

ANNUAL REPORT 2012

20 Years of innovation in adult literacy services, research and materials development

LEARN FROM YESTERDAY
LIVE FOR TODAY
HOPE FOR TOMORROW



PTP Adult Learning &
Employment Programs

OUR **HOPE** FOR
TOMORROW
IS TO BE EVEN
MORE **SUCCESSFUL** IN
REALIZING OUR **VISION**
OF EMPOWERING **ADULTS**
TO **LEARN** AND
FIND **WORK** THEY **VALUE**

PTP — CELEBRATING 20 YEARS OF DELIVERING INNOVATIVE WORKFORCE RELATED LEARNING AND EMPLOYMENT PROGRAMS FOR ADULTS WHO FACE BARRIERS TO EMPLOYMENT

What have we learned?

We have learned that engaging participants, as well as helping them define and move towards their learning and employment goals, is challenging work that calls for dialogue, partnerships, reflection and innovation. We need to constantly question what we are doing in order to stay relevant and meet the changing needs of our participants.

Where are we today?

Having started as a single program serving a homogenous client group, we are today a focused community based multiservice organization that continues to strive for excellence and innovation in workforce literacy and essential skills programming, employment services, as well as research and resource development. What we have learned from our practice and research has allowed us to reach out to adult learners from coast to coast to coast. We are now working locally and nationally with Francophone, Deaf, First Nations and Inuit communities to adapt and improve our resource materials and our approach to workforce literacy.

What is our hope for tomorrow?

We want to be even more successful in realizing our vision of empowering adults to learn and find work they value through delivery of always relevant and innovative programs; continued research and materials development; partnerships that strengthen our reach and expertise; capacity building; and by continuing our work in progress of becoming an employer of choice.

MESSAGE FROM THE CHAIR

I am pleased to report that we have made good progress this year on all our Strategic Directives: from transitioning our core programs into new, funder-mandated models; to identifying priorities for our social enterprise; to meeting the needs of communities across the country by adapting and sharing the CAMERA system. The end goal is always to support our learners in finding good jobs, with decent pay, in good working environments.

Indeed, others have recognized our successes.

Barbara McFater, our Executive Director, was awarded a 2012 Queen's Jubilee Award for her work at PTP, as well as a Community Literacy of Ontario (OLC) Volunteer Award for her work on their Board for the past six years.

That's not to say that there are no new challenges to tackle.



The not-for-profit sector is constantly facing the dilemma of delivering more for less, and always juggling the need for social outcomes versus shrinking funding. PTP's response has been to seed its own home-grown social enterprise, a fee-for-service model that leverages the organization's specialist knowledge and skills in workforce literacy.

So, having decided the time has come for me to step down after seven years on the Board, I am confident of leaving PTP in capable hands, with a solid Board, strong management team and committed staff.

Finally, I would like to thank my fellow Board members and PTP's staff for their good work throughout the year – and a special thanks to Barbara for her dedication and commitment to learners, staff and stakeholders alike.

Heather Williams

MESSAGE FROM THE EXECUTIVE DIRECTOR

PTP is always anticipating the future – rethinking what’s possible, as we strive for excellence for the benefit of our participants and clients – whether it’s our commitment to contextualized learning, our innovative programs or our passion for improving what we do.

In 2012, we made progress on many different fronts.

We focused on identifying key priorities for our newly-minted social enterprise, which is based on our respected Communications and Math Employment Readiness Assessment (CAMERA). Adaptations of the CAMERA system are currently underway for Francophone, Deaf and Arctic communities. As well, we implemented a new curriculum and performance metrics model for our core literacy programs, and rolled out a new apprenticeship-focused pre-employment development program.

It is important in PTP’s 20th year to reflect on the lessons we’ve learned over the past two decades and use that knowledge as effectively as possible as we look to the future. As a community literacy agency, PTP – along with the rest of the literacy sector – needs to make sure that all stakeholders are aware of the cost effective economic and social returns that investment in literacy generates. This includes government funders as well as employers.



We need to do a better job of showcasing the critical importance of our work: tracking our successes, spotlighting our achievements and making an ongoing economic case for literacy. At the same time, we need to identify the improvements we have to make both to strengthen our sector and to better serve the needs of our participants.

That is how we can best learn from the past.

It is a pleasure for me to thank our Chair, Heather Williams, for having been an indispensable mentor and support to me since she joined the Board. Heather has decided to step down after seven years on the Board. I will miss her.

