



# Literacy in London and Middlesex

*An Opportunity to Reach our Full Potential*

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December 2007



# Foreword

On behalf of United Way of London & Middlesex and the City of London, we are pleased to present, ***Literacy in London and Middlesex: An Opportunity to Reach our Full Potential***.

According to a September 2007 report by TD Bank Financial Group, "It is hard to identify any other single issue that can have such a large payoff to individuals, the economy, and society than literacy".

***Literacy in London and Middlesex*** is intended to paint a picture of the current state of literacy in our communities. What we found out is that we are not that different. We are in line with the provincial literacy rate. We are no better, we are no worse. Yet one third of our children between 8 and 14 are not meeting the expected provincial standard for reading, writing, and mathematics. One fifth of adults are functioning at the lowest level of literacy. These adults are often unable to read basic signs and instructions on a medicine label and certainly are not able to participate in the technological workforce.

This is a significant loss of potential. Our community does not want nor can we afford to leave children and adults behind.

We believe that literacy is an essential building block for life-long learning, employment, health, and the well-being of people. With literacy comes power, participation, and progress. The more literate we are as individuals, the better our quality of life. The more literate our community, the more vibrant and healthy our society.

With increased globalization, a national shortage of skilled workers, an ageing population, and an increased reliance on technology, literacy skills are vital to individuals, employers, and communities. In London and Middlesex, we will constantly have to keep addressing literacy needs to continue to meet the ever evolving demands of a high-end job market.

Literacy is necessary to cultivate our next generation of citizens, employers, and employees. Growing a skilled and educated workforce is good for business and good for people. In a knowledge-based economy, our people are our competitive edge.

Our community has demonstrated innovation and leadership through initiatives such as the Creative City Task Force, London's Next Economy, and Economic Summit. Now we must convene again to build our literacy skills to reach our community's potential. Although literacy issues are not unique to London or Middlesex, what can be unique is how we address them.

We are grateful to the partners and investors, including London District Catholic School Board, Thames Valley District School Board, The University of Western Ontario, and Investing in Children, who made ***Literacy in London and Middlesex*** possible. The report has provided the vital baseline information we needed. Now we look forward to harnessing the power of many to plan and act to address the literacy potential in our communities.

Helen Connell  
Executive Director  
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Jeff Fielding  
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**United Way**  
of London & Middlesex



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# Literacy in London and Middlesex

## *An Opportunity to Reach our Full Potential*

### The Issue

Literacy in its simplest form is the ability to read, write, and use numbers. It is an essential building block for life-long learning, employment, health, and the well-being of people.

For communities, literacy plays a key role in ensuring a vibrant and healthy society with strong economic, social, educational, and recreational opportunities.

There has not been a comprehensive review of local literacy levels in London and Middlesex in the last decade.

We did not know if the children and adults in our community had the reading, writing, and math skills necessary to participate fully in learning, culture, arts, recreation, and employment choices.

Now we know more.

### In Search of Answers

United Way of London & Middlesex and the City of London, contracted Investing in Children to develop a picture of the state of literacy in London and Middlesex County.

We found out that our community is in line with the provincial average for literacy rates – no worse – no better. The majority of children and adults in our community have the skills necessary in reading, writing, and math.

Yet, at least 1 in 3 children aged 8 to 14 is not meeting the standards established by the province in reading, writing, and mathematics. And 1 in 5 adults is functioning at the lowest level of literacy, often unable to read basic signs and medicine label instructions.

This is a significant loss of potential.

Our community does not want nor can it afford to leave children and adults behind as we continue to embrace the global economy, address a national skills shortage, and strive to build creative communities with vibrant arts, culture, and optimal well-being for its citizens.

We aspire to more.



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## Key Findings

### School Readiness

- Close to 1,200 children in London are considered low on readiness to learn (sometimes referred to as “*not ready*”) in dimensions of literacy that include Communication and General Knowledge and Basic Literacy and Numeracy.
- Pre-school children in London have readiness to learn scores that fall below the provincial average. Children in Middlesex perform above the provincial average in readiness to learn.
- Research has shown that low readiness to learn is associated with social “risk factors” such as lone parent and low income households.
- Some planning districts in London show a significant number of children with a low readiness to learn.

### School Age Children and Youth

- Many school age children and youth are meeting provincially established targets for literacy and numeracy as measured by Education Quality and Accountability Office (EQAO) assessments. However, some children and youth in London and Middlesex could be doing better.
- At age 8 (primary Grades 1 to 3), 32% to 42% of London students and 28% to 35% of Middlesex students did not achieve the established provincial standards in reading, writing, and mathematics.
- At age 11 (junior Grades 4 to 6), 37% to 42% of London students and 33% to 39% of Middlesex students did not achieve the established provincial standards in reading, writing and mathematics.
- At age 14 (Grade 9), 61% of London students and 50% of Middlesex students did not achieve the established provincial standard in applied mathematics; 25% of London students and 24% of Middlesex students did not achieve the established provincial standard in academic mathematics.
- 17% of London and 12% of Middlesex Grade 10 students did not pass the Ontario Secondary School Literacy Test on their first attempt.

### Adults

- Local research to assess adult literacy rates for London and Middlesex is not available. What we know about adult literacy is based on information available from Statistics Canada that uses trends from international research.
- This research suggests that 19% of adults in London and Middlesex are functioning at the lowest standard (Level 1) in their reading and mathematics skills. They have serious problems dealing with any printed material, e.g. reading the directions on a medicine label, struggling to complete an order form, and balancing a chequebook. This would apply to as many as 41,000 adults in London and close to 9,400 adults in Middlesex.
- Level 3 literacy is the minimum skill level suitable for coping with demands of everyday life and work in a complex, advanced society. For example, effective use of the Internet requires Level 3 or higher.
- Based on international trends, up to 47% of adults in London (117,000 people) and 50% of adults in Middlesex (143,000 people) do not have literacy skills that allow them to function at their full potential (meaning they have Level 3 or lower).
- Existing literacy programs in our communities serve only about 2,000 adults each year.
- Literacy challenges are known to be more complex among new immigrants for whom English is a second language, Aboriginal people, the Francophone population, people who are deaf/blind, people with learning disabilities, people in receipt of Ontario Works, and those in correctional facilities.

### Help Available

- There are school, community, and business-based services available that provide literacy and numeracy supports in London and Middlesex.
- Barriers to seeking support can include the perceived stigma associated with literacy, self-identification of the need for service, awareness and marketing of services available, and access to service for those in rural communities.

# Defining Literacy

There are many definitions of literacy. Some range from a simple view of literacy as reading, writing, and mathematics to more complex definitions that take into account not only what literacy is, but how it is used by people in their everyday lives. This report relies on the International Adult Literacy Survey (IALS), which defines literacy as “the ability to understand and employ printed information in daily activities, at home, at work, and in the community – to achieve one’s goals, and to develop one’s knowledge and potential”.

“Simply stated, literacy is important. Society rewards individuals who are proficient and penalizes those who are not, whether expressed in terms of employment opportunities and job success or active social, cultural, and citizenship participation in society.

Literacy is also important to nations, as these skills are building blocks. They enable the creation of a labour force capable of competing in a changing world – a key step to economic growth and improvement of the human condition. They are also the cornerstones of democracy and of the exchange of knowledge and information.”

Human Resources and Social Development Canada, Highlights from the Canadian report on the findings of the International Adult Literacy Survey (IALS)

Literacy is described as it affects different ages. Recognizing that the development and use of literacy skills are important at every age (but that the ways in which they are developed, reinforced, and supported differ), this report highlights four age categories within two broader groupings. The following is a breakdown of the categories:

## Literacy and Numeracy by Age Categories

Children and Youth	Adults
<ul style="list-style-type: none"><li>• Children Birth-6</li><li>• Children 7-12</li><li>• Youth 13-17</li></ul>	<ul style="list-style-type: none"><li>• Adults 18+</li></ul>

Age is only one way to attempt to differentiate among community literacy needs. Therefore, this report includes information about how literacy affects different populations. These populations are Immigrants, Aboriginal people, the Francophone population, individuals who are deaf/blind, individuals with a learning disability, individuals in receipt of Ontario Works, and individuals in correctional facilities. This will help to provide a better understanding of literacy in London and Middlesex.

