs specifically designed for or pertaining to that specific area. ***Collects Postal Codes*** refers to whether that centre collects the postal codes of its clients. This could be useful for mapping from where the clients of that centre are traveling. ***Daycare*** refers to whether day care is available at the facility should there be adults who require tutoring and have children.

GED Upgrading refers specifically to whether or not GED is provided at that location.

We have also included more information on our project. It would be greatly appreciated if you could return your updated information to us by Tuesday, April 13th. If you have any questions please contact us at 519-667-7088 x. 231 or email us at mapping@nokeekwe.ca

Thank you,
Belinda Standish
Maria van Burgsteden
Mapping Literacy in the Community
Ph: 519-667-7088 x.231
F: 519-667-4872

Fax to Monica Robinson of Educational Help Centres Inc.

TO:

Monica

Educational Help Centres Inc.

Ph: 519.652.0252

F: 519.652.2801

From:

Belinda Standish

Mapping Literacy in the Community

Ph: 519.667.7088 x.231

F: 519.667.4872

mapping@nokeekwe.ca

Re: Mapping Literacy in the Community

Thank you for taking the time to fill in this information for us. Please fill out a sheet for Lambeth Learning Centre, Mt. Brydges Tutoring, London N. Tutoring, and London W. Tutoring. Any information that you feel comfortable sharing about the St. Thomas Tutoring and Oxford County Tutoring in Tillsonburg would also be appreciated, however I understand that this information may be limited due to the circumstances. I have added some notes that might be helpful in the areas that I thought may be unclear, when referring to the form.

County –in which county is the program located

Location- what is the name of the centre where the tutoring is located?

Everything directly under Location (i.e. Street Address) refers to the location of the tutoring.

Duration, Day, Evening, etc. –refers to when the program is offered and for how long

Wheelchair Access, Bus Route, Children's Programs, Adult Programs, etc. –refer to the type of services that are available at that specific location. Please only check it if you have tutoring programs specifically designed for or pertaining to that specific area. **Collects Postal Codes** refers to whether that centre collects the postal codes of its clients. This could be useful for mapping from where the clients of that centre are traveling. **Daycare** refers to whether day care is available at the facility should there be adults who require tutoring and have children.

Grade 12 Upgrading refers specifically to whether or not GED is provided at that location.

If you have any questions please contact us at 519.667.7088 x. 231 or email us at mapping@nokeekwe.ca

.Email sent to Tracy Ressor of Ingersoll Learning and Employment Services

Good Morning Tracy,

I am working on a project called Mapping Literacy in the Community, on behalf of Literacy Link South Central. We are in the process of updating our directory of Literacy Programs in Elgin, Middlesex, London, and Oxford. According to the directory you are the contact person for Phonics Camp, Adult Basic Literacy Education, and After School Phonics, Math and Social Skills all of which are programs through Ingersoll Learning and Employment Services. I would like to talk with you regarding the information we currently have to see if it is still accurate and to add any necessary changes. You can contact me at 519.667.7088 x.231 or email me at mapping@nokeekwe.ca I will also try to contact you later next week. Thank you for your time.