Vice Chair Anita Grawal and Board member Sharon Saunders have likewise decided to step down with the completion of 2012 and we extend our thanks and appreciation for all their hard work, notably on the Personnel Committee this year.

To our partners who share in our successes and challenges – I am grateful for all that you do to support us in our work. And to PTP’s committed and exceptional staff – in this 20th year, your efforts, care and thoughtfulness make a difference in our city every day and I thank all of you for that. It is my great pleasure to work with each and every one of you.

Barbara McFater

PTP

A RICH HISTORY OF INNOVATION, RESEARCH, RESOURCE AND PARTNERSHIP DEVELOPMENT

In the course of twenty years, PTP has grown from being a labour adjustment program providing laid-off workers with upgrading to access training to becoming a multiservice not for profit agency that has earned distinction as a leader in the field of workforce literacy and essential skills programming.

To get to where we are today, we have learned to ask and answer the question: what supports, resources and opportunities do adult learners need to acquire the skills and knowledge that will enable them to lead richer and more satisfying lives? The answers to our question have evolved over our history, and we have learned to build on our experience to create new programs and resources as well as to strengthen our capacity. This means the range and scope of our work have increased significantly.

True to our roots in labour adjustment, our focus has been the employment related needs and interests of our participants.

From the traditional classroom instruction in grammar and formal writing that characterized our early work, we have since learned to create living contexts for learning how to acquire and apply skills by carrying out meaningful tasks. As a result, we now have

Teamwork activities that involve students, for example, in running a snack shop or preparing a nutritious meal. Today, we have dynamic workshops in health and fitness, for instance, run by student peer leaders who have been trained in the prevention of Type Two Diabetes by Toronto Public Health. As well, we integrate workshops in financial literacy into our core workforce literacy and essential skills program.



True to our roots in labour adjustment, our focus has been the employment related needs and interests of our participants. At the same time, as a community based service provider, we are committed to learner-centered programming that is informed by a holistic understanding of workforce literacy. So, we have designed and we deliver specialized job search programs for individuals with literacy and language challenges that provide one-on-one counseling. Today, Job Solutions, our employment services program, is a one-stop shop providing an expanded range of services to meet client needs at both our East and West Toronto Centres as well as off site at The Daily Bread and FoodShare.

It is our commitment to making a difference in the lives of our participants by creating opportunities to learn and to work that unifies our programs and research while shaping our vision for the future.

The creation of our teaching and assessment materials that now comprise our CAMERA (Communications and Math Employment Readiness Assessment) system was a landmark development. This easy to use assessment tool was custom made to provide feedback to learners and practitioners while allowing them to track learner gains in the context of workplace literacy requirements. The publication of the Workwrite Series made examples of authentic Canadian documents easily available to literacy learners.



The expertise we have developed through the creation of CAMERA and the Workwrite Series combined with our knowledge of contextualized learning has made it possible for us to reach out across Canada.

Workforce Essential Skills Across Canada (WESCan), our first national project, allowed us to work with communities in Truro, Nova Scotia; Thorold, Ontario; Yorkton, Saskatchewan; Saint John, New Brunswick and Port Alberni, British Columbia. We worked with our national partners to explore how CAMERA might be adapted to serve local needs. Today, we

The expertise we have developed through the creation of CAMERA and the Workwrite Series combined with our knowledge of contextualized learning has made it possible for us to reach out across Canada.

are working with Arctic College to develop pre-employment curriculum for Inuit communities in Nunavut, while CAMERA is being adapted for use by French and Deaf literacy learners across Canada.

Another significant milestone in our history is the partnership with Seneca College that enables us to make college entry a reality for those who may not otherwise have been admitted. By providing college preparation programs, we make apprenticeships and postsecondary training more accessible for vulnerable individuals.



Today, our Academic Upgrading Program provides evening classes at our East Toronto Centre and off-site classes to women in WoodGreen Community Services' Homeward Bound and Boundless Possibilities programs.

Recognizing that the need for literacy or job search support may not be apparent to individuals who might benefit from them, we have partnered with Toronto Employment and Social Services to offer a pre-employment program called Take Charge for Life and Work that provides tailored workshops and one-on-one counselling so that individual pathways to successful next steps can be created.

Another significant milestone in our history is the partnership with Seneca College that enables us to make college entry a reality for those who may not otherwise have been admitted.