# Children Birth-6

## Identifying Children At-Risk in the Early Years

The Early Development Instrument (EDI) is a research tool that assesses children's readiness to participate in and benefit from school activities. The EDI is a checklist that kindergarten teachers complete for each child in their class after they have known them for several months. The information is aggregated and analyzed at a group level, by neighbourhood, for example. It is not used as a diagnostic tool for individual children.

The links between health and well-being and early literacy are becoming increasingly clear. Low literacy skills and lack of education are major contributors to poverty. Children who develop a love for books and reading have a better chance at success in school and in later life. Early literacy can help prevent problems and promote health.

Canadian Pediatric Society, 2006

### EDI Categories

1. Physical Health and Well-being – includes gross and fine motor skills and daily living skills
2. Social Competence – includes cooperation with others, following rules, ability to control own behavior, and eagerness to try new experiences
3. Emotional Maturity – empathic response to other people's feelings, ability to reflect before acting, ability to deal with feelings at the age-appropriate level
4. Language and Cognitive Development – age-appropriate reading, writing, and numeracy skills, memory skills, ability to understand similarities and differences
5. Communication Skills and General Knowledge – story telling, age-appropriate knowledge about the life and world around, skills to communicate needs and wants in socially appropriate ways

The kindergarten teacher uses the EDI to describe each child's level of development in five areas: Physical Health and Well-being, Social Competence, Emotional Maturity, Language and Cognitive Development, and Communication Skills and General Knowledge.

If a child scores well in these areas, it is likely that he or she will be better prepared to more quickly and more fully participate in and benefit from school activities.<sup>1</sup>

## Local Statistics and How They Compare to the Provincial Picture

In 2006, (the most current data available at the time of this report) London Senior Kindergarten (SK) teachers completed 2,962 EDI questionnaires and Middlesex SK teachers completed 765 EDI questionnaires. The table at right outlines how students in London and Middlesex scored in each of the five areas, compared to the “average” SK student in Ontario.

## 2006 EDI Results

### London and Middlesex compared to the Ontario Mean

	Ontario Mean*	London	Middlesex
Physical Health and Well-being	8.91	8.80	9.03
Social Competence	8.34	8.36	8.62
Emotional Maturity	8.09	8.08	8.27
Language and Cognitive Development	8.57	8.68	8.81
Communication Skills and General Knowledge	7.80	7.66	8.05
% of Multiple Challenges**	4.20	3.30	3.00

\*The mean tells us what an “average” child looks like in a given area. The score is out of a possible 10.

\*\* The Multiple Challenge Index is an indicator of a child who is experiencing challenges in at least three EDI domains/areas.

### Things to Consider

Low readiness to learn, as assessed by the EDI, may also be referred to as *not ready to learn* or *not ready*.

The maps and discussion contained in this report focus on the EDI results for children who are identified as being *not ready*. The rationale for this is that *not ready* is the best EDI indicator of an area for improvement in our community. However, the number of children who are *ready* or *in the middle* should also be considered to give the full picture of children’s readiness to learn in London.

Detailed data for these indicators for all levels of readiness to learn are available from the Data Analysis Coordinators of the Ontario Early Years Centres.

Children in London have EDI scores below the provincial average for readiness to learn. EDI scores for children in Middlesex are somewhat higher and come in above the provincial average. In all five domains, the results for Middlesex are somewhat higher than the scores in London. At this time, researchers in other Ontario communities are also developing this data. In the future, we will be able to compare the progress of students in London and Middlesex with that of similar-sized communities in Ontario.

## Readiness to Learn and Literacy

For the purpose of this report, our understanding of early years literacy is based on how an SK student scores on two specific areas of the EDI: Communication and General Knowledge and Basic Literacy and Numeracy. Information is available for London only.

According to the EDI results for these two areas:

- 1,179 children in London are considered *not ready to learn* as measured by the Communication and General Knowledge indicator. That is, 1,179 children fall into the lowest 25<sup>th</sup> percentile among all students tested.
- 308 children in London are considered *not ready to learn* as measured by the Basic Literacy and Numeracy indicator. That is, 308 children fall into the lowest 25<sup>th</sup> percentile among all students tested.

While some children may fall within both categories, at best we can say that close to 1,200 of the SK children in London are low in readiness to learn.

## Children Birth-6 Literacy and Numeracy

## Results by London Planning District

In London, the results of the EDI are available at the planning district level. Unfortunately, this level of analysis is not available for Middlesex.

Planning districts are geographic units that define neighbourhood boundaries. In London, there are 42 planning districts. However, due to the smaller population in some of the newer or outlying planning districts, accurate EDI data is available for only 26 planning districts.<sup>2</sup> This level of detail allows for a more meaningful look at the data.

It is important to note that all planning districts have children who are identified as *not ready to learn*. However, the charts that follow emphasize the planning districts that have the greatest percentage of children at risk.

An overview of the EDI results for Communication and General Knowledge and Basic Literacy and Numeracy areas by all planning districts in London can be found in Appendix A.

## Children Birth-6

*Literacy and Numeracy*

## Communication and General Knowledge

The map of Communication and General Knowledge by planning district on page 8 highlights that there are a number of geographic areas of London where there is a high percentage of children who have low readiness to learn.

The planning districts that demonstrate the greatest number of children who are not ready (that is, where 33% to 53% of children tested fall into the lowest 25<sup>th</sup> percentile of children tested) are seen in the table below. These planning districts are significant because one third to one half of the SK students living in those areas are *not ready to learn*, as assessed by the EDI.

## Communication and General Knowledge

% of children who fall below 25<sup>th</sup> percentile

Planning District	%
Argyle	46.0
Carling	43.2
Central London	35.9
East London	36.5
Glen Cairn	34.7
Hamilton Road	51.4
Highland	34.8
Huron Heights	42.6
Jackson	48.7
Masonville	36.2
Medway	39.1
Oakridge	52.8
Southcrest	44.1
South London	33.3
Uplands	44.4
West London	44.9
Westminster	46.0
White Oaks	48.0

# Communication and General Knowledge Indicator

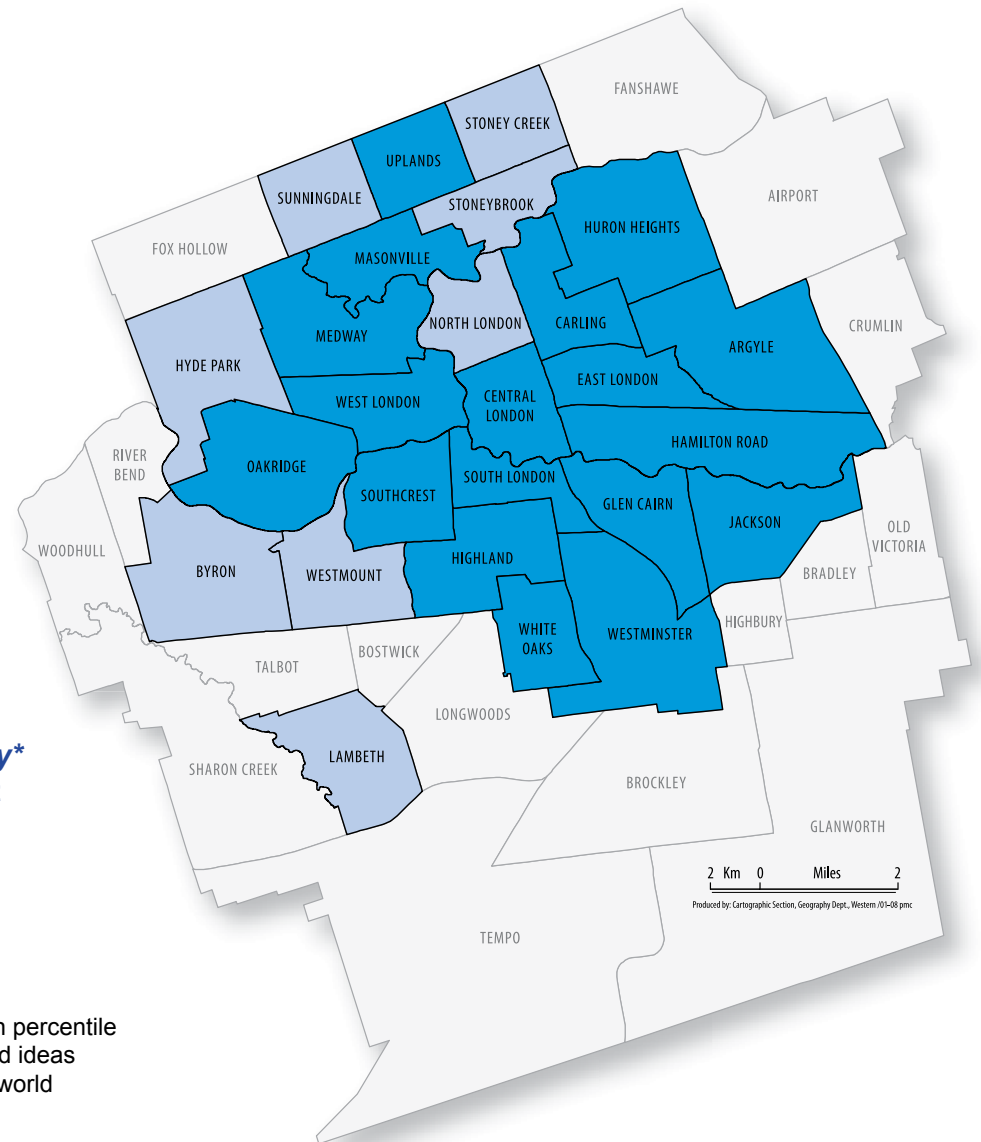
Number of Children  
*Not Ready\**  
**1179**