Belinda Standish

Mapping Literacy in the Community

519.667.7088 x.231

mapping@nokeekwe.ca

sent feb.27

tresor@ocl.net

Appendix D –Program Information

Middlesex

Program	Host Organization	Updated	Collects Postal Codes	Asked for Postal Codes	Received Postal Codes
Adult Basic Literacy and Numeracy (@ King St)	London District Catholic School Board	Yes	Unknown	No	No
Adult Basic Literacy and Numeracy (@ Richmond St.)	London District Catholic School Board	Yes	Unknown	No	No
Adult Education Program	Hutton House	Yes	Yes	Yes	Yes
Kumon Afterschool Reading and Math Program	Dorchester Kumon Learning Centre	Yes	Yes	No	No
Assessment and Learning Program	Sylvan Learning Centre	Yes	No	N/A	N/A
Blueprints	Fanshawe College	No	Unknown	No	No
Call Centre Training Program	Fanshawe College	No	Unknown	No	No
Literacy Program	Strathroy Adult Learning Centre	Yes	Yes	Yes	No
Continuing Education/Computer Aided Learning	Middlesex Community Living with TVDSB	Yes	Yes	Yes	No
Destination Employment	Learning Disabilities Association	Yes	Unknown	No	No
Elmwood Avenue Day Care	London Bridge Child Care Services	No	Unknown	No	No
Esso Family Math Centre	Esso Family Math Centre	Yes	No	N/A	N/A
Family Math	LUSO Community Services	Yes	Unknown	No	No
Fast Track Tutoring	LUSO Community Services	Yes	Unknown	No	No
Huron Heights Early Childhood Learning Centre	London Bridge Child Care Services	Yes	No	N/A	N/A
Literacy and Basic Skills Program (London)	Adult & Continuing Education, Thames Valley	Yes	Yes	Yes	Yes
Literacy and Basic Skills Program (Strathroy)	Adult and Continuing Education, Thames Valley	Yes	Yes	Yes	No
Literacy and Basic Skills Program (London)	Adult and Continuing Education, Thames Valley	Yes	Yes	Yes	Yes
Literacy Kits (10 languages)	Families First in White Oaks	Yes	Yes	No	No
Literacy and Basic Skills Program	Literacy London Inc.	No	Unknown	No	No
Literacy Program for Deaf/Blind Adults	Canadian National Institute for the Blind	Yes	Unknown	No	No
Network to Learning	Learning Disabilities Association	No	Unknown	No	No
Noah's School	Ark Aid Street Mission	Yes	Unknown	No	No
Outreach Program	Accommodation, Training, & Networking (ATN)	Yes	Yes	Yes	No
R.E.A.D.	London Public Library, Sherwood Branch	Yes	Yes	No	No
R.E.A.D.	London Public Library, Crouch Branch	Yes	Yes	No	No
R.E.A.D.	London Public Library, Jalna Branch	Yes	Yes	No	No
Services for Children, Youth and Adults	London Speech and Language Centre	Yes	Yes	No	No
Shared Beginnings	LUSO Community Services	Yes	Unknown	No	No
Specialized Tutoring	Riverside Educational Services	No	Unknown	No	No
Specialized Tutoring	Turning Point Educational Services	Yes	Yes	No	No

Program	Host Organization	Updated	Collects Postal Codes	Asked for Postal Codes	Received Postal Codes
The Learning Loft	The Learning Loft	No	Unknown	No	No
The Native Literacy Program	Nokee Kwe-Native Learning Centre	Yes	Yes	Yes	Yes
Tutoring	Educational Help Centres Inc.	Yes	No	N/A	N/A
St. Marys Adult Learning Program	The St. Marys Adult Learning Program	Yes	Yes	No	No
Volunteer Tutoring	Middlesex Literacy Resources	Yes	Yes	No	No
White Oaks Day Care Centre	London Bridge Child Care Services	No	Unknown	No	No
Tutoring	North West London Resource Centre	Yes	Unknown	No	No
ESL Program	Wheable Centre for Adult Education	New Program	Unknown	No	No
Family Literacy Program	Families First	Yes	Yes	No	No
ESL & LINC Site	Lorne Avenue PS	New Program	Unknown	No	No
ESL Site	Intercommunity Health Centre	New Program	Unknown	No	No
ESL Site	Crouch Library	New Program	Unknown	No	No
ESL Site	Sir John A. MacDonald School	New Program	Unknown	No	No
ESL & LINC Site	Sir George Ross School	New Program	Unknown	No	No
ESL, LINC, TSE & TOEFL Site	Empress English Language Centre	New Program	Unknown	No	No
ESL Site	London YMCA, Central Branch	New Program	Unknown	No	No
ESL Site	London YMCA, Central Branch	New Program	Unknown	No	No
LINC Site	London YMCA, Central Branch	New Program	Unknown	No	No
LINC Site	London YMCA, Central Branch	New Program	Unknown	No	No

