DOCUMENT RESUME

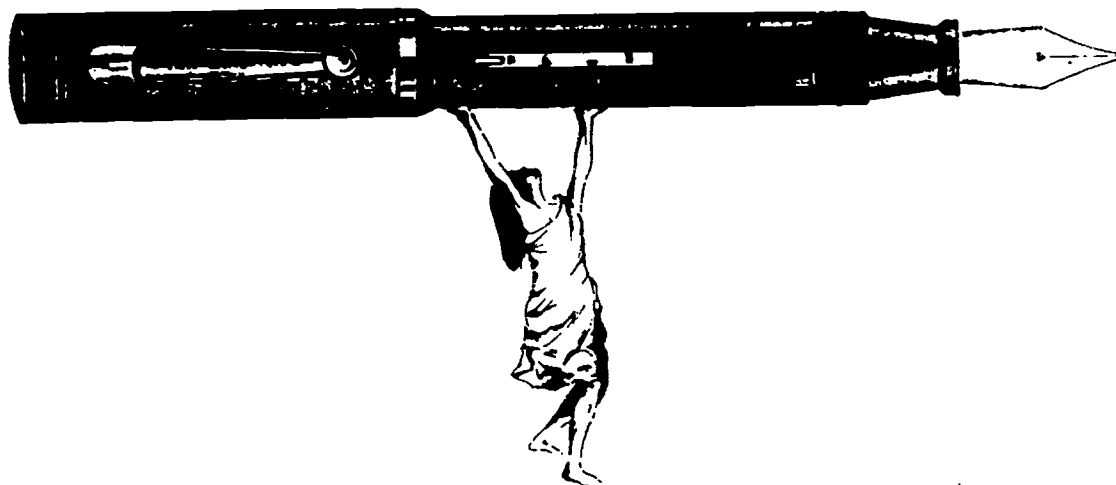ED 348 561   CE 061 810

AUTHOR   Watson, Wendy; Bate, Barbara
TITLE   Partnerships in Literacy: A Guide for Community
                Organization and Program Development.
INSTITUTION   British Columbia Ministry of Advanced Education,
                Training and Technology, Victoria.; National Literacy
                Secretariat, Ottawa (Ontario).
REPORT NO   ISBN-0-7718-9127-X
PUB DATE   91
NOTE   225p.
AVAILABLE FROM Provincial Curriculum Publications, Marketing Dept.,
                Open Learning Agency, 4355 Mathissi Place, Burnaby,
                British Columbia, Canada, V5G 4S8 (order no.
                VA0118).
PUB TYPE   Guides - Non-Classroom Use (055)

EDRS PRICE   MF01/PC09 Plus Postage.
DESCRIPTORS   Adult Literacy; *Community Cooperation; Community
                Organizations; *Community Programs; *Cooperative
                Programs; Coordination; Corporate Support;
                Demonstration Programs; Foreign Countries;
                Illiteracy; *Literacy Education; Material
                Development; *Program Development; *Program
                Implementation
IDENTIFIERS   Alberta; British Columbia; Ontario

ABSTRACT
                This document addresses literacy partnerships and
presents a guide for community organization and program development.
Section 1, "Developing a Community Literacy Organization," provides a
framework for planning. It covers getting started, becoming a
society, building a strong board, conducting effective meetings,
accessing the media, conducting a public awareness campaign, fund
raising, and hiring staff. Section 2, "Implementing a Community
Literacy Program," presents a framework for design. Topics include
delivery models, marketing and promoting, recruiting volunteers,
tutor training, credentialing literacy practitioners, assessing
learners, selecting and developing materials, matching tutors and
learners, inservice training, keeping records, recognition, and
program evaluation. Samples, forms, and print and organizational
resources are provided for most topics in sections 1 and 2. Section
3, "Literacy Partnerships," describes innovative projects that
represent examples of collaborative partnerships in literacy in
British Columbia, Alberta, and Ontario. Projects are in these
categories: libraries, media, family literacy, business/labor (public
and private sector partnerships), and advocacy groups (national and
provincial). Section 4, "Community Literacy Programs and Projects,"
presents survey responses from 37 respondents. Each description gives
name, coordinator and telephone number, purpose of organization,
start-up, structure, funding, literacy awareness projects,
instruction/service projects, and fundraising activities. A list of
94 references is appended. (YLB)

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PARTNERSHIPS
in
LITERACY

A Guide
for
Community Organization
and
Program Development

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PARTNERSHIPS IN LITERACY

A Guide for
Community Organization
and
Program Development

Written by:

WENDY   and   BARBARA
WATSON   BATE

Fraser Valley College

For further information regarding adult literacy, please contact:

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ACKNOWLEDGEMENTS

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INTRODUCTION

This project was inspired by the 1989 Report of the Provincial Literacy Advisory Committee to the B.C. Ministry of Advanced Education, Training and Technology. A significant recommendation of this report, "Opening the Doors to Lifelong Learning: Empowering Undereducated Adults", addressed the need for a community-based approach for literacy:

> "Business, labour, community organizations, libraries, native organizations, colleges, and schools have partnership roles to play in every community."

As literacy instructors, we were aware of the valuable literacy resources already produced in British Columbia. However, it was through our involvement in local and provincial literacy organizations that we became aware of the need for a document which addressed literacy partnerships and which also presented a guide for community organization and program development. Literacy education is a community responsibility involving educators, employers, union groups, service groups, libraries, literacy volunteers and, most importantly, the learners themselves. No one group or institution acting alone can effectively develop a comprehensive community literacy program that meets the diverse needs of all members of the community. Therefore, *Partnerships in Literacy* is based on the philosophy that cooperation among community groups is essential to a successful community literacy strategy.

This book focusses on four major areas:

- Developing a Community Literacy Organization: a framework for planning.
- Implementing a Community Literacy Program: a framework for instructional design
- Literacy Partnerships: examples of innovative projects; and
- Community Literacy Programs and Projects: survey responses.

We trust this publication will help beginning literacy groups develop into strong organizations. We also hope the ideas and the examples presented here will encourage new directions in literacy partnerships for both developing and established organizations.

CHANGING DEFINITIONS OF LITERACY

In the last few years, the words "literacy" and "illiteracy" have become familiar terms. Literacy has been discussed widely in the press and on television in media campaigns leading up to International Literacy Year. However, there is no universally agreed upon definition of the terms "literacy" or "illiteracy". As our society changes, so have perceptions about literacy. Community literacy groups and educational institutions need to consider their interpretation of these terms in the context of their communities; what an organization agrees on as a definition of literacy will shape programs and activities. A narrow definition may restrict activity; a vague definition (or no definition) will leave the group without a clearly articulated focus for its literacy activities. The group should select a definition that reflects the reality that many adults who can read still need and deserve literacy upgrading in order to be able to function effectively on the job and in the community.

Perceptions about functional literacy in this country have changed dramatically in the twentieth century. In the 1940's, a grade 5 education was considered functional literacy. As the demands of our society grew more complicated, this grade level was gradually increased to grade 9. According to 1986 Census figures, 256,800 British Columbians have less than grade 9 education. However, as demands of the information age continue to grow, grade level equivalency is quickly becoming irrelevant. For many entry level jobs a high school education is essential. Grade level equivalencies are also misleading because many people with less than grade 9 educations are highly literate, self-taught individuals, whereas others who have been to school longer continue to struggle with reading and writing tasks.

UNESCO Definition

Recognizing the limitations of grade level equivalency definitions, UNESCO (1978) proposed a definition of functional literacy which considers the many "kinds" of literacy that exist in specific cultural, social and economic settings. UNESCO defined functional literacy as the ability:

> "to engage in all those activities in which literacy is required for effective functioning of one's group and community and also for enabling one to use reading, writing and calculation for one's own and the community's development".

