



PTP
Annual Report
2004—2005

Thank You

PTP would like to thank our funders for their continued commitment to the services we provide in Toronto.

Funders

Government of Canada
Service Canada (formerly Human Resources Skills Development Canada)
National Literacy Secretariat

Province of Ontario
Ministry of Training, Colleges and Universities, Skills Investment Branch

City of Toronto
Toronto Social Services

Community Partners

PTP works with a number of community agencies and organizations throughout Toronto. A special thank you for their ongoing commitment to PTP and to the community we serve.

AlphaPlus Centre
Ambercroft Labourers' 506 Training Centre
Crawford Healthcare Management
GED Achievement
Employment Resource Centres
Goodwill ERC (formerly Kennedy)
Rexdale ERC
Etobicoke South Social Services ERC
Focus Rehabilitation Management
National Health Partners
Northern Lights Vocational Services

Ontario March of Dimes
SkillPlan
Toronto District School Board
Etobicoke Employment Counselling Centre
Danforth Assessment Centre
Vocational Pathways
Workplace Safety and Insurance Board
YWCA – Assessment Centre

East End Community Partners
Etobicoke Services Delivery Network

Memberships

PTP is a member of:

CLO (Community Literacy of Ontario)
Etobicoke Chamber of Commerce
MTML (Metro Toronto Movement for Literacy)
OLC (Ontario Literacy Coalition)

ONESTEP (Ontario Network of Employment Skills Training Projects)

PTP Mission Statement

The Preparatory Training Programs of Toronto (PTP) provide adult basic education and other kinds of support to assist people to enter skills training and employment.

To accomplish this task the program will:

- Use an innovative and individualized approach
- Provide flexible, integrated services
- Provide program supports that will assist participants' learning
- Foster participant independence and respect people's dignity
- Strengthen participants' ability to find and keep a job



Message from the Chair

Financial management, program development and the creation of new opportunities were PTP's main focus over the past year. Thanks to the day-to-day work and commitment to literacy, PTP has moved forward with positive changes and clients continue to be well served. The following agencies and funders deserve our appreciation for their continued support: The Ministry of Training, Colleges and Universities; Human Resources Skills Development Canada (now Service Canada); Toronto Social Services and The National Literacy Secretariat.

This past year saw the departure of a valued Management member and Executive Director, Libby Shea. Libby's guidance of the organization and Board has left us in good stead for the future. We wish her all the best in Montreal, and look forward to having a place to stay when we visit the Jazz capital of Canada. Fortunately, PTP has a great successor to Libby in Barbara McFater. The Board has every confidence in Barbara and her commitment to the growth and stability of PTP.

This is my second year on the Board and my first year as Chair. I am grateful to our former Chair, Jack McLaren, for his wise counsel and assistance during this learning curve. Jack will be stepping down after having served six years on the Board. His guidance, humour, and commitment will be missed by all.

Finally, but importantly, I want to express my gratitude to fellow Board members for their support in my new role as Chair. I look forward to more years as a member of this great group and further successes at PTP.

Paula Hunter

Chair, PTP Board of Directors

Message from the Executive Director



During the past year, PTP has seen many accomplishments and successes. Our organization, now entering its 14th year, has met its numerous goals and challenges. In addition to continuing to help adults build basic skills in preparation for employment or training and to find jobs, we have seen three literacy projects to completion and have received funding for an additional three projects for 2006.

In 2005, we successfully completed three literacy projects: first, a research report titled *Who is Learning What?* that looked at the transferability of learning; second, an instructional resource, *Policies and Procedures*, the fifth book in our workwrite series; and third, a new guidance and skills resource titled *Building for the Future: Connecting to Apprenticeship*. I would like to extend a very big thank you to both Karen Geraci and Marisa Mazzulla, project consultants, for their intelligent and thoughtful work. These projects enabled us to build our capacity and reputation for literacy research and resource development and helped to improve our programming.

This past year, our proposal submission efforts again met with success; we received approval for three new projects to be carried out in 2005/6. From Toronto Social Services we received funding to implement a new program called Pre-Employment Development. From the Ministry of Training, Colleges and Universities (MTCU) we received funding to research our Teamworks initiative. And

finally, on the recommendation from MTCU, we received funding from the National Literacy Secretariat to revise and develop our CAMERA (Communication and Math Employment Readiness Assessment).

All of this speaks well to the work that we do and the confidence funders have in PTP's ability to produce and deliver high quality products and programs.

Although it is important to celebrate successes, we also need to look critically in the year ahead at the challenges our programs face. To do so we will have to ask ourselves some difficult questions. As we enter the year 2006, PTP will take time to review, reflect, and respond to the needs of the people we serve by going through a strategic planning process. All stakeholders will be involved. It should be an interesting and exciting year.

In closing, I would like to take this opportunity to thank our amazing staff, who come to work every day with incredible commitment to provide support and guidance to the participants we serve. Without their dedication to our community-based agency, success would not be possible. As well, I would like to thank Libby Shea for the enormous contribution she made to PTP over the past few years and most importantly, as Executive Director during the past year. Finally, I would also like to extend my appreciation to our volunteer Board of Directors for their encouragement, guidance, and support. It is my great privilege to work with such a dedicated group of individuals at PTP.