Elgin

Program	Host Organization	Updated	Collects Postal Codes	Asked for Postal Codes	Received Postal Codes
Adult Basic Education, Literacy & Basic Skills, GED	Fanshawe College - St. Thomas Campus	Yes	Yes	Yes	No
Family Education Support Project of Aylmer	Mennonite Central Committee Aylmer	Yes	Yes	Yes	Yes
Literacy and Basic Skills (@ AVSS St. Thomas)	Adult & Continuing Education, Thames Valley	No	Yes	Yes	Yes
Literacy and Basic Skills (St. Thomas)	The YWCA of St. Thomas-Elgin	Yes	Yes	Yes	Yes
Literacy and Basic Skills (@ St. Thomas Adult Learning Centre)	Adult and Continuing Education, Thames Valley	Yes	Yes	Yes	No
Literacy and Basic Skills (West Lorne)	The YWCA of St. Thomas-Elgin	Yes	Yes	Yes	Yes
Literacy and Basic Skills (Aylmer)	The YWCA of St. Thomas-Elgin	Yes	Yes	Yes	Yes
Oxford Learning Centre	Oxford Learning Centre	Yes	No	N/A	N/A
The Kumon Program	The Kumon Math and Reading Centre	Yes	Yes	Yes	No
Tutoring	Educational Help Centres Inc.	Yes	Yes	Yes	Yes
ESL & LINC Site	St. Thomas Adult Learning Centre	New Program	Unknown	No	No

Program	Host Organization	Updated	Collects Postal Codes	Asked for Postal Codes	Received Postal Codes
ESL & Citizenship Site	McGregor PS	New Program	Unknown	No	No
ESL Site	Summer's Corners PS	New Program	Unknown	No	No
ESL Site	Port Burwell PS	New Program	Unknown	No	No

Oxford

Program	Host Organization	Updated	Collects Postal Codes	Asked for Postal Codes	Received Postal Codes
Academic Upgrading	Fanshawe College	Yes	Unknown	No	No
Adult Basic Literacy Education	Adult and Continuing Education, Thames Valley	Yes	Yes	Yes	Yes
Adult Basic Lit. Program, Tillsonburg & District	Tillsonburg & District Multi-Service Centre	Yes	Unknown	No	No
Adult Basic Lit. Program, Tillsonburg & District	“ “ (Woodstock location)	Yes	Unknown	No	No
After School Phonics, Math and Social Skills	Ingersoll Learning and Employment Resource	Yes	Yes	No	No
Kumon Afterschool Reading and Math Program	Woodstock Kumon Learning Centre	Yes	Yes	No	No
Esso Family Math	Community Living Tillsonburg	No	Unknown	No	No
Homework Help Centre/Tutoring Services	TVDSB (Woodstock location)	Yes	No	N/A	N/A
Homework Help Centre/Tutoring Services	TVDSB (Norwich location)	Yes	No	N/A	N/A
Literacy and Basic Skills	Adult & Continuing Edu. Thames Valley Tillsonburg	Yes	Yes	Yes	No
Literacy and Basic Skills Upgrading	Adult & Continuing Education, Thames Valley	Yes	Yes	Yes	No
Literacy and Basic Skills (Developmental Services)	Adult & Continuing Education, Thames Valley	Yes	Yes	Yes	Yes
Literacy and Basic Skills (WERC)	Adult & Continuing Education, Thames Valley	Yes	Yes	Yes	Yes
Phonics Camp	Ingersoll Learning and Employment Resource	Yes	Yes	No	No
R.E.A.D. Family Literacy Program	Fanshawe College- Woodstock Campus	No	Unknown	No	No
Summer Program	TVDSB	Yes	No	N/A	N/A
The 3R's Program	Friends of the Oxford County Museum School	No	Unknown	No	No
Operation Sharing Literacy Program	Operation Sharing	Yes	No	N/A	N/A
Tillsonburg Kumon Learning Centre	Kumon Learning Centre - Tillsonburg	Yes	Yes	No	No
Tutoring	Youth for Christ, Upper Deck / Campus Life	No	Unknown	No	No
ESL & LINC Site	London YMCA, Central Branch	New Program	Unknown	No	No
ESL Site	London YMCA, Central Branch	New Program	Unknown	No	No

Appendix E - Programs that we Received Client Postal Code Information From:

Elgin County School Board Programs

1. Literacy and Basic Skills - Adult and Continuing Education (Sharon Hutchison)

Elgin County Community Programs

2. Educational Help Centres Inc. (Monica Robinson)
3. Family Education Support Program Aylmer (Anita Harms)
4. Literacy and Basic Skills - The YWCA of St. Thomas-Elgin (Shelley Olivier)
5. LINC - The YWCA of St. Thomas-Elgin (Shelley Olivier)