CHANGING DEFINITIONS OF LITERACY

This definition recognizes that literacy is a relative term which depends on individual context rather than an absolute, "either-or" concept as suggested by grade level equivalencies. 'iteracy allows individuals to function in society; it also empowers them both as individuals and as community members.

Southam Literacy Survey

In 1987, the Southam News Group conducted a literacy survey. Southam took the approach that an arbitrary grade level definition of literacy was an inadequate measure of the complex skills needed to survive in today's society. Southam devised an inventory of 10 essential literacy tasks that all of us are required to do in our daily lives -- tasks ranging from finding a number in the telephone book, to filling out a form, to finding an item on an income tax table.

These tasks were developed by a jury panel of Canadians from all walks of life. People who got 3 out of the 10 items wrong were considered functionally illiterate. According to the Southam Survey, 360,000 British Columbians (17% of the adult population) cannot read or write well enough to cope with the demands of contemporary society. Nationwide, 4.5 million Canadians fall into the category of functionally illiterate. It's important to note that Southam used the definition of literacy developed in 1985 by the National Assessment of Educational Progress (NAEP) in the United States:

> "Using printed and written information to function in society, to achieve one's goals and to develop one's knowledge and potential"

Like the 1978 UNESCO definition, this statement goes beyond an arbitrary grade level definition to recognize that literacy is defined by the demands of the society we live in and that it is this skill that allows us to participate fully in that society.

Survey of Literacy Skills Used in Daily Activities

Most recently (1990) Statistics Canada published results of a survey of functional reading, writing and numeracy skills of Canada's adult population (*Survey of Literacy Skills Used In Daily Activities*). The survey was conducted through in-home interviews of a representative sample of 9,500 Canadians aged 16 to 69. Like the Southam Literacy Study, this survey consisted of a series of tasks based on the kinds of literacy and numeracy skills needed in everyday life.

This survey's intent was to build on Southam's finding by providing more detailed information on the reading, writing and numeracy skills of a larger sample base. Statistics Canada recognized that literacy skill is not an "all or nothing" condition; skill in literacy is a continuum. Survey consultant Stan Jones includes the following quotation in the 1990 *Survey Guide*:

> "It seems more appropriate to represent functional literacy as continuously distributed, with various points along the continuum indicating different levels of functioning. (Kirsh & Guthrie, 1981)".

A significant result of the study is the breakdown of individual test scores into one of four levels, numbered 1-4. The *Survey Overview* describes these levels as follows:

- Level 1   Canadians at this level have difficulty dealing with printed materials. They most likely identify themselves as people who cannot read.

- Level 2   Canadians at this level can use printed materials only for limited purposes such as finding a familiar word in a simple text. They would likely recognize themselves as having difficulties with common reading materials.

- Level 3   Canadians at this level can use reading materials in a variety of situations provided the material is simple, clearly laid out and the tasks involved are not too complex. While these people generally do not see themselves as having major reading difficulties, they tend to avoid situations requiring reading.

- Level 4   Canadians at this level meet most everyday reading demands. This is a large and diverse group which exhibits a wide range of reading skills.

Highlights of the report include the following:

- 16% of Canadians (2.9 million) have reading skills too limited to deal with written material encountered in everyday life (levels 1 and 2). This figure includes individuals at Level 1 (5%), Level 2 (9%) and respondents who did not attempt the text because they reported having no skills in English or French (2%).
- 22% (4.0 million) can use reading materials to carry out simple reading tasks within familiar context with materials that are clearly laid out (level 3). However, this group does not have sufficient skills to cope with more complex reading materials.
- 62% of Canadians aged 16 to 69 have reading skills sufficient to deal with everyday reading requirements (level 4).
- Secondary school completion shows a strong relationship to everyday reading skills. Only 8% of Canadians with high school completion are at levels 1 and 2, while 70% have skills that permit them to meet daily demands (level 4).

Significantly, the more sensitive measure of this 1990 Statistics Canada survey identifies considerably more Canadians with literacy difficulty (6.9 million) than the Southam Literacy Survey identified (4.5 million).

Most troublesome for educators and all concerned citizens is the 22% or 4.0 million Canadians at level 3 who can function with everyday reading skills but do not have the ability to handle more complex reading materials such as news analysis articles and editorials. These people are effectively disenfranchised as fully functioning members of a democratic society. Although the survey clearly indicates the strong correlation between high school completion and reading ability (70% of high school graduates were at Level 4) a significant number of these graduates (22%) were also rated as Level 3, and 8% were rated at Levels 1 or 2. Many of these adults are now turning to adult literacy classes to improve their abilities to read critically both at home and on the job.

CHANGING DEFINITIONS OF LITERACY

A Human Definition of Literacy

Recent discussions of literacy (Scholes, 1989) (Kazemak, 1990) (Venezky, 1985) have supported an alternate view of literacy which characterizes literacy in terms of its value to the individual, focussing on personal, social, and cultural contexts:

> "Literacy is a personal, social, cultural, contextual gender-related and constructive process whereby a particular individual builds meaning with a particular text depending on particular purposes for reading and writing. It is first and foremost an end in itself although it may serve as a means to other ends" (Scholes, *Protocols of Reading*, 1989).

Educators such as Frances Kazemak are concerned that our current concern with statistics surrounding literacy rates in Canada may lead to impoverished literacy education in the next decade -- one which emphasizes skills and training instead of encouraging personal development: "Literacy education as opposed to literacy training is a longterm process which incorporates the whole range of language functions" (Kazemak, "Understanding Literacy as a Developmental Process," 1990). Kazemak believes that educators have a responsibility to see that notions of literacy are not simplified to stress skills over human development. These considerations are particularly significant for community literacy organizations and educational institutions considering workplace literacy partnerships where the immediate demands of the workplace can contribute to the notion of literacy as primarily skill acquisition. John Ryan, Coordinator, International Literacy Year Secretariat, UNESCO, in his opening address to the Literacy 2000 Conference at Douglas College in October 1990 suggested the following perspective for literacy educators:

> "As educators we have a duty and obligation to ensure that literacy is not designed merely to fit individuals into jobs. Education, by any meaningful definition, must offer not only training in particular skills, but an opportunity to develop one's full human potential - one's knowledge, values and talents".

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CHANGING DEFINITIONS OF LITERACY

For further discussion on definitions of literacy, consult the following:

- *Adult Illiteracy In Canada.* Council of Ministers of Education, Canada, 1988.

- *Adult Illiteracy In Canada: Identifying and Addressing the Problem.* Council of Ministers of Education, Canada, March 1988.

- *A Search for the Meaning of Becoming Literate: An Interpretive Inquiry.* Lynn Hunter: Province of British Columbia, Ministry of Advanced Education, Training and Technology, 1990.

- *Broken Words: Why Five Million Canadians are Illiterate.* Peter Calamai. The Southam Literacy Report. Toronto, Ont.: Southam Press, 1990 (Revised)

- *Education for Critical Consciousness.* Paulo Freire. New York: Seabury Press, 1973.

- *Encouraging Adults to Acquire Literacy Skills.* Audrey Thomas. Ottawa, Ont.: National Literacy Secretariat, 1990.

- *Illiteracy and Human Rights.* Louise Miller. Ottawa, Ont.: National Literacy Secretariat, 1990.

- *Literacy 2000: Make The Next Ten Years Matter* (Conference Summary). ed. Patty Bossort, Gillies Malnarich, and Cathy Monnastes. Ministry of Advanced Education, Training and Technology, 1991.

- *Measuring the Costs of Illiteracy in Canada.* Canadian Business Task Force on Literacy. Toronto, Ont.: Canadian Business Task Force on Literacy, February, 1988.