So from our modest beginnings as a program working with a homogenous group (laid-off workers) to achieve a single goal (access to training), we have become a community based agency that serves a diverse client group through a family of related services and partnerships.

It is our commitment to making a difference in the lives of our participants by creating opportunities to learn and to work that unifies our programs and research while shaping our vision for the future.

“The shift to contextualized workforce literacy was a significant event. We were ahead of the curve when it came to using authentic workplace materials that students could recognize. The real life context helped students prepare more effectively for employment, using documents and information that were gathered from employers.”

Vicky Johnston, Program Manager
20 years with PTP

20 YEARS

HERE ARE SOME
KEY MOMENTS
IN OUR HISTORY.

1992

PTP began in 1992 as a project under the Metro Toronto Movement for Literacy (MTML), as part of an initiative to tackle labour adjustment issues in Ontario at the time.

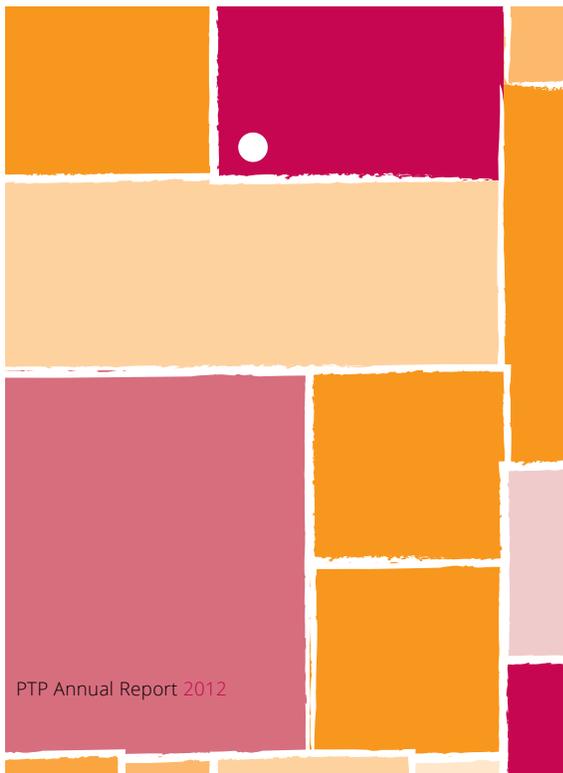
1997

In 1997 HRSDC funded a pilot project that enabled us to deliver employment counselling to our participants for the first time.

1998

In 1998 Preparatory Training Programs of Toronto (PTP) was incorporated as an independent not for profit organization (now known as PTP Adult Learning and Employment Programs).

In that year our client group shifted from those upgrading for further education and training to those preparing for direct entry to work. PTP's response was the implementation of a workforce related contextualized learning program that focused on preparing adults for entry level jobs.





2000

In **2000** PTP launched the CAMERA System (Communication and Math Employment Readiness Assessment), an integrated assessment and curriculum package designed for literacy learners whose goal is employment. This innovative assessment is now used across Canada across streams and sectors.

2001

In **2001** PTP began to market its curriculum and teaching materials to supplement its financial resources.

Another significant program shift in **2001** was the launching of Teamwork – a ‘hands-on’ program component designed to help participants connect literacy to the workplace by applying and combining skills to carry out tasks related to, for example, running a snack shop — tasks such as taking inventory, ordering, stocking, providing customer service, using a cash register and handling money.

“I remember when PTP worked exclusively with laid-off workers receiving Employment Insurance. Now we have such a wide range of learners who come to our programs for a variety of reasons.”

Lauren Morris, Instructor
14 years with PTP



2002

In **2002** PTP received an HRSDC grant to open Job Solutions, a specialized job search program that provided one-on-one counselling and small group workshops. The program components were modified to meet the needs of clients with literacy as a barrier to employment.

“I remember what an important moment this was – clients were encouraged to come to get help finding a job – and we did help them find jobs – they just needed the extra support that staff sensitive to the needs of adults with literacy and language barriers could provide.”

Claudia Abello, Director
12 years with PTP

Also in **2002** PTP published the first four volumes of the *Workwrite Series: Organizing Information; Schedules; Information Forms; and Workplace Communications*.

2005

In **2005** we saw the launching of our pre-employment development (PED) program called Take Charge for Life and Work with funding from Toronto Employment and Social Services.

“I’ve seen many new programs and outreach initiatives over the years. I always say we are putting tax dollars to work, making a difference in so many people’s lives.”