Elgin County College Programs

6. Fanshawe College St. Thomas Campus (Sandy Hennessey)

Middlesex County School Board Programs

7. Adult Basic Education - Wheable Centre for Adult Education (Dianne Rumney)
8. Adult Education Program - Hutton House (Margaret Harper)

Middlesex County Community Programs

9. Native Literacy - Nokee Kwe (Bernice Ireland)

Middlesex County College Programs

10. Fanshawe College London-Middlesex Campus (Sandy Hennessey)

Oxford County School Board Programs

11. Literacy and Basic Skills - Woodstock and District Developmental Services (Dianne Ward)
12. Literacy and Basic Skills - Women's Employment Resource Centre (Maggie McDonald)
13. Adult Basic Literacy - Ingersoll Learning and Employment Resource Centre (Tracy Reesor)

Oxford County College Programs

13. Fanshawe College Woodstock Campus (Sandy Hennessey)

Appendix F – Acronyms

First Nations Acronyms

OFIFC	Ontario Federation of Indian Friendship Centres
OKT	Oneida Education Council
IEC	Indian Education Council www.ieceducation.com
INAC	Indian and Northern Affairs www.inac.gc.ca
AIAI	Association of Iroquois and Allied Indians www.aiai.on.ca
FNSN	First Nations School Net www.schoolnet.ca/aboriginal
UOI	Union of Ontario Indians www.anishinabek.ca
AFN	Assembly of First Nations www.afn.ca
AHF	Aboriginal Healing Foundation www.ahf.ca
SOMA	Southwestern Ontario Marketing Alliance

Mennonite Acronyms

FESPA	Family Education Support Program Aylmer
MCC	Mennonite Central Committee

School Board Acronyms

TVDSB	Thames Valley District School Board
LDCSB	London District Catholic School Board

Literacy Acronyms

IALS	International Adult Literacy Survey
LLSC	Literacy Link South Central

Mapping Acronyms

GIS	Geographical Information System
CMA	Census Metropolitan Area

Appendix G - Complete List of Maps Available

Italicized titles indicate maps not included in this report

Thames Valley
Townships, Waterbodies & Major Transportation Routes
Population Density
Literacy Programs
Approximate Population Density on the Reserves
Population with French Declared as Mother Tongue
Total Immigrants
Total New Immigrants
London
City Boundaries, Waterbodies and Major Transportation Routes
Population Density
Population Aged 20-34
Population Aged 35-54
Percentage of Population with Less than Grade 9 Education
Percentage of Population with University Education
Percentage of Population with College Education
Median Income
Total Immigrants
Total New Immigrants, 1996-2001
Total Vietnamese Immigrant Population
Total Chinese Immigrant Population
Total Lebanese Immigrant Population
Population with French Declared as Mother Tongue
Population with Non-Official Language Declared as Mother Tongue
Population with Spanish Declared as Mother Tongue
Literacy Programs
Learner Residence Locations
Special Needs Services
Schools, Community Centres and Libraries
Food Banks, Shelters, Medical Centres and Alcohol and Drug Treatment Centres
Literacy Programs, Childcare Centres and Bus Routes
First Nations Services
<i>Total Male Population</i>
<i>Total Female Population</i>
<i>Population Aged 0-19</i>
<i>Population Aged 0-14</i>
<i>Population Aged 65+</i>

<i>Total Lone Parents</i>
<i>Total Divorced Population</i>
<i>Population 15-24 Not Attending School Full-time</i>
<i>Employment Status</i>
<i>Average Household Income</i>
<i>Average Gross Rent</i>
<i>Population Paying Over 30% of Gross Income on Rent</i>
<i>Population Paying Over 30% of Gross Income on Owner's Major Payments</i>
Middlesex
Townships, Waterbodies and Major Transportation Routes
Population Density
Population Aged 20-34
Population Aged 35-54
Education Levels
Percentage of Population with Less than Grade 9 Education
Percentage of Population with University Education
Percentage of Population with College Education
Median Income
Total Immigrants
Total New Immigrants, 1996-2001
Total Dutch Immigrant Population
Total Portuguese Immigrant Population
Population with French Declared as Mother Tongue
Population with Non-Official Language Declared as Mother Tongue
Literacy Programs
Food Banks, Shelters, Medical Centres and Alcohol and Drug Treatment Centres
Schools, Community Centres and Libraries
Literacy Programs, Childcare Centres and Major Transportation Routes
<i>Total Male Population</i>
<i>Total Female Population</i>
<i>Population Aged 0-19</i>
<i>Population Aged 65+</i>
<i>Total Lone Parents</i>
<i>Total Divorced Population</i>
<i>Population 15-24 Not Attending School Full-time</i>
<i>Employment Status</i>
<i>Average Household Income</i>
<i>Average Gross Rent</i>
<i>Population Paying Over 30% of Gross Income on Rent</i>
<i>Population Paying Over 30% of Gross Income on Owner's Major Payments</i>