- *Native Literacy Research Report.* Carmen Rodriguez and Don Sawyer. Salmon Arm, B.C.: Native Adult Education Resource Centre, 1990.

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- *Pedagogy of the Oppressed.* Paulo Freire. New York: Seabury Press, 1973.

- *Protocols of Reading.* T. Scholes. New Haven, Conn.: Yale University Press, 1989.

- *Toward Defining Literacy.* ed. R. Venezky, D. Wagner and B. Ciliberti. Newark, Delaware: International Reading Association Publication, 1990.

- "Understanding Literacy as a Developmental Process". Frances Kazemak: in *Literacy 2000: Make the Next Ten Years Matter* (Conference Summary) ed. P. Bossort et. al. Ministry of Advanced Education, Training and Technology, 1991.

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"GOOD PRACTICE" STATEMENTS

In Canada, adult literacy is a young field with early roots established as recently as the sixties. The seventies saw major program development, with additional growth in the eighties. However, toward the end of the eighties people began to discuss the need to review this rapidly developing field, and questions were raised about the quality of literacy programs. These inquiries led literacy experts to give serious attention to the issue of what constitutes an effective adult literacy program.

According to Audrey Thomas, a B.C. literacy researcher, the British have used the term "good practice" for several years now in attempts to define the operational parameters for the adult literacy field. The U.S. Department of Education's Division of Adult Education has developed a set of "Quality Standards for Adult Education Programs" which have been applied to Adult Basic Education (ABE) programs. In May 1988, the International Reading Association (IRA) passed a Resolution calling for the development and promotion of "standards" for volunteer tutoring programs and the training of literacy volunteer tutors", and "evaluation standards for literacy programs." Also in 1988, the executive of the Adult Basic Education Association of British Columbia endorsed a statement of "Quality Literacy Programs".

In 1989, Thomas wrote the *Adult Literacy Volunteer Tutor Program Evaluation Kit*. In her work, she identified seventeen components of a quality literacy program. She then developed a "good practice statement" and supporting conditions for each component. The components were described as Good Practice Statements. Reprinted here, they underlie and provide direction for the work in this book.

- *Philosophy*
  A quality adult literacy program has a clearly written philosophy or mission statement which is communicated to the people involved with the program and is reviewed regularly.

- *Planning*
  A quality adult literacy program regularly plans and sets goals and objectives consistent with its philosophy. It carries out these activities in a participatory manner.

- *Community Involvement and Linkages*
  A quality adult literacy program is aware of the resources and needs of the community in which it is located. It establishes and maintains links with various referral sources and community agencies as well as other relevant educational programs and organizations. It regularly reviews its community and organizational relationships.

- *Awareness Activities - Recruitment, Public Relations, Advocacy*
  A quality adult literacy program initiates a community awareness program to attract potential learners and volunteers and to gain support for the program and literacy issues from other sectors of the community.

"GOOD PRACTICE" STATEMENTS

- *Access*
  A quality adult literacy program operates from an identifiable and accessible location. It provides flexible time and place arrangements for instruction and facilitates access to other learning opportunities.

- *Facilities and Equipment*
  A quality adult literacy program operates in facilities which are comfortable, adequately serviced and equipped to meet administrative, instructional and program support needs.

- *Administration*
  A quality adult literacy program uses paid professional staff and is consistently well-managed and run.

- *Participation*
  A quality adult literacy program encourages the participation of learners and volunteers in as many different aspects of the program as possible consistent with its philosophy.

- *Staff Training and Development*
  A quality adult literacy program uses well-trained professional staff who keep up-to-date with developments in the field.

- *Tutor Training*
  A quality adult literacy program offers tutors a comprehensive training program which is presented using a variety of instructional techniques and group formats.

- *Volunteer Tutor Support Services*
  A quality adult literacy program provides a broad range of support services for its volunteer tutors.

- *Learner Assessment*
  A quality adult literacy program uses a variety of flexible, learner-centred assessment procedures when learners enter the program, while they are being tutored and when they leave the program.

- *Learner Support Services*
  A quality adult literacy program provides a broad range of support services for its learners.

- *Instructional Strategies*
  A quality adult literacy program uses instructional strategies which help adult learners progress towards their learning goals.

- *Materials*
  A quality adult literacy program uses a wide variety of instructional materials appropriate for adults and consistent with the program's philosophy, as well as a wide variety of supplementary support and resource materials.

- *Program Evaluation*
  A quality adult literacy program engages in ongoing evaluation to assure program effectiveness and involves learners, tutors, staff and other interested parties in the process.

- *Funding*
  A quality adult literacy program has adequate, ongoing funding to provide necessary resources for staffing, facilities, materials and other support services the program needs to fulfill its mission.

DEVELOPING
A
COMMUNITY LITERACY
ORGANIZATION

Getting Started
Becoming a Society
Building a Strong Board
Conducting Effective Meetings
Accessing the Media
Conducting a Public Awareness Campaign
Fundraising
Hiring Staff
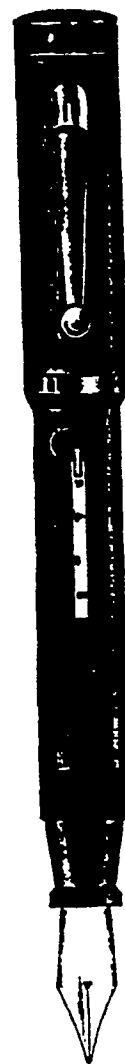
FRAMEWORK
FOR
PLANNING

GETTING STARTED

Assembling the Group

A community literacy group which is just starting out should seek broad-based representation in the founding committee. Although the initial numbers of the core group may be small, the more representative of the community the group is, the more broad-based the support for the group will be. Potential partners for a community literacy organization include:

- program deliverers (college and school board ABE instructors and administrators, community literacy program representatives, workplace literacy program representative, volunteer tutors).
- adult literacy learners
- library representatives
- community service providers (community services agencies, multicultural service agencies, Big Brothers/Sisters, etc).
- government workers (social workers, CEIC representatives)
- local native community leaders
- Service clubs (Soroptimists, University Women's Club, Rotary, Lions, Salvation Army).
- church group representatives
- business, labour and political leaders
- media representatives
- Interested individuals (community volunteers)

The founding committee will decide the purpose or direction of the group and form the base of the first board of directors for the new organization/society. Although this core planning group can include representatives from any of the groups listed above, the founding committee needs to be made up of people who not only have an interest in literacy, but who also have the time, commitment and energy to get an emerging group organized. A busy college board member, labour union representative or community politician, for example, may be very interested in literacy, but may only have time to offer advice occasionally.

Deciding on Direction/Purpose

Initial meetings of the group should involve discussion about the direction the group is going to take. Early meetings will need to consider:

- assessment of current literacy services in the community
- needs not met by those services
- geographic area to be served

(

Gathering data about needs can take the form of an informal survey based on knowledge of the group participants, or, if resources are available, a more formal community needs analysis can be done. Most of the necessary data for determining community needs will be available in the community - the task involves identifying and compiling sources of data.

Each member of the committee should take an active role in the needs analysis research. Group members will contribute to the needs analysis from the perspective of the constituency group they represent: for instance, a social worker, rehabilitation worker or school board representative may gather data on low levels of literacy skills and high drop out rate among teens. A representative from the labour union may report on literacy needs of local millworkers.