Percent of Children *Not Ready\**  
by London Planning District

- 33 - 53% (1040 children)
- 15 - 32% (139 children)
- No data

**\* Not Ready:**

- Test score is in the lowest 25th London percentile
- Tests ability to communicate needs and ideas effectively, interest in the surrounding world



2 Km 0 Miles 2  
Produced by: Cartographic Section, Geography Dept., Western '01-08.pmc

**Children Birth-6**  
*Literacy and Numeracy*

Source: Early Development Indicator (EDI) 2005-06, School Readiness to Learn Project, Offord Centre for Child Studies

## Basic Literacy and Numeracy

There are a number of geographic areas of London where there is a high percentage of children who are *not ready to learn*, as seen on the map on page 10. The planning districts that demonstrate the greatest number of children who are *not ready* (that is, where 13% to 19% of children tested fall into the lowest 25<sup>th</sup> percentile of children tested) are seen below.

These planning districts are significant because at least one in 10 of the SK students living in those areas are *not ready* for school, as assessed by EDI.

## Basic Literacy and Numeracy

% of children who fall below 25<sup>th</sup> percentile

Planning District	%
Argyle	17.5
Carling	18.5
Glen Cairn	14.8
Hamilton Road	13.0
Highland	13.4
Huron Heights	14.3
Westminster	14.2

## Children Birth-6

*Literacy and Numeracy*

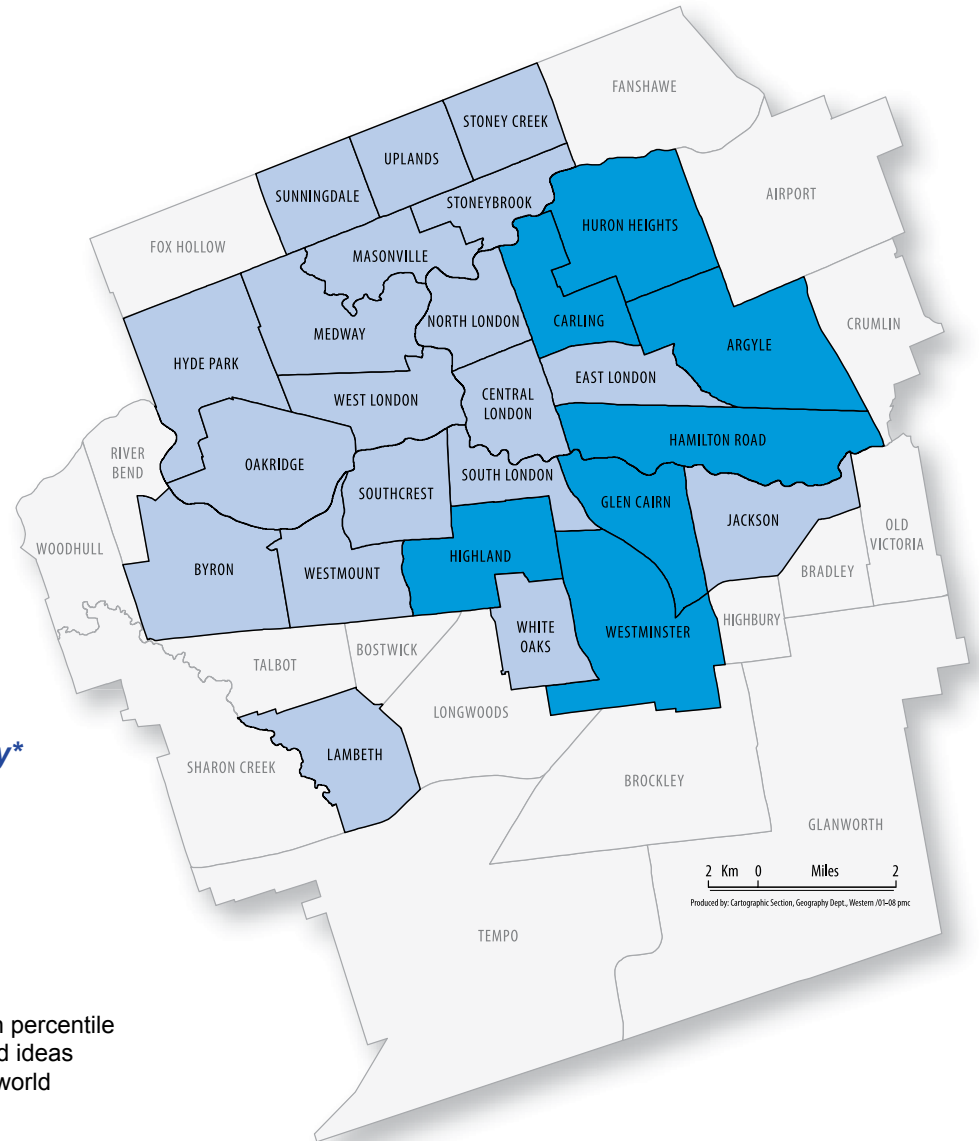
# Basic Literacy and Numeracy Indicator

Number of Children  
*Not Ready\**  
**308**

Percent of Children *Not Ready\**  
by London Planning District

- 13 - 19% (165 children)
- 0 - 12% (113 children)
- No data

- \* Not Ready:**
- Test score is in the lowest 25th London percentile
  - Tests ability to communicate needs and ideas effectively, interest in the surrounding world



**Children Birth-6**  
*Literacy and Numeracy*

Source: Early Development Indicator (EDI) 2005-06, School Readiness to Learn Project, Offord Centre for Child Studies

## Related Risk Factors

Promoting school readiness to learn is a priority within Canada at the national, provincial, and local levels.

The National Longitudinal Survey of Children and Youth (2003) found that family characteristics such as family income, parent education level, and family structure are linked to a child's readiness to learn as they begin school:

- In vocabulary knowledge and communication skills, children in higher income households scored higher than those in lower income households.
- In number knowledge, children with higher household income levels, higher parent education levels, and those with two-parent family structures performed better.<sup>3</sup>

It is important to note that these are risk factors only. For example, growing up in a low income household or being raised by a lone parent does not necessarily mean a child will score lower on the EDI. Further analysis should be considered when linking risk factors to planning districts. At all times, it is important that maps of risk factors are not used to negatively label residents living in those geographic areas.