Debbie Robertson, PED Program Coordinator
18 years with PTP

“I remember the development of the Workwrite Series of instructional materials as a big boost for teachers and students alike. Before PTP developed the Workwrite books there wasn’t much available in the way of authentic Canadian workplace materials.”

Vicky Johnston, Program Manager
20 years with PTP

2007

Over the next few years PTP released many resources:

Who is Learning What? – a research study aimed at determining the extent to which literacy skills can be transferred from one context to another

Building for the Future: Connecting to Apprenticeship – a guide for those interested in pursuing apprenticeship

Policies and Procedures, Graphs and Charts, and Numeracy – the fifth, sixth and seventh book in the Workwrite Series of instructional resources;

Signposts – a workforce literacy assessment tool and curriculum guidelines system for use with learners who are preparing for entry level employment

Workforce Literacy and Essential Skills: Increasing student success through contextualized learning – a research report examining our TEAMWORK program model

Filling the Gap: Establishing Effective Links between LBS and Apprenticeship – research looking at how community based agencies could better support the ‘would be’ apprentice

Another critical moment was in **2007** when PTP formed a partnership with Seneca College and the Labour Education Centre to deliver Academic Upgrading on site at PTP. This program has been extremely successful in helping learners access post-secondary programs.

In **2007** we also started our partnership with Opportunity for Advancement (OFA) who facilitates an on-site support group for our learners and women in the community called “Women under Stress.”

“So much has changed in the past decade, including the creation of a dedicated Resource Development Department. I believe the CAMERA System, with its allied workforce series of teaching materials, has been a significant achievement.”

Avis Henry, Administrative Assistant
12 years with PTP

2009

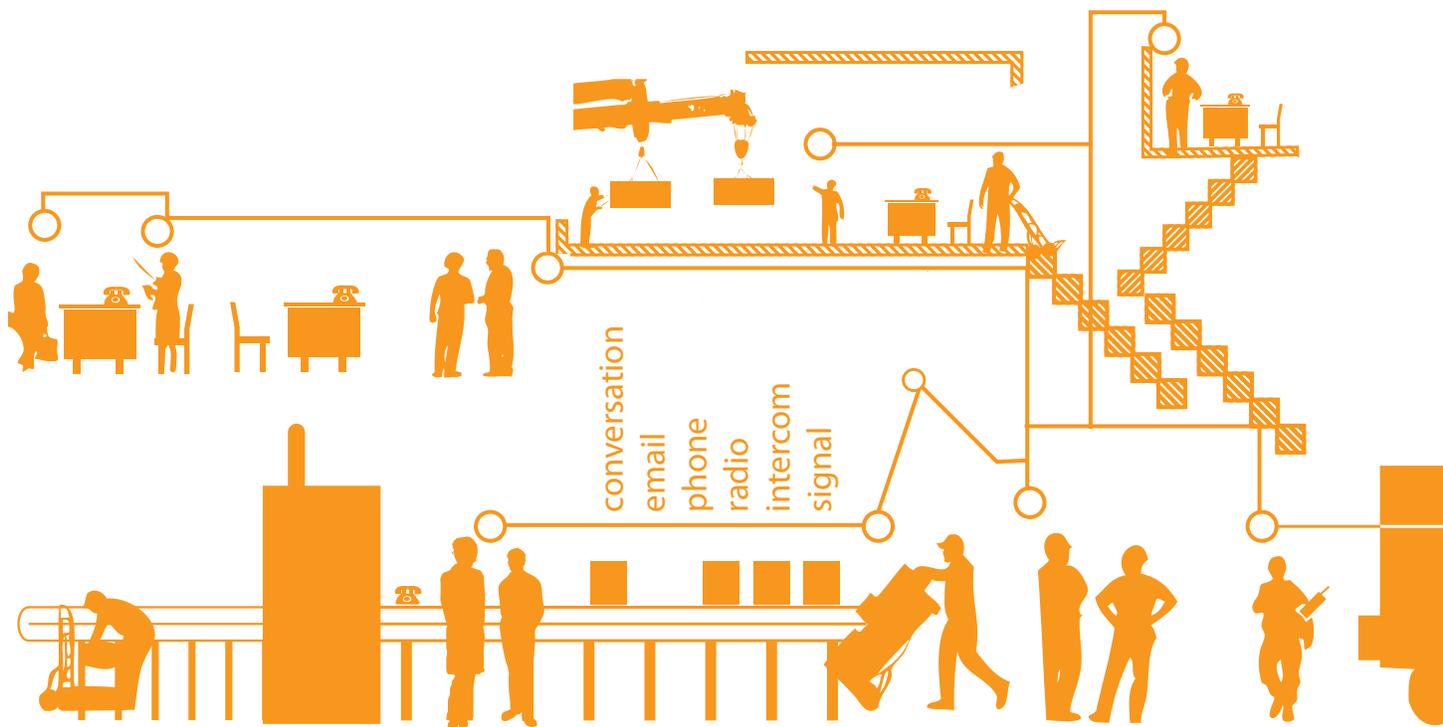
In 2009 PTP launched its first national project – Workforce Essential Skills Across Canada (WESCan) – a two year project to work with 5 communities across Canada to share our knowledge, tools and expertise on workforce literacy programming. The partnerships that were formed continue to this day. The final publication was **Workforce Essential Skills – Putting Literacy to Work** – a guide to help others develop workforce related learning programs.