Barbara McFater
Executive Director

Program Reports

Workplace Communications

To support students in working towards their employment goals, PTP provides focused workforce literacy programming. Developing a range of options to accommodate a diversity of needs and significant barriers to both learning and employment is the challenge our Program addresses.

The Performance Markers we use to guide our curriculum development are based on HRSDC's Essential Skills for the Workplace. Our approach to delivering instruction utilizes authentic workplace materials to teach reading, writing, numeracy, and computer basics integrated with "hands on" practical workplace tasks. An equally important component of our curriculum is the exploration of workers' rights and responsibilities.

In the year 2004-2005, over 550 students registered in our full time Workplace Communications Program. In addition, we provided information, assessments and referrals to another 400 individuals who came to us for assistance and guidance.



During the past year, students left PTP to enter High School credit programs or were accepted into training for jobs such as Personal Support Worker, Auto Mechanic, Construction Worker and Office Assistant. Others succeeded in securing employment in bakeries, offices, restaurants, as bus and truck drivers, and in a variety of manufacturing settings. With the upgrading and improved skills they acquire at PTP, students leave the program with increased confidence and self-esteem.



Teamworks

A special feature of our LBS program is what we call Teamworks. Through our teams, we transform our classrooms into work-like settings and involve students in hands-on activities. Students take part in multilevel groups whose objective is to work together to carry out projects. These projects range from running a snack shop to preparing meals, producing a newsletter and organizing events.

In their teams, students develop and practise employability skills such as tracking inventory, planning menus, keeping records and logs, using point-of-sale software, budgeting, book-keeping and on-line ordering. They also hone soft skills such as problem solving, time management, teamwork and organizational skills.



Food Programs

Out of Teamworks, we have developed food programs at both the east and west centres of PTP. Team members prepare an affordable and healthy lunch that staff and students can buy. Students plan, budget and shop for this meal. They look for recipes in cookbooks and on the internet. They cook and serve the food, collect the money and do the clean-up. Other components of the food programs include a snack shop, a weekly free salad and a "breakfast table" where students and staff can help themselves to cereal, toast, milk and fruit. Good nutrition, health and wellness education as well as co-operative work are learned and practised every day through these activities.

"I think that having good food at PTP is a good thing because sometimes you don't have money to buy food outside. Then you remember that PTP has food to sell and it is \$1.00 so you are happy for this. I think it's a good thing to have at PTP."

—Blessing

"It's good to have breakfast at PTP because some students don't eat before coming to school. Eating breakfast can make students

have self-confidence to learn better and feel happy learning."

—Miraclegrace

"I have more interest about eating right since I'm here at PTP. My daughter has health problems so she has to eat the right kind of food. I tell her what we learn here about healthy food. Now she takes more interest in eating greens, vegetables, soup, healthy sandwiches like tuna fish, and fruits."

—Elaine



Take Charge for Life and Work—PED Program



Take Charge for Life and Work is our latest program developed for adults with a Grade 12 or less education who are Ontario Works recipients. Extensive experience dealing

with this client group has taught us that literacy and basic skills training on its own is often not enough to help clients make effective changes.

By developing a comprehensive individual action plan, delivering specialized workshops and assessments as well as providing one-to-one counselling and referrals, we make it possible for participants to explore their career potential and to choose realistic employment options. Post-program support is also provided to help clients stay on track.

workwrite

PTP's *workwrite* program serves injured workers seeking to re-enter the workforce. Clients utilize the program to improve their

literacy skills for entry-level jobs or upgrade their skills to continue on to college or training. Clients are offered a number of training options:

ESL for the Workplace

Workplace Communications

Academic Upgrading

GED-Preparation

Clients may also choose to participate in a Job Search Training Program (JSTP) and co-op placement.

workwrite instructors, who work with participants in small group settings, feel a strong sense of connection to their clients. They are rewarded by high levels of student satisfaction and the enhanced confidence of learners.



Job Solutions

Our specialized job search program has been developed to serve the unique needs of our target group. We have completed another successful year by serving over 270 clients, of whom more than 160 secured employment.

Job Solutions' approach, one-to-one and small group job search assistance, works effectively to serve those with literacy and language barriers to employment. The program provides job search services tailored to clients' individual needs. Specially prepared plain language handouts and workshops designed to address the learning styles of participants facilitate and maximize learning. We offer intensive support and continuous follow-up on clients' activities.



We also provide off-site services at Rexdale ERC, Etobicoke South Social Services and Goodwill ERC.

Our job developers have established connections with key employers. We plan to strengthen these employer relationships while increasing our data base.