While mapping of these other risk factors is beyond the scope of this report, some of these maps (i.e. low income) have been produced by the City of London and are available online at [www.london.ca/launchpad](http://www.london.ca/launchpad).

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The family is the strongest element in shaping lives. It's the most powerful support network there is. It's where the cycle of learning begins, where the attitudes of parents about learning become the educational values of their children. Through education of more than one generation, family literacy programs build on families' strengths and provide the tools and support they need to become stronger and more self-sufficient.

National Center for Family Literacy,  
Kentucky

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# Children 7-12

## Primary Division and Junior Division EQAO Assessments

The Education Quality and Accountability Office (EQAO) is responsible for the administration of provincial tests that assess students' achievements.

Grade 3 and Grade 6 students are assessed in reading, writing, and mathematics.

Students performing at the provincial standard (Level 3) have demonstrated most of the required knowledge and skills. According to EQAO, parents whose children achieve the provincial standard level can be confident their children will be prepared for the work at the next grade.

The standardized assessments provide the school with an idea of the child's knowledge and skills related to the provincial expectations.

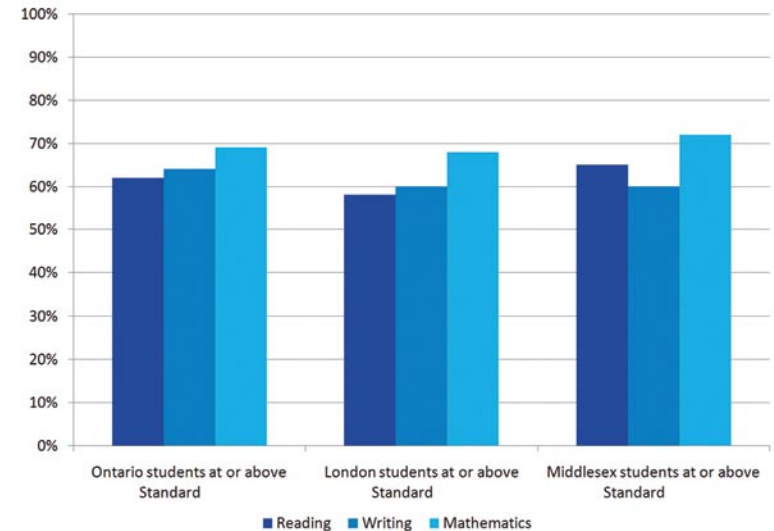
## Primary Assessment (Grades 1-3)

The combined results of the Thames Valley District School Board and London District Catholic School Board Primary Division (Grades 1-3) assessments for 2006-07 are shown in the graph to the right.

It should be noted that these results include assessments of 392 students for whom English is a second language and 590 students who are identified as having special needs (e.g. Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, processing problems).

## 2006-07 Primary EQAO Results

Thames Valley District School Board and London District Catholic School Board (combined)



## Primary EQAO Results

London	Middlesex
<ul style="list-style-type: none"> <li>In reading, 42% of students (1,418 out of 3,385) scored below the provincial standard.</li> <li>In writing, 40% of students (1,370 out of 3,385) scored below the provincial standard.</li> <li>In mathematics, 32% (1,146 out of 3,623) of students scored below the provincial standard.</li> </ul>	<ul style="list-style-type: none"> <li>In reading, 35% of students (283 out of 811) scored below the provincial standard.</li> <li>In writing, 40% of students (307 out of 811) scored below the provincial standard.</li> <li>In mathematics, 28% of students (237 out of 857) scored below the provincial standard.</li> </ul>

### What does it mean if children are not achieving the standards in reading, writing, and mathematics?

Research suggests that children who do not feel confident that they can succeed at school are more likely to leave school before completing their secondary school education.<sup>4</sup>

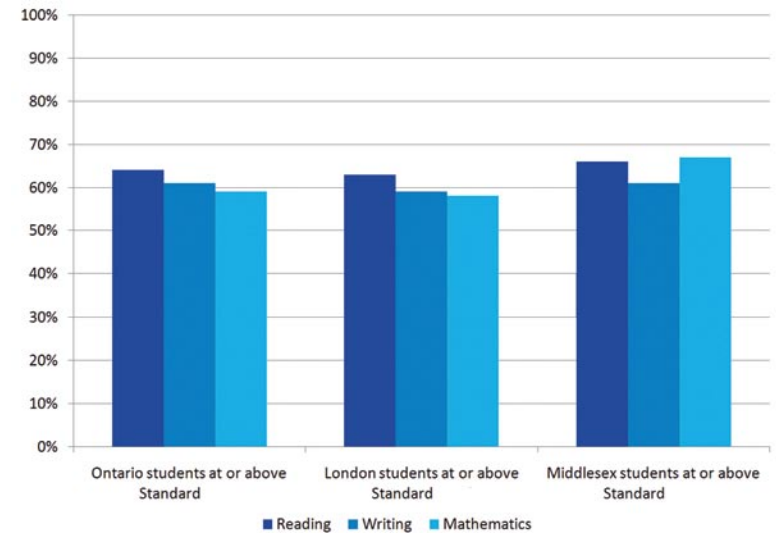
Children with low literacy and numeracy skills in the early years are more likely to have this reflected throughout their entire school history. Conversely, children who scored at or above the provincial standard in the Primary EQAO assessment most likely scored at or above the provincial average in the Kindergarten EDI.<sup>5</sup>

### Junior Assessment (Grades 4-6)

The combined results of the Thames Valley District School Board and London District Catholic School Board Junior Division assessments (Grades 4-6) for 2006-07 are shown in the graph on the right.

It should be noted that these results include assessments of 241 students for whom English is a second language and 1,017 students who are identified as having special needs (e.g. Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, processing problems).

### 2006-07 Junior EQAO Results Thames Valley District School Board and London District Catholic School Board (combined)



### Junior EQAO Results

London	Middlesex
<ul style="list-style-type: none"> <li>In reading, 37% of students (1,537 out of 4,148) students scored below the provincial standard.</li> <li>In writing, 41% of students (1,689 out of 4,148) students scored below the provincial standard.</li> <li>In mathematics, 42% of students (1,763 out of 4,148) students scored below the provincial standard.</li> </ul>	<ul style="list-style-type: none"> <li>In reading, 34% of students (337 out of 998) students scored below the provincial standard.</li> <li>In writing, 39% of students (394 out of 998) students scored below the provincial standard.</li> <li>In mathematics, 33% of students (333 out of 998) students scored below the provincial standard.</li> </ul>

## Children 7-12 *Literacy and Numeracy*

# Youth 13-17

## Grade 9 and 10 EQAO Assessments

The Education Quality and Accountability Office (EQAO) is responsible for the administration of provincial tests that assess students' achievements.

Grade 9 students are tested in either applied or academic mathematics and Grade 10 students are tested in literacy.

Students performing at the provincial standard (Level 3) have demonstrated most of the required knowledge and skills. According to EQAO, parents whose children achieve the standard level can be confident their children will be prepared for the work at the next grade.

The standardized assessments provide the school with an idea of the child's knowledge and skills related to the provincial expectations.

## International Picture

In the spring of 2003, Canada was one of 41 countries that participated in an international comparative study of youth literacy skills, the Programme for International Student Assessment (PISA). Approximately 28,000, 15-year-old Canadian youth from 1,000 schools were tested in reading, mathematics, and science literacy skills.<sup>8</sup> Below are some of the findings related to literacy and numeracy from the 2003 study.

- Out of the 41 participating countries, only Hong Kong and Finland outperformed the Canadian participants in mathematics.<sup>9</sup>
- Only Finland outperformed Canada in reading.<sup>10</sup>

## Grade 9 EQAO Mathematics Assessments

In Grade 9, all students take a test to assess achievement in mathematics. One test is administered for those students in the academic math courses and another for those in applied math.

Combined results of the Thames Valley District School Board and London District Catholic School Board 2006-07 Grade 9 Mathematics assessments are shown in the chart to the right.