2010

In 2010 Job Solutions launched a full suite of Employment Services, under a new Employment Ontario model, for job seekers.

Also in 2010 working with Deaf Literacy Initiative, PTP began an adaptation of the CAMERA System for deaf literacy learners.

Additionally in 2010 we delivered an innovative pre-culinary program in partnership with George Brown College at FOODSHARE. The program had a high success rate, with participants moving on to pre-apprenticeship training, culinary arts training or employment in the food industry.



“Looking ahead, greater flexibility in program design and delivery, more targeted courses with richer content, exposure to workplaces, improved service coordination—including strong employer links and articulation agreements with trainers and educators--would strengthen and support that most essential of our partnerships, the partnership with our learners.”

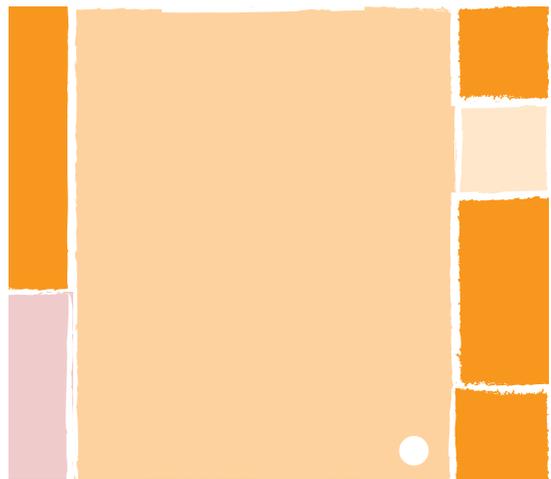
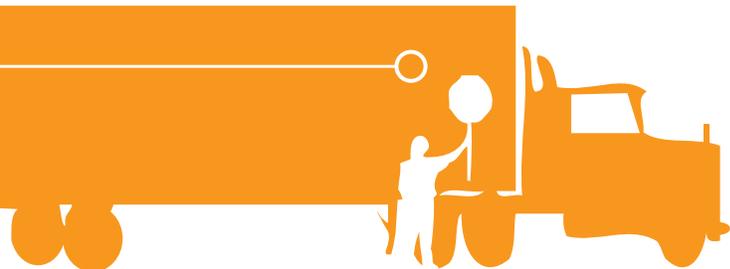
Anne Marie Williams, Program Manager
20 years with PTP

2012

In 2012 PTP began working with Arctic College to develop pre-employment curriculum for Inuit communities in Nunavut and with the Francophone National Organization, RESDAC, to adapt CAMERA to be used with French literacy learners across Canada.

Also in 2012 PTP started to think in terms of a separate social enterprise. We realized that our greatest asset was our unique Communications and Math Employment Readiness Assessment (CAMERA), a literacy assessment tool that captures learner gains in a literacy environment. Today PTP's social enterprise is taking shape and growing. It has a three-fold focus: fee-for-service **training** in the use of the CAMERA assessment system; **consulting** based on our knowledge and expertise of workforce literacy and essential skills; and the development and **sales** of teaching materials and resources.

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AUDITORS REPORT

To the members of PTP Adult Learning and Employment Programs:

I have audited the accompanying financial statements of PTP Adult Learning and Employment Programs which comprise the statement of financial position as at March 31, 2012, and the statements of operations, of changes in net assets and of cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian generally accepted accounting principles, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with Canadian generally accepted auditing standards. These standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the financial statements present fairly, in all material respects, the financial position of PTP Adult Learning and Employment Programs as at March 31, 2012 and its financial performance and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Robert Veltheer, B.A., M.B.A., C.A.