Based on results of the informal needs analysis, the group will need to consider purposes and direction for the literacy organization. These purposes can include:

* information exchange
* community awareness
* resources and referral
* program delivery
* advocacy
* community project management[1]

Writing a Mission Statement

Ask each member of the planning committee to write one sentence which describes the group and its purpose: its reason for existence. After each member of the group has done this, write the sentences on a flip chart. From these individually written mission statements, identify words and concepts everyone agrees on. The group can then construct a mission statement which encompasses the common elements in the individual statements. The mission statement should be broad enough to encompass the most compelling goals or purposes of the organization, yet

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[1] Source for this list: Shannon-McColl Consulting Ltd.: *Building Community-Based Coalitions to Promote Literacy*: Draft Document, p.5.

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precise enough that specific goals and objectives can be written based on the mission statement. The following example is the mission statement for Literacy B.C.:

> Literacy B.C. is a provincial coalition whose mission is to promote literacy, to support literacy learners, to develop community partnerships, and to present a united voice on literacy.

Based on this mission statement, Literacy B.C. identified the following goals for the organization:

- to foster and develop cooperative partnerships in literacy
- to promote the development and implementation of access to literacy programs
- to initiate, establish, and maintain liaison with all levels of government
- to initiate, establish, and maintain provincial communication among learners, tutors, instructors, and other individuals and organizations
- to assist in the development of literacy activities
- to encourage leadership and involvement of students in all literacy activities
- to promote public awareness of literacy issues
- to encourage research and evaluation in all aspects of literacy

Preliminary Action Plan

The group will then want to consider a course of action. Although initial group projects might be very modest, it is important that this new organization focus on one or more practical activities relevant to the community within a few months of coming together as a group. Nothing dispels the energy of an emerging organization faster than the feeling that all the group does is "get together and talk about literacy". Initial activities might include a resource directory, a conference or workshop, a speakers bureau, or a jointly-sponsored literacy lecture series. Each member of the group should have a chance to contribute, so there is a group feeling of movement, activity and accomplishment.

For further information on getting started as a community literacy group, consult:

- *Resource Guide for Literacy Practitioners*, Ontario Ministry of Education, Literacy Branch, Toronto, Ontario.
  Available from: Tracy Odell, Project Coordinator
                           Ministry of Education, Literacy Branch
                           626 Church Street, 6th Floor
                           Toronto, Ontario M4Y 2E8
                           (416) 326-5400

BECOMING A SOCIETY

Once the group has agreed on a mission and goals statement and has started on a preliminary action plan, it is time to consider becoming a registered society. Incorporation as a registered, non-profit society gives a local group credibility in the community. Potential donors know that the group is now responsible to the provincial government and will be held accountable for disbursement of monies donated. Registration as a non-profit society also limits liability of members of the group. That is, individual members are not personally liable for the organization's debts and responsibilities. Society status also gives the group legal recognition. Unincorporated groups cannot legally enter into contracts. This is particularly important if the group intends to hire staff at any point in the future.

Step One: Gather the Necessary Documents and Resource Information.

Becoming a society is not difficult. It does, however, require gathering and filling out specific government forms. For complete instructions contact:

> Office of the Registrar of Companies
> 940 Blanshard Street
> Victoria, British Columbia
> V8W 3E6
> Telephone: 387-7848

The Office of the Registrar of Companies will send documentation and forms (including sample constitutions) which enable the group to

- Reserve a legal name
- Prepare a Constitution and Bylaws
- Submit all required documents

The Office of the Registrar of Companies will also advise the group to obtain a copy of the *Society Act*. The *Society Act* is available from:

> Crown Publications
> 546 Yates Street
> Victoria, B.C.   V8W 1K5
> Telephone: 386-4636

Contact Crown Publications to find out the current charge for this document.

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Step Two: Reserve a Name for the Society

The organization must submit its first choice for a name and a back up choice to the Registrar of Companies. The Registrar of Companies will then conduct a name search to ensure that there is no other group in the province with a name similar to or the same as the name chosen by the group.

The legal name for a literacy association cannot begin with the word "literacy"[1] and must include the words "society", "association" or "club". A group may wish to identify itself by geographical location (eg: Fraser Valley East Literacy Association or Houston Literacy Society), or the group might want to develop an acronym such as H.E.A.L (Help Empower the Adult Learner) or ALLOW (Adult Literacy Learners on the Way).

Since Project Literacy Kelowna was the first group in B.C. to register as a society using the phrase "Project Literacy", the Ministry of Finance and Corporate Relations requires that all groups wishing to use that phrase get written permission from Project Literacy Kelowna. If the group wishes to use the phrase "Project Literacy" in its name, write to: Project Literacy Kelowna, Box 1886, Station A, Kelowna, V1P 8P2. The letter of permission from Project Literacy Kelowna accompanies the name search request letter to the Registrar of Companies. At this date, the cost for initiating a name search is $30.00. The phone number for the Name Search Division of the Registrar of Companies, (address same as above) is 386-2893.

Step Three: Prepare a Constitution and Bylaws

Preparing a constitution and bylaws sounds intimidating, but if the group is just starting, it can write a "bare bones" constitution using Schedule A of the Society Act and adopt the Society Act generic "Schedule B" bylaws. The sample constitution forms sent by the Registrar of Companies include this very basic option, simplifying the incorporation process for new, non-profit societies. This simplified approach will cover the needs of most non-profit organizations. The constitution and bylaws can be amended at a later date if the needs of the organization change.

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[1] For example, the legal name of Literacy B.C. is (LBCS) Literacy, B.C. Society. The abbreviation LBCS was added to comply with B.C. government regulations.

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The Constitution

To meet the requirements of the provincial government, the only essential elements of the constitution are the following:

- the name of the society
- the purposes of the society (mission and goals)

If the group wishes to apply to Revenue Canada for charitable tax status at a later date[2], the purposes of the society should not include any direct references to "advocacy of political action". Listing political activity or lobbying as a purpose may make the society ineligible for charitable tax status.

The constitution may also include the following components:

- a wind-up clause
- a non-profit clause
- unalterability clause

The wind-up clause, non-profit clause and unalterability clause are all requirements set by Revenue Canada for eligibility for charitable tax status. Although not required by the provincial government, they should be included to keep this option open for the future. The wind-up clause states what will be done with the society's assets if the group disbands. (Revenue Canada wants to be sure that individual society members will not benefit financially if the society dissolves). The non-profit clause states that members of the society will not receive income from the society: (that is, board members are not paid for their duties as board members). The unalterability clause states that the non-profit clause and wind-up clause will not be changed. Revenue Canada wants to be sure that the group will not change its intent in these clauses at a later time.

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[2] Note: Contact Revenue Canada regarding charitable tax status at the following offices in British Columbia:
    Penticton: #277, Winnipeg Street, Penticton, B.C. V2A 1N6 (492-9200)
    Vancouver: #1166, W. Pender Street, Vancouver, B.C. V6E 3H8 (689-5411)
    Victoria: #1415, Vancouver Street, Victoria, B.C. V8V 3W4 (388-0121)
or, call the following toll-free number in Ottawa: 1-800-267-2384.

The Bylaws

The sample "Schedule A" constitution forms sent by the Registrar of Companies provide three options regarding bylaws:

- Form 1: Requires no typed bylaws; the group agrees to accept the Society Act general "Schedule B" bylaws.
- Form 2: Requires no typed bylaws other than specific changes or exceptions to "Schedule B" bylaws, as requested by the group
- Form 3: Requires typed bylaws

A new non-profit literacy society is advised to use Form 1 for the first year. The "Schedule B" bylaws are very broad and should cover the needs of the group as it gets organized.

Step 4   Submit Required Documents with Payment

Write a cover letter to the Registrar of Companies[3] which indicates the intent of the group to register. Enclose the following:

- Constitution and Bylaws in duplicate
  (Form 1, Form 2 or Form 3)
- A list of the first directors with home addresses
  (Form 4)
- A notice setting out the address of the society
  (Form 5)
- A certified cheque or money order payable to the Minister of Finance. (At current writing the cost is $60.00).