## 2006-07 Grade 9 EQAO Mathematics Results

London	Middlesex
<p>Applied</p> <ul style="list-style-type: none"><li>• 61% (1021 out of 1,677) of students scored below the provincial standard in applied mathematics.</li></ul>	<p>Applied</p> <ul style="list-style-type: none"><li>• 50% (190 out of 383) of students scored below the provincial standard in applied mathematics.</li></ul>
<p>Academic</p> <ul style="list-style-type: none"><li>• 25% of students (742 out of 2,991) received a score less than the provincial standard in academic mathematics.</li></ul>	<p>Academic</p> <ul style="list-style-type: none"><li>• 24% of students (160 out of 674) received a score less than the provincial standard in academic mathematics.</li></ul>

### Applied Mathematics

Applied math courses focus on the essential concepts of the subject and develop the students' knowledge and skills through practical applications.

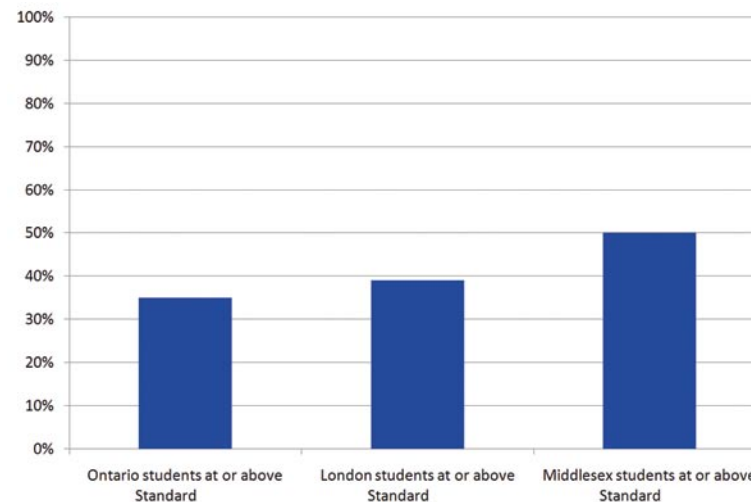
While the percentage of students who achieve the standard in London and Middlesex is higher than the province, the scores indicate that a large number of students are not meeting the provincial standard in applied mathematics. If these students do not improve their basic mathematics skills by high school graduation, they are at risk of not being able to compete in the job market.

### Academic Mathematics

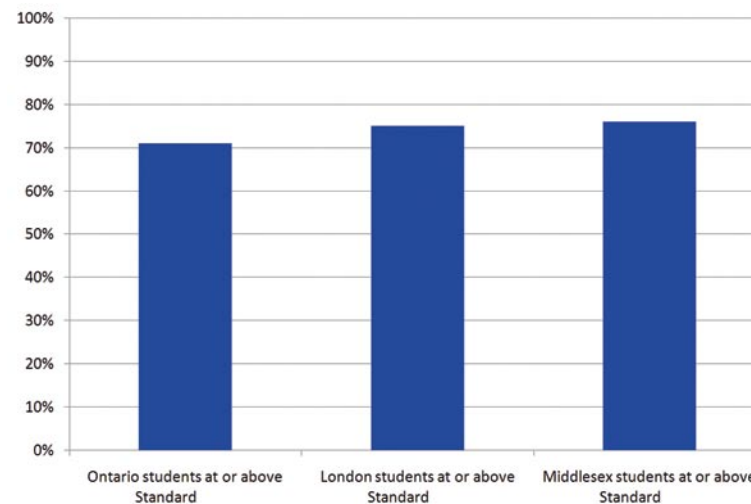
Academic math courses develop the students' knowledge and skills through the study of theory and abstract problems. Academic math credits are required for admission to many university and college programs. Without these credits, many students will find their post-secondary education options limited. Academic math credits are required for further education in mathematics or the sciences at the university level.<sup>11</sup>

Combined results for the 2006-07 applied and academic mathematics assessments for the Thames Valley District School Board and London District Catholic School Board are shown in the graphs to the right.

**2006-07 Grade 9 Applied Math EQAO Results  
Thames Valley District School Board and London  
District Catholic School Board (combined)**



**2006-07 Grade 9 Academic Math EQAO Results  
Thames Valley District School Board and London  
District Catholic School Board (combined)**



## Grade 10 EQAO Ontario Secondary School Literacy Test (OSSLT)

In Grade 10 all students write a test to assess their literacy. This test is called the Ontario Secondary School Literacy Test or OSSLT. The OSSLT is designed to determine whether students have the necessary literacy skills for success in high school. It also provides the Ontario education system with accurate, comparable data with which to assess current policies and curriculum.<sup>12</sup>

Combined OSSLT results for 2006-07 for the Thames Valley District School Board and London District Catholic School Board are shown in the table to the right.

It should be noted that these results include assessments of 203 students for whom English is a second language and 945 students who are identified as having special needs (e.g. Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, processing problems).

Students who did not meet the provincial standard of the OSSLT can rewrite the test until they do so. Students who have been eligible to write the OSSLT at least twice and have been unsuccessful at least once are eligible to fulfill the requirement through the completion of the Ontario Secondary School Literacy Course (OSSLC).<sup>13</sup>

Successful completion of the Grade 10 literacy assessment is mandatory for an Ontario Secondary School graduation diploma.

### 2006-07 Grade 10 EQAO Literacy Results

London	Middlesex
<ul style="list-style-type: none"><li>83% of 4,274 London students received a score that met the provincial standard pass rate - which was 84%.</li><li>17% (774) of London students did not pass the OSSLT in 2006. These students may rewrite the test until the provincial standard is achieved.</li></ul>	<ul style="list-style-type: none"><li>88% of 951 Middlesex students received a score that met the provincial standard.</li><li>12% (114) of students did not pass the OSSLT in 2006. These students may rewrite the test until the provincial standard is achieved.</li></ul>

## Graduation Rate

Completing high school is widely considered as a minimal educational requirement for access to the labour market and lifelong learning. The skills and knowledge acquired through secondary school are valuable foundations for the future of youth. Both educational and labour market transitions are influenced by an individual's possession or lack of a high school diploma.<sup>14</sup> As high school students fall further behind in literacy, numeracy, and essential skills, there is a greater likelihood that they will leave school prior to graduating. Currently 29% of students across Ontario drop out.<sup>15</sup> The Ontario rate, which is one of Canada's highest, is second only to Alberta.<sup>16</sup>

In Ontario, there are three requirements to receive an Ontario Secondary School Diploma. The Ministry of Education expects that these three components will be completed within four years:

- completion of a required number of credits
- successful completion of the literacy component
- completion of 40 hours of community volunteer service

Ontario has set a target of a provincial graduation rate of 85% by the 2010-11 school year (this is the target for the cohort of students who will complete five years in 2010-11).<sup>17</sup> The current provincial graduation rate is 71%.<sup>18</sup> Locally, the Thames Valley District School Board five-year graduation rate is 77% (2001-02 cohort) and the graduation rate for the London District Catholic School Board is 81%.

Increasing the graduation rate is necessary for many reasons. More than half of all jobs in Ontario in 2001 (latest year for which completed statistics are available) required more than a high school diploma.<sup>19</sup> Seventy per cent of future jobs in Canada are expected to require advanced education. It is equally important to recognize that manual and service-sector jobs also demand good communication, problem-solving, and computational-reasoning skills.<sup>20</sup>

Research shows that good literacy skills may be a predictor of future academic success. It has been found that young Canadians who have high levels of proficiency in reading are more likely to graduate from high school and to pursue postsecondary education.<sup>21</sup>

There is a greater likelihood that youth without a high school diploma will have trouble participating in lifelong learning and finding stable employment that pays well. In Canada, in 2004-05, the unemployment rate for dropouts was double the rate for all 20 to 24 year olds.<sup>22</sup> Research indicates that youth who drop out have reading skills that average a full level below those who stay in school or graduate.

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Of all students attending secondary school in a particular year about 12.2% are males who drop out and 7.2% are females who drop out.

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It is likely that the national gender differences are evidenced locally.

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# Adults 18+

## Definitions of Literacy Types for IALS and ALLS

The international literacy surveys (IALS and ALLS) looked at three main types of literacy that are applied in today's society: prose, document, and numeracy.