Elgin

Elgin County Townships, Waterbodies and Major Transportation Routes

Population Density

Population Aged 20-34

Population Aged 35-54

Education Levels

Percentage of Population with Less than Grade 9 Education

Percentage of Population with University Education

Percentage of Population with College Education

Median Income

Total Immigrants

Total New Immigrants, 1996-2001

Total Mexican Immigrant Population

Population with French Declared as Mother Tongue

Population with Non-Official Language Declared as Mother Tongue

Total Mennonite Population According to Statistics Canada

MCC Map

Literacy Programs

Learner Residence Locations

Schools, Community Centres and Libraries

Food Banks, Shelters, Medical Centres and Alcohol and Drug Treatment Centres

Literacy Programs, Childcare Centres and Transportation Routes

Total Male Population

Total Female Population

Population Aged 0-19

Population Aged 65+

Total Lone Parents

Total Divorced Population

Population 15-24 Not Attending School Full-time

Employment Status

Average Household Income

Average Gross Rent

Population Paying Over 30% of Gross Income on Rent

Population Paying Over 30% of Gross Income on Owner's Major Payments

Oxford
Oxford County Townships, Waterbodies and Major Transportation Routes
Population Density
Population Aged 20-34
Population Aged 35-54
Education Levels
Percentage of Population with Less than Grade 9 Education
Percentage of Population with University Education
Percentage of Population with College Education
Median Income
Total Immigrant Population
Total New Immigrants, 1996-2001
Total Dutch Immigrant Population
Total German Immigrant Population
Total Mexican Immigrant Population
Population with French Declared as Mother Tongue
Population with Non-Official Language as Mother Tongue
Literacy Programs
Special Needs Services
Learner Residence Locations
Schools, Community Centres and Libraries
Food Banks, Shelters, Medical Centres and Alcohol and Drug Treatment Centres
Literacy Programs, Childcare Centres and Transportation Routes
<i>Total Male Population</i>
<i>Total Female Population</i>
<i>Population Aged 0-19</i>
<i>Population Aged 65+</i>
<i>Total Lone Parents</i>
<i>Total Divorced Population</i>
<i>Population 15-24 Not Attending School Full-time</i>
<i>Employment Status</i>
<i>Average Household Income</i>
<i>Average Gross Rent</i>
<i>Population Paying Over 30% of Gross Income on Rent</i>
<i>Population Paying Over 30% of Gross Income on Owner's Major Payments</i>

Data Sets for Each County that can be layered onto Demographic information

Alcohol & Drug Treatment Centres

Catholic Schools

Childcare Centres

Community Centres

Employment Centres

ESL Program Locations

Food Banks

Medical Centres

Municipal Offices

Ontario Works Offices

Private/Non Board Affiliated Schools

Police Services

Public Schools

Public Libraries

Shelters

Special Needs Services

Literacy Programs - Host Sites and program Sites
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Appendix H - References