For more information on becoming a society in British Columbia, consult:

- *Forming and Managing a Non-Profit Society in Canada.* Flora McLeod. Self-Counsel Press, 1986.
  Available from: Self-Counsel Press,
                      1481 Charlotte Rd.,
                      North Vancouver, B.C. V7J 1H1

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[3] A sample cover letter (Form #6) is included in the *Society Act*.

BUILDING A STRONG BOARD

The board of directors is the "heart" of the non-profit literacy society. The board of directors sets policy: it defines, interprets and monitors the group's goals and objectives. The board is responsible for upholding the constitution and bylaws, managing finances, directing planning and organizational operations, managing staff and liaising with the community. Board members must ensure that minimum legal requirements for operation of a non-profit society are met. The board prioritizes goals and assumes or designates responsibilities for carrying them out. In short, this is the group that directs and performs the work of the society. A strong, working board will fulfil these functions, providing the group with leadership, continuity, and clear lines of authority.

Board Structure

Most boards of non-profit organizations have approximately seven to fifteen members. The board should be large enough to adequately represent the society and to divide the workload, but not so large that meetings become unwieldy and impersonal. Boards include voting and nonvoting members. Nonvoting members sit on the board in an advisory capacity: examples include the society's executive director or a representative of an affiliated organization. Board members may be chosen on the basis of geographical or interest group representation or as members at large, bringing specific skills to the group. As the diagram on p.27 indicates, the board structure includes an executive committee and a number of permanent and special projects (ad hoc) committees.

Executive Committee

The executive committee must consist of a minimum of three members: president, secretary and treasurer. Most groups also have one or more vice presidents. The executive officers may be elected by the membership at large or by the board of directors as part of an internal structuring of duties. An internal election of the executive committee by the board members has several advantages. The board can meet for the first few meetings to determine goals and priorities for the term of office and then elect the executive committee as part of a group-oriented process which considers the evolving, working dynamics of the group.

The executive committee meets between regularly scheduled board meetings. This committee is responsible for carrying out the routine business of the board between meetings and drawing up the agenda for board meetings. The executive committee consists of the executive officers; it can also include permanent (standing) committee chairs.

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Each executive member will have general duties as defined by the job description for that office, plus specific duties assigned by the board, such as chairing key board committees. Many new organizations make the mistake of not assigning specific duties to the vice president, thus failing to utilize the skills of the vice president and overloading the president. The vice president should be given frequent opportunities to chair board meetings. (The vice president is the most likely successor to the president). The vice president should also chair one of the organization's key subcommittees. Another common mistake of young organizations is a narrow interpretation of the job of secretary as a primarily clerical position. The secretary, like other members of the executive committee, should be given the opportunity to exercise leadership in the organization as chair of a subcommittee or coordinator of a special project.

Standing and Ad Hoc Committees

Standing committees are permanent subcommittees set up by the board. These committees make recommendations to the board on areas of on-going concern such as public relations, finance, personnel and membership. Ad hoc committees are special committees set up for a particular purpose such as a special project or event, fundraising campaign and disbanded when that purpose has been fulfilled. Committees are vitally important both to the work of the board and the development of the organization. Committees divide the workload, allow for decision-making between board meetings, utilize the skills of board members and contribute the development and job satisfaction of board members. Although committees are chaired by a board member, they can include society members who are not on the board and members of the community chosen for their expertise. Committees serve as vehicles to train society members for board membership and to draw in skilled community members to the organization.

As part of its organizational structure, the group should also have a permanent membership/nominating committee. This committee considers criteria for board membership, procedures for nominating and electing new board members at annual general meetings and a special procedure for replacing board members who quit during the term.

Recruitment

The first board of directors for the non-profit literacy society will be made up largely from the core of the members of the founding (planning) committee. Although some of the members of that initial group will not have the time to make an ongoing commitment, the group needs a significant number of these people for organizational stability. As a rule, organizations should strive as part of their recruitment policy to have roughly equal numbers of old and new board members to promote both continuity and vitality to the developing board. A two year term of office allows for rotation of board members, creating the desired balance of old and new members at all times.

In recruiting new members, boards should also recognize that people of diverse backgrounds and skills will add strength to the organization. Learners should actively be recruited for board positions. The group should brainstorm special skills necessary for board development (e.g. management, fundraising, media relations, public speaking, research) and keep these needs in mind when recruiting new members. See "Getting Started" p. 13 for list of potential partners for a community literacy organization). Broad-based community support will add strength to the board and credibility to the organization.

Before new board members are chosen or elected, they should have the opportunity to become familiar with the organization, attending informal meetings with board members to discuss issues of concern to the organization and interests and goals of the prospective member. The nominating committee should ensure that all potential board members are committed to the goals of the organization and that they are willing to adhere to basic board member regulations such as serving for a definite term of office and attending board meetings regularly.

Orientation

Board members need to be oriented to the responsibilities and benefits of board membership. The first few meetings of a new board should allow for informal discussion regarding short and longterm goals of the society, and terms of reference for the board (specific objectives and responsibilities). Find out the interests and skills of individual board members and how they wish to contribute to the work of the board.

It is a good idea to develop a "board manual" for new board members which gives an overview of the association and clearly states expectations, responsibilities and benefits of board membership. A manual in a three ring binder can be updated on a regular basis. The board manual includes items such as:

- the society's mission and goals statement
- short description and history of organization
- constitution and bylaws
- organizational structure chart
- board member's regulations and responsibilities
- board member job descriptions
- descriptions of programs and projects
- financial statement
- minutes of past meetings
- samples of brochures, advertisements, press releases
- names, addresses and phone numbers of board members

Support, Recognition, Acknowledgement

Volunteer board members have rights [1] as well as responsibilities. They have the right to fully understand the nature of the commitment they are making before they begin, to receive orientation to the job, to perform worthwhile, challenging work, to develop skills and leadership potential, to receive feedback on their performance and, above all, to be acknowledged for their efforts. Everyone has a fundamental need for recognition. Volunteer boards need to recognize this and act on it. This recognition can be informal: for example, thank you notes, oral performance appraisals ("You set out to raise $1,000 for the organization and you did it - thank you!"). Recognition can be more formal and public: recognition at meetings, special recognition dinners, announcements in the paper, or even regional or national recognition. The Canadian Library Association awards for Literacy Volunteers for International Literacy Year, 1990, were a good example of public volunteer recognition on a national level.

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[1] Suggestions for the section "Support, Recognition, Acknowledgement" originate from the Vancouver Volunteer Centre Workshop "Essentials of Successful Boards".

Board Development

The board of a non-profit literacy society will consist of individuals who not only have different skills and expertise to bring to the board, but who also have varying levels of experience as members of a volunteer board. Nevertheless, the board must learn very quickly to function as a cohesive unit, directing and facilitating the work of the organization. There can be plateaus in the effectiveness of organizations and difficulties when organizations to struggle to define their roles, or attempt new and different activities (e.g. fundraising, hiring and managing staff, developing programs or services). All volunteer boards can benefit from training.

The Vancouver Volunteer Centre sponsors a valuable training program for volunteer boards. "The Boardwalk Program", co-sponsored with the United Way of Canada, is a series of twelve, three-hour workshops. As the following diagram indicates, these workshops are organized into five major topic areas:

TOPICS	SAMPLE WORKSHOP TITLES
1. Organizational Operations	. Essentials of Successful Boards . Legal Issues
2. Planning	. Planning . Evaluation
3. Community Relations	. Marketing . Public/Community Relations . Cooperative Action . Managing Change
4. Finance	. Financial Decision-Making . Fundraising
5. Human Resources	. Personnel . Operational Strategies for Boards

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These workshops are available throughout the province, led by trained, volunteer session leaders (available day and evening, weekdays or weekends). The group might wish to take all 12 sessions or to focus on an issue of particular interest and concern (e.g. fundraising, hiring and managing staff). The sessions are $300 each, but the Volunteer Centre will negotiate on a sliding scale ability-to-pay basis for groups with limited financial resources. Groups with limited financial resources should also consider the "Technical Assistance Fund" (co-sponsored by the Secretary of State, Vancouver Foundation and the United Way) which provides funds for board development training. Groups can get application forms from any of the three sponsors for this financial assistance.