Prose literacy includes the knowledge and skills needed to understand and use information from texts including editorials, news stories, poems, and fiction.

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.

Numeracy is the knowledge and skills required to effectively manage the mathematical demands of diverse situations.

## National and Provincial Statistics

Canada has participated in two international comparative surveys of adult literacy. The first study, the International Adult Literacy Survey (IALS), suggests that 47% of adult Canadians do not have the skills required to participate effectively in everyday life. The follow-up study, the Adult Literacy and Life Skills (ALLS) Survey, showed no real improvement in adult literacy skills in Canada, with the number of Canadians showing a lack of skills staying at about 45%.<sup>25</sup>

## Factors to Consider for International Literacy Surveys

There are some important factors to keep in mind when considering the results of IALS and ALLS. First, the sample size for IALS was relatively small. Some have argued that it may have been too small to be statistically significant.

It is also important to note that people who are homeless, incarcerated, living in institutions, and in the Canadian Armed Forces were not included in the study. It can be argued that all of these populations have higher than average literacy challenges. Therefore, if the percentage of the population that struggles with literacy seems high, it would likely have been even higher if these populations had been included in the study.

The studies had an 80% "pass" rate. This means in order to "pass" to the next literacy level (5 levels were used in IALS and ALLS), you had to show that you could do 80% of the tasks at the previous level. This is important because 80% is not a universal standard for a "pass" rate. The school system uses a 50% pass rate, for example. It is not the purpose of this report to say whether an 80% pass rate is reasonable or not. It is important to note, though, that the results of the IALS and ALLS have been criticized because of these criteria. It has been speculated that if the pass rate had been lowered to 50%, then the number of adults believed to have literacy challenges would have been reduced.

In spite of these cautions, IALS and ALLS are still the most comprehensive gauge of Canadian literacy levels to date. In addition, the numbers are still significant as is the fact that the literacy levels of the Canadian population did not seem to improve at all over the past decade.

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### Literacy Levels

IALS and ALLS also set benchmarks for different levels or demonstrations of literacy. People who participated in the IALS and ALLS were categorized into five different levels of literacy as seen below:

Level 1 – Persons with very poor literacy skills. The individual may be unable to read and understand prescription label instructions.

Level 2 – People can only deal with material that is simple, clearly laid out, and in which the tasks are not too complex.

Level 3 – The minimum skill level suitable for coping with the demands of everyday life and work in a complex, advanced society. This level would support the essential skills required to cope with the demands of a typical workplace.

Level 4 and Level 5 – People demonstrate a command of high-order information processing skills.

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## Adults 18+

### Literacy and Numeracy

### What the IALS Statistics Say

According to Statistic Canada's 1996 International Adult Learning Survey (IALS), 19% (1 in 5) of adult Canadians have serious problems dealing with any printed materials or using numbers. These people ranked at IALS Level 1. Another 24% of Canadians were rated at IALS Level 2 because they can only deal with simple reading tasks. This means that nearly 50% of Canadians have problems reading and understanding documents like a bus schedule, instruction manual, recipe, and instructions on a medicine label. These people can read some of what they encounter on a daily basis. Almost 50% of Canadians registered at either Level 1 or Level 2, which means that they cannot read or use information well enough to function effectively in everyday life.

### Adult Literacy - Local Statistics

The numbers below are taken from a Statistics Canada product that took the IALS results and used statistical methods to indirectly estimate the most likely distribution of literacy skills for the London and Middlesex areas.<sup>26</sup>

London	Middlesex
<ul style="list-style-type: none"><li>• Approximately 47% (117,000) of adults scored below the minimum level of literacy required to successfully cope with the literacy demands of everyday life.</li><li>• 44% (18,436) of youth, aged 16 to 24, failed to reach the minimum level of literacy needed to adequately cope with the demands of everyday life. This means they would not have the essential skills needed to compete in the workplace and in a world that requires higher communication and information processing skills.<sup>27</sup></li></ul>	<ul style="list-style-type: none"><li>• Approximately 50% (143,000) of the population of Middlesex falls below the minimum level of literacy required to successfully cope with the literacy demands of everyday life.<sup>28</sup></li><li>• 45% (22,410) of youth, aged 16 to 24, failed to reach the minimum level of literacy.<sup>29</sup></li></ul>

The International Adult Literacy Survey (IALS) suggests that 47% of adult Canadians lack the skills necessary to function in everyday life. Forty-seven per cent of the adult population of London is approximately 117,000 people who, theoretically, would benefit from participating in a literacy program. Yet, the existing programs serve about 2,000 clients a year. This works out to about 1.7% of those who theoretically would benefit from being in a literacy program and upgrading their skills.

People at IALS Level 1 have serious challenges with literacy and they know they have a problem. According to IALS, 19% of the Canadian population is at Level 1. Using the same percentage point (19%), approximately 41,040 adults in London and more than 9,388 adults in Middlesex would fall into the Level 1 category of skills. Literacy programs, again, serve about 2,000 clients.

# Literacy and Special Populations

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"Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty and a building block of development, an essential complement to investments in roads, dams, clinics, and factories. Literacy is a platform for democratization, and a vehicle for the promotion of cultural and national identity... it is an agent of family health and nutrition. For everyone, everywhere, literacy is, along with education in general, a basic human right... Literacy is, finally, the road to human progress and the means through which every man, woman, and child can realize his or her full potential."

Kofi Annan, Seventh Secretary General  
of the United Nations

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## Literacy and Immigration

New immigrants comprise 60% of Canada's population growth. Most immigrants are young, have young families or plan to start a family, and do not speak English or French as a first language.<sup>31</sup> In 2003, 30% of immigrants, aged 17 years and older, arrived with no English or French language skills.<sup>32</sup>

Of course, not being fluent in the language of their new community does not mean immigrants are illiterate. However, when a person has poor literacy in their first language and reads and writes little or no English (or the language of their new home) they face even more significant challenges.

In 2000, Ontario commissioned a survey of literacy skills among immigrants. The Ontario Immigrant Literacy Survey (OILS) indicates that over one third of Ontario's immigrants have both low literacy and low language skills. A significant problem is that many immigrants feel that their reading skills are good or excellent and only a small number feel that their reading skills limit their job opportunities.<sup>33</sup>

Sixty-seven per cent of immigrants fell below Level 3 in document literacy, the minimum level for functioning adequately in today's society. In fact, 38% of immigrants placed at Level 1 in the document literacy scale, the lowest possible literacy level. This rate is more than double the rate of Canadian-born Ontarians (15%).<sup>34</sup>

Approximately 2,000 immigrants arrive in London each year. Working on the assumption that immigrants to London share the same literacy challenges as the Ontario average, 67% or 1,340 immigrants who settled in our community last year alone fall into the two lowest literacy levels.

### Literacy and Aboriginal People

According to the Canadian Language and Literacy Research Network (CLLRNET), between 40 and 50% of Aboriginal children fail to meet the requirements of Grades 3, 6, and 10 literacy and numeracy assessments.<sup>35</sup> In 2003, 31% of Native people living on reserves had no formal education (past Grade 9) and 75% failed to graduate from high school. In the 16 to 25 year old age group, those who had parents with little education had lower literacy levels than youth in that same age group in 1994. What this tells us is that the state of literacy among young adult Aboriginals in Canada is not improving.<sup>36</sup>

In 2001, the Aboriginal population in London was 5,640 (1.3% of the total population).<sup>37</sup> Children under 15 years of age made up 31.5% of the London area Aboriginal population.<sup>38</sup> Specific data on the literacy skills of Aboriginal children, youth, and adults in London and Middlesex is not available.

### Literacy and the Francophone Population

According to results taken from the 2003 ALLS, 48% of Canadian Francophone adults had limited literacy, language, and numeracy skills and would not have the skills necessary to deal with most of the written materials encountered in everyday life.

In Ontario, more than one half (55%) of Francophones scored below Level 3 in literacy - the minimum skill level suitable for coping with the demands of everyday life and work in a complex and advanced society.