- ABC CANADA Literacy Foundation. http://www.abc-canada.org/literacy_facts/
- ABC CANADA Literacy Foundation. 2001 Who Wants to Learn? (Toronto, ON: ABC CANADA)
- Bailey, I. and Coleman, U. 1998 Access and Participation in Adult Literacy Schemes (Dublin, Ireland: National Adult Literacy Agency)
- County of Oxford. 2000 Oxford County growing stronger ... together. <http://www.county.oxford.on.ca/>
- Falcigno, K. 2003 Putting Literacy in Ottawa on the Map (Ottawa, ON: Ottawa-Carleton Coalition for Literacy)
- First Nations Profiles, Department of Indian Affairs and Northern Development - http://sdiprod2.inac.gc.ca/fnprofiles/FNProfiles_home.htm
- Federation of Canadian Municipalities Quality of Life Reporting System Highlights Report 2004. Looking at our Quality of Life in London: Local fact sheets (London, ON: Social Research and Planning Department of Community Services, City of London)
- Literacy Link Eastern Ontario (LLEO). 2002 GIS as a Planning Tool for Literacy Organizations (Kingston, ON: LLEO) on-line atlas <http://www.gis.queensu.ca/literacymap/webpage.html>
- Literacy Partners of Manitoba. 1999 Manitoba Literacy Atlas (Winnipeg, MB: Literacy Partners of Manitoba) on-line atlas <http://www.mb.literacy.ca/maps/atlas.htm>
- London Economic Development Corporation. 2003. <http://www.ledc.ca/home/>
- Long, E. 1996 The Impact of ABC Canada's LEARN Campaign: Results of a National Research Study (Toronto, ON: ABC CANADA)
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- National Institute for Literacy. International Adult Literacy Survey. <http://www.nifl.gov/nifl/facts/IALS.html>
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- Ontario Economic Development. <http://www.2ontario.com/>
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St. Thomas and District Chamber of Commerce. 2001. <http://www.stthomaschamber.on.ca>

Statistics Canada. 1996 International Adult Literacy Survey (IALS), Reading the Future: A Portrait of Literacy in Canada

Statistics Canada. 2001 Census of Canada. See the Statistics Canada Internet site: www.statcan.ca.

Statistics Canada. 2003 International Adult Literacy Survey database. <http://www.statcan.ca/english/freepub/89-588-XIE/about.htm>

Thomas, A. 1990 The Reluctant Learner: A Research Report on Nonparticipation and Dropout in Literacy Programs in British Columbia (Victoria, B.C.: Province of British Columbia, Ministry of Advanced Education, Training and Technology)

On-line References

Elgin County

- www.stthomaschamber.on.ca
- www.elgin-county.on.ca
- www.elgintourist.com
- www.listingsca.com/Ontario/South-West/Elgin-County/Travel/Area_Information/index
- www.city.st-thomas.on.ca

Middlesex County

- www.county.middlesex.on.ca
- www.ledc.com
- www.londonedc.com
- www.mycommunityinfo.ca
- www.gov.on.ca/OMAFRA
- www.strathroy-caradoc.ca/official_plan.htm

Oxford County

- www.county.oxford.on.ca
- www.cooloxford.ca
- www.city.woodstock.on.ca
- www.woodstocknow.com
- www.2ontario.com/communities

Appendix I - Useful Internet Resources

National Resources

1. Ministry of Education – Ministry of Training, Colleges and Universities Literacy and Basic Skills
<http://www.edu.gov.on.ca/eng/training/literacy/main.html>
2. National Adult Literacy Database- <http://www.nald.ca/>
3. National Literacy Secretariat - <http://www.nald.ca/nls.htm>
4. Movement for Canadian Literacy - <http://www.literacy.ca/>
5. Social Development Canada – Adult Literacy -
<http://www11.sdc.gc.ca/en/cs/sp/edd/brief/2000-000576/alppp.shtml>
6. ABC Canada Literacy Foundation <http://www.abc-canada.org/>
7. Canadian Council on Social Development - <http://www.ccsd.ca/home.htm>
8. Laubach Literacy Canada - <http://www.laubach.ca/>
9. Frontier College - <http://www.frontiercollege.ca/english/main.htm>
10. National Anti-Poverty Organization - <http://www.napo-onap.ca/>
11. Canadian Language and Literacy Research Network -
<http://www.cllrnet.ca/index.php?fa=CLLRNet.showCLLRNet>

Ontario Resources

12. Ontario Council of Agencies Serving Immigrants LINC Documents
http://www.settlement.org/sys/atwork_library_detail.asp?doc_id=1003369
13. Ontario Council of Agencies Serving Immigrants Information for Newcomers
<http://www.settlement.org/index.html>
14. Ontario Literacy Coalition - <http://www.on.literacy.ca/>
15. Community Literacy of Ontario - <http://www.nald.ca/clo.htm>
16. Ontario Native Literacy Coalition - <http://www.nald.ca/onlc.htm>
17. Goal: Ontario Literacy for Deaf People - <http://www.deafliteracy.ca/>