Publications

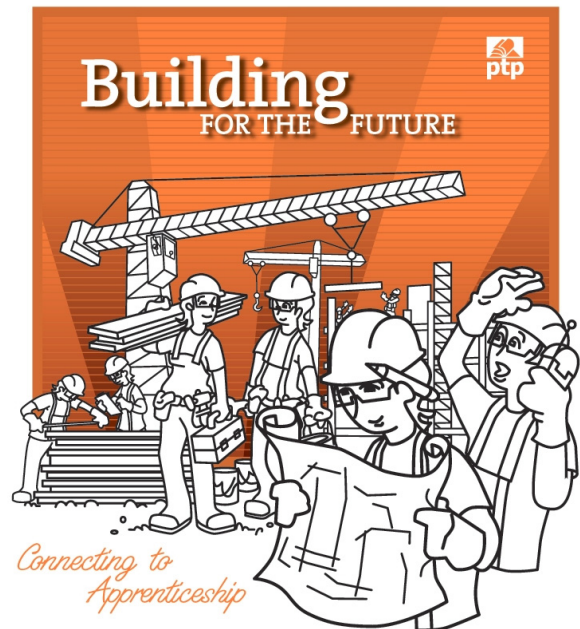
Over this past year, we released our fifth and final book of the *workwrite* series: *Policies and Procedures*.

In co-operation with AlphaPlus Centre, we have sold over 2,000 copies of Books 1-4 nationally and

look forward to marketing our texts internationally.



Our new publication, *Building for the Future* (BFF), is designed as a career exploration resource for adults or youth interested in exploring skilled trades. Based on current field research of Ontario construction trades and using the Essential Skills Profiles to organize and describe skills requirements, this resource is suitable for learners working at Literacy and Basic Skills levels 4 and 5, or for youth exploring career options. BFF guides learners through a process of exploration, decision-making and preparation to help them meet the demands of construction apprenticeships.



Auditor's Report

To the members of PTP—Preparatory Training Programs of Toronto:

I have audited the statement of fund balances of PTP - Preparatory Training Programs of Toronto as at March 31, 2005 and the statements of operations and changes in fund balances and of cash flows for the year then ended. These financial statements are the responsibility of the corporation's management. My responsibility is to express an opinion on these financial statements based on my audit.

Except as explained in the following paragraph, I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation.

In my opinion these financial statements present fairly, in all material respects, the financial position of the corporation as at March 31, 2005 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Robert M. Veltheer, Chartered Accountant

Richmond Hill, Ontario

July 12, 2005

Statement of Operations as at March 31, 2005

	2005	2004
REVENUE		
Government Grants	\$ 1,429,377	\$ 1,363,999
Fees for Service	<u>251,779</u>	<u>242,323</u>
	<u>\$ 1,681,156</u>	<u>\$ 1,606,322</u>
EXPENSES		
Program support	\$ 50,567	\$ 42,449
Office & administration	92,520	111,729
Professional services	93,758	76,189
Building occupancy	327,595	301,955
Staffing	<u>1,070,838</u>	<u>1,055,748</u>
	<u>\$ 1,635,278</u>	<u>\$ 1,588,070</u>
Excess of Revenues over Expenses	\$ 45,878	\$ 18,252
Fund Balances Beginning of Year	<u>69,155</u>	<u>50,903</u>
Fund Balances End of Year	<u>\$ 115,033</u>	<u>\$ 69,155</u>
Composition of Fund Balances		
Unrestricted resources	\$ 69,010	\$ 7,951
Internally restricted resources	1,584	-
Externally restricted resources	<u>44,439</u>	<u>62,204</u>
	<u>\$ 115,033</u>	<u>\$ 69,155</u>

Note: For a complete copy of the Financial Statements, please contact the PTP office.

PTP Board of Directors 2004—2005

Paula Hunter, Chair
Belinda Huang, Communications Officer
Paul Laughlin, Treasurer
Jack McLaren
Sabita Ramlal

Patrick Woo
Jeremy Zinger

Roxane Coombs
Daveen Morrison

PTP staff

Management

Barbara McFater, Executive Director
Claudia Costa, Manager, Employment Services
Aleksandra Popovic, Manager, *workwrite* Programs
Tra Mi Nguyen, Interim Manager, *workwrite* Programs

Administration

Irene Fotinos	Patricia Kowalska	Moganah Seva Samy
Avis Henry	Huong Nguyen	

Assessment and Instruction

Kamran Ahmadpour	Gabriel Flacks	Katherine Rios
Linda Armstrong	Vicky Johnston	Debbie Robertson
Jennifer Baldwin	Vishnu Lilhardar	Yvonne Smythe
Alana Butler	Smita Mehra	Anne Marie Williams
Yvonne Charchar	Karin Meinzer	Jeff Willis
Susan Fearnley	Lauren Morris	

Employment Counselling and Job Development

Roxanne Brigham	Michelle Hughes	Maria Romaschin
Matt Foran	Andrew Kent	June Seagrave
Katherine Green		

Program Consultants

Karen Geraci	Marisa Mazzulla
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Short Term Contracts and Outgoing Staff

Hyla Davis	Linda Jin-Troendle	Bari Zittel
Emily Hall	Elizabeth MacDonald	
Olga Hermann	Elizabeth Shea	



www.ptp.ca

PTP East Centre

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PTP West Centre

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East Training Centre

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West Training Centre

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Job Solutions East

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Job Solutions West

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