For more information about "The Boardwalk Program" contact:

> Contact Person: Cheryl Milton
> Coordinator, Boardwalk Program
> Vancouver Volunteer Centre
> #301-3102 Main Street
> Vancouver, B.C.
> 875-9144

Evaluation

At least yearly, the board needs to review its progress toward meeting the goals and achievements of the society. In order to do this, the board needs to have set itself clear objectives (terms of reference) which indicates how the board intends to fulfil the goals and objectives of the organization as stated in the society's constitution. In addition, the organization should also develop the practise of evaluating projects and programs it sponsors on an ongoing basis. For example, each membership drive or fundraising drive should have clearly defined, measurable objectives. Board policy should encourage members to have a positive attitude toward evaluation as feedback for future activities. For instance, the evaluation report of the committee responsible for a membership drive can contain helpful "how-to" information (forms, brochures, posters, statistical information) which helps next year's committee create a more effective process. Evaluation is essential to the continuing evolution of the group as a whole.

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BOARD STRUCTURE DIAGRAM - SAMPLE

Executive Committee

plans agendas,
acts on behalf of
board

Board of
Selkirk Valley
Literacy Society

makes policy, manages
finances, hires and
manages staff, defines
and provides services,
maintains standards,
liaises with community.

Personnel
Committee

job descriptions
for paid staff,
criteria for
hiring & inter-
viewing, staff
evaluations

Finance &
Funding
Committee

budget, record
keeping,
accounting,
fundraising.

Membership/
Nominating
Committee

recruitment to
the board,
training, job
descriptions
for board
members, membership
campaigns

Special
Projects
Committee

ad hoc, e.g.,
conference
planning,
public awareness
campaign, etc.

Public
Relations
Committee

speakers,
pamphlets,
literature,
media liaison

* This diagram is adapted from Forming and Managing A Non-Profit Society in Canada, by Flora McLeod: Self-Counsel Press Ltd., 1986.

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CONDUCTING EFFECTIVE MEETINGS

The tone of an organization is set by its meetings. Good meetings unite and energize the group, and end with members feeling they have accomplished something - that their time was well spent. An unsuccessful meeting leaves its members feeling drained, unproductive and with a feeling that nothing was accomplished: "All we did was talk". The following guidelines can help keep meetings effective, productive, and, best of all, brief:

- **Have a Goal-Directed Agenda**

  A goal-directed agenda is the most important tool for running an effective meeting. Write agenda items as specific action phrases rather than vague headings. For example, "Fundraising" as an agenda item tells a group very little. The phrase "Selection of fundraising action plan" helps the board to focus on the task and give appropriate feedback. The agenda should also indicate desired action for that item. Is the item presented for "Discussion" or for "Decision" or "Recommendation"? Finally, a suggested timeline beside each item indicates to the group how much discussion each item on the agenda is to receive. See Sample Agenda at end of this section, p.33.

- **Arrange Agenda Items to Start and Finish Positively**

  Schedule items that require energy and creativity early in the meeting. It's advisable to start with an item which is likely to promote harmony and unity before proceeding with a potentially divisive topic. Always try to end a meeting with an unifying agenda item.

- **Start on Time**

  This is the most important meeting rule. If the meeting is scheduled to start at 7:00 p.m. start at 7:00 p.m., even if some people have not arrived. People quickly learn to come earlier next time if they arrive ten minutes late and the meeting has already started.

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- **Negotiate Agenda Timeline**

  The first order of business is to get consensus agreement on timeline listed for agenda items. The group may agree to table non-essential items in order to give time to more significant issues. Also, get consensus agreement at the beginning of the meeting on any additional agenda items suggested by the group, on the timeline for the item(s) and renegotiated end time. This prevents members from indefinitely prolonging meetings by introducing new and possibly contentious items at the end of the scheduled agenda. ·

- **Set an "Ideal" Meeting Length and Stick to It**

  Since very little is accomplished at business meetings after two hours, this should be the outside length of meeting for any board that meets regularly. An hour and a half is recommended length of time for most meeting purposes.

  If an agenda item does threaten to overtake the meeting, the chair can help to control the process by giving the group a choice. "If we can agree on a course of action in the time allotted for this item, that's fine. If not, we will set up a working committee to report and recommend before next month's meeting" (Jay, 1978). If this course of action is agreed upon before discussion starts, then the group will not feel like it has "failed" if consensus is not reached on the item.

- **Don't Do Committee Work at Board Meetings**

  The "board meeting from hell" syndrome generally occurs when the board is attempting to do work that should be accomplished at committee level. The board meeting is not the place for random suggestions and brainstorming. An idea which will need a wide ranging discussion, unlimited by time constraints, should be dealt with first by the appropriate standing committee or a specially convened ad hoc committee. The committee work should be brought as recommendation to motions, or just for discussion. The board can then hear the focused results of the committee's work and provide input or make recommendations.

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- **Follow Parliamentary Procedure**

  The group should follow an agreed-upon form (or modified form) of parliamentary procedure for keeping order and making motions. (See recommended references at the end of this section). One aspect of parliamentary procedure frequently misunderstood by groups is the logical ordering of discussion to motion. This misunderstanding can result in long, unwieldy meetings. Beginning groups tend to carry on unfocused discussions-in-search-of-a-motion, thinking that once the motion is made, discussion stops and a vote immediately ensues. In fact, the purpose of a motion is to initiate and focus discussion. A motion facilitates group decision-making, enabling members to respond to a specific idea or plan and to brainstorm alternatives. After discussion, the motion can be rephrased as necessary and voted on.

- **Encourage Participation, Discourage Polarization**

  The chair should encourage participation from all members. If a member is monopolizing a conversation, Anthony Jay in "How to Run a Meeting" suggests the chair can engage others by seizing on a phrase the "conversation-hog" has used and directing it at another member: "'Learning disabilities network' - very interesting. What do you think of that idea, Joan?"

  Seating arrangement can also facilitate group functioning. If a member tends to be garrulous or obstructionist, the chair can help control that member by sitting next to him or her. Sitting side by side tends to make confrontation more difficult; sitting opposite facilitates opposition or conflict. All group members should be seated to facilitate interaction. Try to avoid "blind corners" in the seating arrangements.

For further information on conducting effective meetings, consult the following resources:

Print

- *Chairing a Meeting with Confidence: An Easy Guide to Rules & Procedure* by Kevin Paul: Self-Counsel Press, Vancouver, B.C., 1989.

- "How to Run a Meeting" by Antony Jay, *Harvard Business Review*, March-April 1976, p.43

- "Point of Order", *The ABC's of Parliamentary Procedure*, S. Dearfield, Ma: Channing L. Bete Co. Inc., 1990, copyright 1974.