Literacy Networks and Coalitions

18. Literacy Link South Central - <http://www.llsc.on.ca/>
19. Literacy Link Eastern Ontario - <http://www.lleo.ca/>
20. Literacy Link Niagara - <http://www.literacylinkniagara.ca/>
21. Literacy Network of Durham Region - <http://www.lindr.on.ca/>
22. Literacy Network Northeast - <http://www.nt.net/literacy/>
23. Literacy Ontario Central South - <http://www.locs.on.ca/>
24. Literacy Northwest - <http://www.literacynorthwest.on.ca/>
25. Mid North Network for Adult Learning - <http://www.mnlearn.on.ca/>
26. Ottawa-Carleton Coalition for Literacy - <http://www.occl.ca/>
27. Peel Halton Dufferin Adult Learning Network - <http://www.phdaln.on.ca/>
28. QUILL Learning Network - <http://www.quillnet.org/>
29. Tri-County Literacy Network - <http://www.tcln.on.ca/>

Local Literacy Resources and Sources of Information

30. Middlesex County - <http://www.county.middlesex.on.ca/>
31. Links2Work, London and Middlesex County - <http://www.links2work.on.ca/>
32. London Chamber of Commerce - <http://www.chamber.london.on.ca/>
33. London Economic Development Corporation - <http://www.ledc.com/home/>
34. The City of London - <http://www.city.london.on.ca/>
35. Municipality of Thames Centre - <http://www.thamescentre.on.ca/>
36. Municipality of Adelaide Metcalfe - <http://www.adelaidemetcalfe.on.ca/>
37. Municipality of Lucan Biddulph - <http://www.lucanbiddulph.on.ca/>
38. Municipality of Middlesex Centre - <http://www.middlesexcentre.on.ca/>
39. Municipality of North Middlesex - <http://www.northmiddlesex.on.ca/>
40. Municipality of Newbury - <http://www.nuwbury.ca/>
41. Municipality of Southwest Middlesex - <http://www.southwestmiddlesex.on.ca/>
42. Municipality of Strathroy-Caradoc - <http://www.strathroy-caradoc.ca/>
43. Community Futures Development Corporation of Middlesex County - <http://www.cfdcmiddlesex.on.ca/>
44. County of Oxford On-Line Portal - <http://www.cooloxford.ca/>
45. County of Oxford - <http://www.county.oxford.on.ca/>
46. Township of Blandford-Blenheim - <http://www.twp.bla-ble.on.ca/>
47. Township of East Zorra-Tavistock - <http://www.twp.ezt.on.ca/>
48. Town of Ingersoll - <http://www.town.ingersoll.on.ca/>
49. Township of Norwich - <http://www.twp.norwich.on.ca/>
50. Township of South-West Oxford - <http://www.swox.org/>
51. Town of Tillsonburg - <http://www.town.tillsonburg.on.ca/>
52. City of Woodstock - <http://www.city.woodstock.on.ca/>
53. Township of Zorra - <http://www.zorra.on.ca/>
54. The County of Elgin - <http://www.elgin-county.on.ca/>
55. Town of Aylmer - <http://www.town.aylmer.on.ca/enter.html/>
56. Municipality of Bayham - <http://www.bayham.on.ca/>
57. Municipality of Central Elgin - <http://www.centralelgin.org/>
58. Township of Southwold - <http://www.twp.southwold.on.ca/>
59. Municipality of West Elgin - <http://www.westelgin.net/>
60. Township of Malahide - <http://www.township.malahide.on.ca/>
61. City of St. Thomas - <http://www.city.st-thomas.on.ca/>
62. Municipality of Dutton-Dunwich - <http://www.duttondunwich.on.ca/>

Other Links

63. Adult Basic Education Association of Hamilton - <http://abea.on.ca/>
64. Metro Toronto Movement for Literacy - <http://www.mtml.ca/>
65. Ningwakwe Literacy Press – Native Literacy Resources - <http://www.ningwakwe.on.ca/>
66. Training Post – Teaching Internet Literacy to Tutors - <http://www.trainingpost.org/>
67. Clear Language and Design - <http://www.eastendliteracy.on.ca/ClearLanguageAndDesign/start.htm>