In London, in 2001, the Francophone population was 5,680 people, which is 1.7% of London's total population. Five per cent of children in London have French as their mother tongue.<sup>39</sup> There are six French First Language schools in London. In Middlesex County, in 2001, the Francophone population was 5,815. Over 1,500 of Francophone adults in Middlesex (27%) have no secondary school diploma.<sup>40</sup>

### Literacy and People who are Deaf/Blind

The number of individuals who are deaf/blind and experience literacy issues is not available. However, a local literacy program run by CNIB (Canadian National Institute for the Blind) currently serves 11 adult learners. The CNIB program in London is currently doing a feasibility study to see how many more deaf/blind adults may wish to participate in adult literacy programming in the area.

## Literacy and Learning Disabilities

It is difficult to consider literacy without also discussing learning disabilities. Learning disabilities are said to impact between 10 and 15% of the general population. According to anecdotal information provided by local adult literacy providers, about 50% or more of those participating in adult literacy programs are impacted by learning disabilities. In most cases, these disabilities have never been formally diagnosed.

Most often, people with learning disabilities need individualized learning programs because of the way(s) they process information. Such programs are difficult to deliver in an elementary or secondary school classroom with 30 other students. This is why it is generally believed many people with learning disabilities struggle in school and subsequently drop out. These are usually the people who step forward later in life to enroll in adult literacy programs, where the individualized approach to learning and, in some cases, the one-to-one tutoring/teaching approach helps the adults to experience success.

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For every 1% improvement in literacy in Canada, there would be a \$32 boost to the national income.

TD Bank Financial Group  
Literacy Matters: A Call for Action (2007)

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## Literacy and People in Receipt of Ontario Works

As with learning disabilities, there is a strong correlation between literacy challenges and the needs of Ontario Works participants. In acknowledgement of this connection and of the possibility that limited literacy skills may be preventing Ontario Works clients from reaching the labour market, Ontario Works introduced a Mandatory Literacy Screen in 2000-01. Anyone who applies for Ontario Works who does not have a Grade 12 diploma must take the Literacy Screen. Ideally, applicants who do not pass the Literacy Screen are referred to an adult literacy program. However, it is up to caseworkers' discretion as to whether a lack of literacy skills is a barrier to an applicant getting work.

## Literacy and Corrections

Approximately 54% of inmates entering Correctional Service of Canada institutions test at lower than Grade 10 literacy levels and approximately 79% do not have a high school diploma. Research has established that education is an important way to help offenders successfully prepare for their safe return to the community. A person's inability to read and write is not a cause of criminal behaviour but does make daily life difficult. It can make correctional programming less productive and limit employment options upon release. Research conducted by the Correctional Service of Canada in the early 1990s and in 1997-98 shows that offenders who completed Adult Basic Education – Grade 10 had a 21% reduction in re-admissions.<sup>41</sup>

## Special Populations

# Community Resources to Support Literacy and Numeracy

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There are a number of local services and resources available to help children, youth, and adults in London and Middlesex to build strong literacy and numeracy skills. It is beyond the scope of this report to provide an exhaustive list of these services. However, some of the types of services available in our communities include school-based services, community-based services, private sector services, and English as a second language resources.

## Children, Youth, and Families

### School Based Services for Primary and Secondary School Students

The Ministry of Education has a number of school-based programs and policies in place that are intended to build and enhance student literacy and numeracy. For example, every elementary school has teachers in Junior Kindergarten to Grade 6 who have been trained and who consistently upgrade their skills to provide the best practices and effective techniques for literacy and numeracy to help every student reach their learning potential.

Many elementary schools have been targeted to receive additional literacy supports including literacy coaches and reading support teachers. All primary teachers have received ongoing support to extend and refine their use of “balanced literacy”. The goal of a balanced literacy approach is to create independent learners and critical thinkers who can communicate effectively through listening, speaking, reading, and writing. Secondary school age youth have access to literacy and numeracy resources that are available through their classroom teacher and through the school resource teachers.

### Private Sector Tutoring Services

Tutoring in reading and mathematics for children (preschool to high school) is available from several private companies. Specialized tutoring for children with learning and communication disabilities is also available on a fee for service basis.

### **Community Based Services for Children, Youth, and Families**

A number of service providers deliver literacy and numeracy programming at the community and neighbourhood level. For example:

- Literacy and numeracy support programs for preschool children are provided in the community by organizations such as the Ontario Early Years Centres in London and Middlesex, the London Public Library, and the Middlesex County Library.
- Many neighbourhood resource centres deliver literacy programming and tutoring programs. In some cases, these programs are specifically aimed at at-risk children and families.
- School age children can access homework clubs at a number of organizations throughout the community. Many of these programs are available at the neighbourhood level and represent partnerships between two or more organizations.
- Family Math programs teach parents how to enhance their own math skills and build confidence to better help their children enjoy and understand math.
- Schools and community organizations offer a variety of Family Literacy events in the community that encourage interaction between parents and their children. These activities work to build literacy skills through theme based activities and by providing resources to extend learning opportunities at home.
- The Thames Valley Neighbourhood Early Learning Program (TVNELP) is a unique collaboration between community partners and the Thames Valley District School Board and London District Catholic School Board and is specifically aimed at connecting preschool children and their families with community partners to increase development of literacy, numeracy, health, and social skills.
- A number of other organizations that provide services for children and youth and their families may not focus specifically on literacy skills but promote healthy child development more broadly through music and play-based health and social programs. Prevention and early intervention for families are often key characteristics of such initiatives.

## **Resources**

### *Literacy and Numeracy*

### **English as a Second Language (ESL) Resources and Supports for Students**

Elementary school children in London and Middlesex are offered ESL support by their school to assist them in acquiring English proficiency. ESL students are normally placed in their age appropriate grade level and provided with support through their ESL resource teacher and the classroom teacher. In schools with only one to two ESL children, the ESL teacher provides resource support to the classroom teacher.

At the secondary school level, ESL is considered to be a subject at the Thames Valley Board, and ESL credits are offered at three London high schools (Montcalm, Beal and Westminster). In the London District Catholic School Board, students receive support in their orientation to Canadian culture, ongoing academic support, and awareness of community support programs.

The Thames Valley District School Board provides approximately 1,700 elementary students and 350 secondary students with ESL support. Approximately 285 elementary students and 240 secondary students are eligible for ESL support through the London District Catholic School Board.

The Thames Valley District School Board reports that schools serving the highest numbers of ESL elementary students are located at White Oaks Public School, Ashley Oaks, Westmount Public School, Rick Hansen, and W. Sherwood Fox. The largest numbers of children using ESL services speak Arabic.

Although ESL elementary school support is available in Middlesex, the numbers of ESL children are much lower and resource teachers travel to schools where there are at least three ESL children enrolled. The need for ESL supports will require further investigation as our communities continue to become more culturally diverse.

## **Resources**

### *Literacy and Numeracy*

## Adults

In London and Middlesex, seven organizations offer adult literacy services funded by the Ministry of Training, Colleges, and Universities (MTCU). They are:

1. Centre for Lifelong Learning
2. CNIB (Canadian National Institute for the Blind) Deaf/Blind Literacy Program
3. Collège Boréal
4. Fanshawe College
5. Literacy London Inc.
6. Nokee Kwe
7. Thames Valley District School Board Gateway to Learning

Other organizations, such as Hutton House and ATN Access, deliver adult literacy programs that are not funded by MTCU.

In Middlesex, the Thames Valley District School Board literacy program (Gateway to Learning) offers three small group/classroom programs at:

1. Strathroy Adult Learning Centre; serves approximately 65 adult learners per year
2. Middlesex Community Living (Strathroy); serves approximately 30 adult learners per year
3. Chippewa of the Thames First Nation (Muncey); serves approximately 55 adult learners per year (Aboriginal)

MTCU-funded adult literacy programs differ in terms of:

- methodology used to instruct adult learners (classroom, small group, one-to-one)
- location(s) where programming is offered
- times of day the programs are offered (day or evening)
- number of hours of instruction offered per week or per day
- levels of literacy the programs are prepared to address (Literacy and Basic Skills Levels 1 to 5; a range from very poor literacy skills to advanced skills)
- goal(s) of adult learners (personal/independence, post-secondary, credit programming, employment)
- client group served (e.g. Anglophone, Francophone, Aboriginal, Deaf/Blind)

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Only a fraction (estimated at 5 to 10%) of eligible adults has ever enrolled in a literacy or upgrading program. Frequently, an adult literacy learner will leave a program after only a few weeks.