Licensed Public Accountant

Richmond Hill, Ontario

July 2, 2012

STATEMENT OF OPERATIONS

FOR THE YEAR ENDED MARCH 31, 2012

	2012	2011
	\$	\$
REVENUE		
Operating grants – note 7 *	\$ 2,178,351	\$ 2,412,075
Capital grants - note 9 *	38,442	33,620
Fees for service	406,115	706,805
Other income	36,274	25,485
	<u>\$ 2,659,182</u>	<u>\$ 3,177,985</u>
EXPENSES		
Program support	\$ 147,966	\$ 196,148
Office & administration	109,105	144,765
Professional services	13,361	11,510
Project & program consultants	168,481	394,509
Building occupancy	451,263	442,849
Staffing	1,836,826	1,884,326
	<u>\$ 2,727,002</u>	<u>\$ 3,074,107</u>
(DEFICIENCY) EXCESS OF REVENUES OVER EXPENSES	\$ (67,820)	\$ 103,878
NET ASSETS BEGINNING OF YEAR	505,186	401,308
NET ASSETS END OF YEAR	<u>\$ 437,366</u>	<u>\$ 505,186</u>
COMPOSITION OF NET ASSETS		
Unrestricted resources	\$ 166,175	\$ 282,393
Invested in fixed assets	5,279	8,831
Internally restricted resources – note 11 *	265,912	213,962
	<u>\$ 437,366</u>	<u>\$ 505,186</u>

* The accompanying notes are an integral part of these financial statements and are available on request.

Board of Directors

Heather Williams, Chair
Anita Agrawal, Vice-Chair
Julius Olajos, Treasurer
Alan Campbell, Communications Officer
Ellamae Chua, Director
Sharon Saunders, Director
Saira Somani, Director

Executive Director

Barbara McFater

Executive Coordinator/ Board Liaison

Pauline Larsen

Director

Claudia Abello

Managers

Vicky Johnston
Lynn Manwar (on leave)
Heather Paterson
Anne Marie Williams

Coordinators

Debbie Robertson
Maria Romaschin
Ricardo Saldarriaga
Andrew Shaver

Administration / Support

Maria Anwer
Minh Chung
Avis Henry
Karen Knights
Patricia Kowalska
Lyudmila Kukhta
Heather Morton

Finance Department

Huong Nguyen

Instructors / Workshop Facilitators

Kamran Ahmadpour
Linda Armstrong
Daphne Bertram
Vishnu Lilhardar
Karin Meinzer
Lauren Morris
Simone Morrison
Elena Neagu
Lucy Ng
Cheryl Reid
Katherine Rios
Yvonne Smythe
Shahina Suleman
Jeff Willis

Employment Counselling/ Job Development

Monika Daci
Tatiana Daci
Milena Lomovic
Kunga Norzom
Angela Perri
Lyudmyla Vavryshchuk

Supply Instructors

Carolyn Rasiuk

Consultants

Ericson Balagtas – Defining Design
Paul Bonsell – Defining Design
Kim Diamond – K.D. Design
Karen Geraci – inQuire consulting
Madeline Lunney – Lunney Consultants
Marisa Mazzulla – inQuire Consulting
Gail Stewart

Volunteer Staff/ Practicum Students

Tolulope Babarinde
Alan Gork
Yuko Kitabatake
Tarinder Singh

Short Term Contracts / Outgoing Staff

Caitlin Burrell
Jennifer Morgan
Aleksandra Popovic
Brett Reneau

A Special Thank You

PTP would like to extend a special thank you to the following individuals for their ongoing commitment and care in supporting us in our work.

Anne Rattray, Opportunities for Advancement

Wendy Peebles, GED Achievement

Elise Sheridan, Seneca College

Margaret Shinozaki, GED Achievement

20th Anniversary Employer Recognition

Sunflower Kitchen

PTP would like to acknowledge Sunflower Kitchen for providing placement opportunities for many of our participants in food service programs, hiring numerous job search clients, and most importantly, for creating a positive, supportive work environment for their employees.

THE
IMPORTANT THING
IS TO NOT STOP
QUESTIONING.

www.ptp.ca



PTP Adult Learning &
Employment Programs

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