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Films

- *Meetings Bloody Meetings*, starring John Cleese, International Tele-Film
  (30 minutes colour; includes supplementary booklet: "How to Run a Meeting")

- *More Bloody Meetings*, starring John Cleese: International Tele-Film
  (30 minutes, colour, supplementary booklet "More Bloody Meetings")

These videos are available through community college media services departments throughout B.C. or through:

> International Tele-Film Enterprises
> 1200 W. Pender Street, Ste.#601
> Vancouver, B.C.   V6E 2S9
> Tel: 685-2616

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SELKIRK VALLEY LITERACY SOCIETY
Board Meeting
Monday, February 19, 1991
7 - 9 P.M. Central Library
Selkirk Valley

AGENDA

1.	Any additional agenda items?	7:00	
2.	Adoption or amendments to minutes of January meeting	7:05	
3.	Correspondence: letter from Movement for Canadian Literacy re Conference - Darlene Lane	7:10	Decision
4.	Introduction of Mayor Sandra Smith	7:20	
5.	Proposed Selkirk Valley municipal policy on funding for municipal workers literacy program - Mayor Sandra Smith	7:25	Information & Discussion
6.	Treasurer's report and purchase of advertising space for tutor program Sybil Harrison	7:50	Decision
7.	Report re: Selkirk Valley Times "News Reader Page" presentation and recommendation by Media Access Committee - Susan Jones	8:10	Discussion & Policy Decision
8.	Membership committee report - Marg Short	8:40	Information
9.	Request for speaker from Soroptimists International re: today's computer literacy issues - Chris Grimson	8:45	Decision
10.	"Read Canada" Reading Tent Booth for Fall Fair - Lisa Clark	8:55	Decision
11.	Next meeting dates	9:00	Please note

ACCESSING THE MEDIA

Partnerships between Media and Literacy Organizations

Forming strong partnerships with media resources in the community is essential for a developing literacy coalition. Media contacts and resources become powerful tools for organization-building, awareness campaigns, fundraising, and learner empowerment. To develop and maintain working partnerships with local media resources, the group should designate one member of the board as publicity director. The publicity director is responsible for establishing contact with media resource people and for keeping in touch on a regular basis. The publicity director should be someone with a facility for writing; it will be that person's responsibility to write press releases for the organization. The publicity director should also be someone who speaks comfortably in public; the publicity director (in addition to the chair) speaks publicly for the group. If possible, try to interest a representative from a local media outlet (print, radio, or television) to sit on the board and work with the board in directing media activities.

Media Resources Tips

- Resources List

  Before proceeding with a marketing, fundraising or awareness campaign, first make a list of all of the media resources in the community. These will include:

  - daily and weekly newspapers
  - local radio stations
  - community and network television
  - municipal newsletters and mailings
  - newsletters of local service clubs, community organizations, unions, professional associations
  - community bulletin boards.

- Contact Person

  Identify a contact person for each media outlet. Meet with the news director of each outlet, who will then suggest a reporter with an interest in literacy or education as a regular contact. Weekly or daily newspapers often have a reporter assigned to education.

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- ### Media Deadlines

  Find out all media deadlines; for easy reference, make a master chart of media resources, contacts and deadlines. See page 40 for example of "Media Deadlines Chart".

- ### Press Kit

  Develop a file of photographs, fact sheets and statistics which will be useful to all media personnel. This file should also include an information sheet which clearly states the group's mission statement and objectives. This information can be packaged in a two-pocket folder as a "press kit" which accompanies a press release as background information or introduces a reporter to the group's purpose and activities prior to an interview for press, radio or television. Regularly up-date the information in the press kit. Current, "human interest" photographs are particularly important and can make the difference between getting a press release published or not.

- ### Public Service Announcements

  Find out about free public service announcements (P.S.A.'s) on radio and television. Government regulations state that every radio and television station must offer free P.S.A.'s as a public service to non-profit organizations. In addition, newspapers frequently include a free "Community Calendar" section which publishes dates and times of meetings and special events for community organizations.

- ### Local Newspaper

  Many local newspapers are receptive to a local group producing its own weekly column. This column can feature topics of interest which raise awareness about literacy, highlight upcoming special events, or showcase student writing. Approach the newspaper with a "sample" column when requesting space in the paper.

  The local newspaper may also be interested in producing a "NewsReader Page" - a news page written for adult literacy learners. See "Literacy Partnerships" section, p.127, for more information.

ACCESSING THE MEDIA

- <u>Community Cablevision</u>

  Members of the literacy group can appear as guests on local cablevision "News Magazine" shows, highlighting upcoming events, local programs and learners. Or consider producing a local t.v. show. Community cablevision stations offer free programming to local groups. A literacy group can mount its own weekly or bi-weekly television show in partnership with other groups interested in educational issues - for instance, the library, school district, local college - to feature shows which consider literacy from a community perspective.

- <u>Community Radio</u>

  If the community has a public or "Co-op" radio station, consider mounting a local radio show. Carnegie Centre and Vancouver Co-op Radio have formed a partnership to produce a regular literacy learners segment on radio.

Writing Press Releases

A press release is a news story written by a group and released to the media. The press release has two purposes:

- to get the attention of the news editor/director who will then print (or broadcast) the press release, and
- to attract the attention of the media outlet reporters who will then do a follow-up story.

News is not simply stating opinion or fact. From a news perspective, news is an event, a report, an action (McColl, 1990). News items can include:

- special events (e.g. learner events or literacy conferences)
- government reports (e.g. PLAC Committee Report)
- a new service (e.g. workplace literacy project)
- a special workshop, clinic, speaker series
- volunteer recruitment

- fund-raising (appeals or announcement of activity/event)
- receiving a financial donation (provides public acknowledgement for donor, motivation for others)

When writing a press release, make sure the story has a clear, central message. Consider who will be affected by the story and how. A good technique is to write the central idea as a trial headline: e.g., "Funding Still Needed for Workplace Literacy Program". The news value must be evident in the first sentence. Cover the journalistic 5W's (Who, What, Where, When, Why).

<u>Press Release Tips</u>: Summary

1. Prepare press list of contact people in each news organization.

2. Prepare media "schedule" which charts media sources, contacts, deadlines, format requirements.

3. Write headline for story.

4. Give reporters a "hook" in lead sentence.

5. Write objectively, succinctly; avoid jargon.

6. Keep release short - one page if possible.

7. Pay attention to news outlet conventions for press release format: e.g. include dateline, release time, group contact person.

8. Prepare well-organized background documents, a "Press kit," to supplement the release.

9. Remember to thank the editor and reporter for covering your story. This will help your group develop a positive, ongoing relationship with the media.

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SAMPLE PRESS RELEASE

FOR IMMEDIATE RELEASE   *CONTACT: SAMANTHA LEGGE*
                                                           681-8121

SENATOR APPEARS AS GUEST SPEAKER TO MARK

INTERNATIONAL LITERACY DAY

Senator Joyce Fairbairn will appear as a special guest speaker at a literacy forum in Kelowna at the First United Church on September 6. The Senator's special interest is literacy and she has been responsible for introducing the problem in the Senate. The forum, coordinated by Project Literacy Kelowna, will also feature a panel discussion of learners giving insight into the problems faced by adults who have low reading and writing skills.

The forum is one of many events scheduled throughout the country to mark "International Literacy Day" on September 8. International Literacy Day was established by Unesco in 1967; its purpose is to let the world know about the need to extend literacy to all people, to raise public awareness about the problem, and to support learners.

In Canada, low literacy skills affect thirty-eight per cent of our population. These are not only people who can't read or write at all, but also people who have trouble coping with basic functions such as reading a story to a child, or filling out a job application form.

Not only does low literacy affect the quality of individuals' lives, it also affects the economic growth, welfare, and health of our province. In a 1988 report by the Canadian Business Task Force on Literacy, it was determined that low literacy skills cost Canada about $10 billion a year.