A 2001 study revealed that adults would often leave a program for non-academic reasons.

Convenient hours, transportation, quality childcare, and meals are some possible strategies to improve retention.<sup>30</sup>

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## Resources

*Literacy and Numeracy*

# Barriers to Accessing Literacy and Numeracy Supports

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There is much to learn about the types of literacy and numeracy programs and resources in London and Middlesex and the barriers that people may have to access them. Some challenges may include stigma, self-identification, awareness of services, and the unique needs of residents of rural communities.

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According to Literacy Link South Central, adult literacy programs in London and Middlesex are serving only 5.5% of those adults who are functioning at the lowest level of literacy (i.e. have difficulty reading a note from a child's school, medicine label instructions, hazardous material labels).

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## Stigma

Literacy is a social issue that, like many others, has a stigma associated with it. When people hear the word "literate," they tend to hear "illiterate". People may also incorrectly associate illiteracy as an indicator of someone's intelligence.

The general population typically believes that an individual is either literate or illiterate and there is not much in between. In fact, an individual's literacy abilities may fall along a very broad continuum. Adult literacy programs in London and Middlesex work with individuals who cannot read or write at all (although this is relatively rare) and clients who have been through Grade 12 and some post-secondary - and these clients still do not, by their own identification, read or write well enough. Regardless of where they fall along this continuum, adults may be reluctant to participate in a literacy program in their community for fear of the stigma attached to "illiteracy".

## Self-identification

A major challenge to individuals accessing programs is self-identification. Research shows that a significant number of adults with weak literacy and numeracy skills do not think they need to improve their literacy and numeracy skills. They can read and write a little bit and so they may think that only "illiterate" people – people who cannot read or write anything at all – need to attend literacy programs. Without awareness of the need to improve, few people will actively seek opportunities and ways to enhance their skills.

### **Awareness of Services**

Promotion of available literacy services in a community is challenging, especially when trying to reach individuals who may be unable to read print materials.

In April 2007, close to 100 community service providers participated in a community dialogue hosted by Literacy Link South Central and its partners. “Literacy for Life” engaged service providers to consider how to improve literacy rates and referrals in London and surrounding areas. Through participating, service providers helped the literacy community identify areas in which to focus outreach and marketing resources and strategies. The *Literacy for Life Community Dialogue Report* is available on Literacy Link South Central's website at [www.llsc.on.ca](http://www.llsc.on.ca).

In addition to the need for specific and enhanced marketing strategies, Literacy for Life participants noted the following issue for local action:

*Promote the concept that literacy is everyone's responsibility. We need to ensure that people graduating from high school have strong skills. But we also need to ensure that we promote continuous learning, within the workplace and the home, for all populations. Promote the need to build literacy skills and keep literacy skills active, at every age and stage of life.*

### **Rural Communities**

Middlesex does not appear to have the same degree of community based or fee for service based literacy programs. For example, children and youth in need of tutoring outside of school hours would need to hire a private tutor or travel into London to access services. The fee for service nature of these programs may also be a barrier to accessing these supports. As with other types of services in rural communities, lack of transportation and, due to the stigma associated with literacy, a reluctance to seek out professional support may also be barriers to seeking and using literacy services for Middlesex residents.

## **Barriers**

### *Literacy and Numeracy*

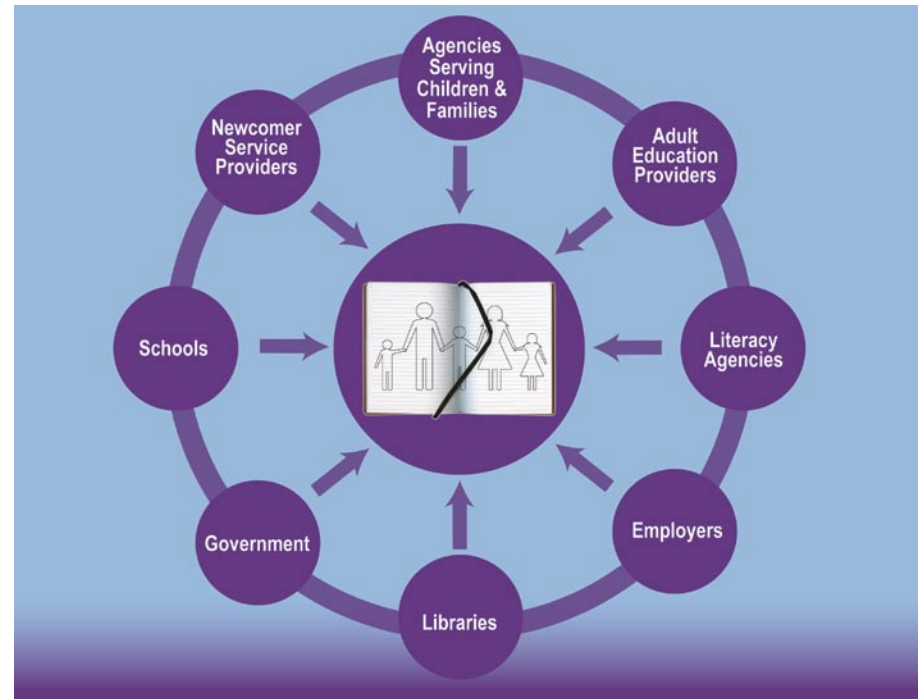
# Conclusion

Literacy is an essential building block for life-long learning, employment, health, and the well-being of all people in London and Middlesex. This report highlights that, while many of our residents have adequate literacy skills, we could do better.

Building a strong and literate community is a responsibility of all sectors. Individuals, families, schools, government, libraries, employers and businesses, agencies serving children and families, and literacy, adult education and newcomer service providers are just some of the players who can play a role.

This report has provided us with vital baseline information. Now we must come together to respond. Building on existing expertise in London and Middlesex, we must continue to identify the barriers, assess the capacity of existing resources, and determine what additional investments are required in order to make a long-term, sustainable difference in the future of London and Middlesex.

If we choose to accept it, we truly do have the opportunity to help all children, youth, and adults in London and Middlesex to reach their full potential. A community of people reaching their full potential makes a strong and progressive community for us all.



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# Appendix A

## Children *Not Ready to Learn* by London Planning District % SK children who fall below 25th percentile on Early Development Instrument (EDI)

Planning District	Communication and General Knowledge	Basic Literacy and Numeracy
<i>Argyle</i>	46.0	17.5
Byron	25.9	4.5
<i>Carling</i>	43.2	18.5
Central London	35.9	5.1
East London	36.5	4.1
<i>Glen Cairn</i>	34.7	14.8
<i>Hamilton Road</i>	51.4	13.0
<i>Highland</i>	34.8	13.4
<i>Huron Heights</i>	42.6	14.3
Hyde Park	22.7	4.5
Jackson	48.7	2.6
Lambeth	17.9	5.1
Masonville	36.2	0
Medway	39.1	9.6
North London	23.5	9.8
Oakridge	52.8	6.1
South London	33.3	6.3
Southcrest	44.1	10.8
Stoneybrook	20.0	0.0
Stoneycreek	29.5	6.7
Sunningdale	20.0	0.0
Uplands	44.4	0.0
West London	44.9	5.8
<i>Westminster</i>	46.0	14.2
Westmount	31.2	9.4
White Oaks	48.0	9.3

Note: Due to the smaller population in some of the newer or outlying planning districts, accurate EDI data are available for only the 26 planning districts reported above.

The excluded districts are: Airport, Bostwick, Bradley, Brockley, Crumlin, Fanshawe, Fox Hollow, Glanworth, Highbury, Longwoods, Old Victoria, River Bend, Sharon Creek, Talbot, Tempo, Woodhull.

Planning districts in italics indicate those geographic areas where EDI scores fall below the 25th percentile for both indicators.



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