Writing Public Service Announcements

A public service announcement for radio is similar to a press release; however, it is generally shorter and more conversational in tone. Rosemary Gahlinger-Beaune, in *Not for Profit, You Say!*, recommends:

- type and double-space on 8-1/2 x 11 white paper
- use group's letterhead or logo
- type "Public Service Announcement" below letterhead
- list time-length of announcement and number of words (it takes approximately 10 seconds to speak 20 words)

4 4

- write out acronyms
- deliver announcement one week in advance (check with local radio station for individual deadlines)

When choosing a radio station for a public service announcement, remember that stations have special appeal for particular age groups. What is the target audience for this message?

If the P.S.A. is being written for television, also consider the visual element. The announcement can be accompanied by 35 mm slides if they will complement the announcement. Word the announcement to appeal to a broad cross-section of the community.

SAMPLE PSA - (RADIO)

Would you like a good excuse to play golf next weekend? Project Literacy _____ is sponsoring the first annual "Partnerships in Literacy" golf tournament at Happy Valley Golf Club on Saturday, May 19th. Tournament fees will support your community's New Start Centre for adult literacy learners.
To register, sign up at Happy Valley Pro Shop or call 555-2211 before May 15.

Radio and Television Interview Tips

If a member of the literacy group is being interviewed on radio or television, consider the following guidelines:

- arrive early - see location in advance, if possible
- discuss questions with the interviewer before going on air
- be clear about the message the group wants to deliver: write it down beforehand and get it out in the beginning before the interview gets sidetracked onto other issues.
- be positive - do not cast blame about causes for literacy problems
- when on camera, the keyword is "natural". Do not speak louder than usual or use exaggerated gestures to emphasize points
- make eye contact with interviewer or host
- the microphone and camera pick up and record the slightest whisper or expression - don't fidget!
- avoid stark white or black clothing, "busy" checks or patterns, and noisy jewellery.
- when on radio, avoid pausing before answering a question: "dead air" is death on radio. A "less than perfect" answer is better than silence.

ACCESSING THE MEDIA

For further information on effective use of the media, consult the following resources:

Print

* *Eight Steps for Generating Community Awareness About Literacy*, McKim Advertising.
  Available from: McKim Advertising
  #1200-1066 West Hastings
  Vancouver, B.C. V5E 4G4
  Tel: (604) 669-5135

* *How to Produce Your own Press Release*, by David Reilly: Integrate Publishing, Victoria, B.C., 1985
  Available from: Integrate Creative Services, Ltd.
  824 Fort Street
  Victoria, B.C. V8W 1H8
  Tel: 381-4304

* *Not for Profit, You Say!*, by Rosemary Gahlinger-Beaune: Open-Up Poste Production, Burnaby, B.C., 1990
  Available from: Open-Up Poste Production
  5515 Jersey Avenue
  Burnaby, B.C. V5H 2L3

* *Building Community-Based Coalitions to Promote Literacy* (Draft Document) prepared by "The B.C. Public Awareness Program on Literacy", for Literacy B.C.: Shannon-McColl Consulting, Ltd., 1990.

Training Seminars

David Reilly of Integrate Creative Services, Victoria, B.C., runs a two-day seminar on "Writing Effective News Releases". For more information on the training seminar and current prices, contact:

Integrate Creative Services, Ltd.
824 Fort Street
Victoria, B.C. V8W 1H8
Tel: 381-4304

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MEDIA DEADLINES CHART

Deadline/Lead Time	Outlet	Contact Person	P.S.A. (Public Service Announcements)

Weekdays only (No holidays) 5 pm deadline for nightly 7 pm "Community Roundup" talk show. On-air interviews sometimes possible. Usually one week's notice.	Cable 33
	
	Community Channel
		1. Mariane Chow
		   Producer
		
		2. Greg Chernish
		   Research
			Two weeks notice for electronic notice board Rotating messages each displayed for 24 hrs. 7 days a week. Indicate preferred display date. Contact: Greg Chernish

Twice weekly Tues. and Thurs. noon for publication the next AM	SouthEnd Post 2546 Long Rd. Tel:555-3741	Barb Washington Assignment Editor	Free "Notice Board" feature. Two weeks advance notice. Maximum 30 words. Contact: Pam Armbrister

Daily 10 AM for publication at 3 PM same day. No paper Sunday.	Daily Dispatch Dispatch Bldg. 2900 Circle Sq. Tel: 555-2900	1. Peter Albert
		   Managing Editor
		2. Barbara Ward
		   Business Editor
			"Around Town" free community calendar appears Saturday only. Submit 9 days in advance (noon Thursday) 50 words. Contact: Deborah Dart

Newsroom open 24 hrs. General interest. News deadlines ½ hr. before hourly newscasts.	Radio Station 900 AM 2140 N.South St. Tel: 555-9000	Juan Cortez News Director	Community announcements every hour on rotating basis. Each announcement aired 10 times over 2 days. Submit 2 weeks before requested announcement date. Contact: Kelly McKenzie 9AM-5PM

Newsroom open 8 AM to 6 PM. Deadline for general interest news 2 hours before major newscasts at noon and 5 PM Monday - Friday; 5 PM only on weekends.	Channel 4 Action News Team 3695 S.North St Tel: 555-4000	1. Terry Laibowitz
		   News Editor
		   Weekdays
		2. Robert Bronski
		   Assistant News
		   Director Weekends.
			No community announcements but will do news feature story if event has "lots of news value". Contact: Terry Laibowitz or Robert Bronski at news department.

This chart has been reprinted with permission from *How to Produce Your Own Press Release*, David Reilly: Integrate Publishing, Victoria, B.C., Copyright, 1985. (revised)

CONDUCTING A PUBLIC AWARENESS CAMPAIGN

People's attitudes toward an issue like literacy change slowly. The goal of using the media is to develop public awareness: an ongoing process over several years. Therefore, developing an ongoing, working relationship with the media is an essential component in any public awareness campaign. The suggestions presented in the preceding section, "Accessing the Media", will help the group establish and maintain a relationship with local media that includes the core of this campaign:

- an up-to-date press kit
- contact person for each media outlet
- well-written news releases and public service announcements
- on-going television, newspaper and radio coverage

These ongoing activities will be "punctuated" with special events which focus for community's attention on literacy for a particular purpose, such as promoting a new program, launching a fundraising campaign or a membership drive, providing a platform for literacy learners. Any of these will also raise awareness about literacy issues in the community. The following list suggests the types of special events mounted by literacy groups in British Columbia and elsewhere:

Literacy Awareness Events - Examples

- ### World Literacy Day Events

  World Literacy Day, September 8th, is an ideal occasion for a local literacy group to focus the community's attention on literacy. Ideas for International Literacy Day events include the "Walk for Literacy" mounted in past years by the Adult Literacy Contact Centre (Call, toll free, 1-800-663-1293 for further information on this event). World Literacy Day is also an excellent opportunity to make a public announcement about a new program or activity your group is sponsoring. For example, the B.C. Library Association took advantage of World Literacy Day to announce their new literacy collections. Literacy Smithers collected books during a two-day blitz which were sold on September 8th, 1990, to raise funds for their new organization.

- Regional Learner Events

  These events, co-sponsored by the Ministry of Advanced Education, Training and Technology and the National Literacy Secretariat provide excellent opportunities for a group both to focus on learners' achievements and to raise community awareness about literacy. For more information about Regional Learner Events, contact:

Provincial Literacy Coordinator	or	Patty Bossort
Ministry of Advanced Education,		Regional Learner Event Coordinator
Training and Technology		Box 117, Silverton, B.C.
838 Fort Street, 2nd Floor		V0G 2B0
Victoria, B.C. V8V 1X4		358-2391
387-6189 or		
387-3165 (general information)		

- Theatre Performance: Marks on Paper

  Theatre is an exciting way to promote literacy in the community. Marks on Paper, written by Vancouver playwright John Lazarus, tells the story of adults who are struggling to become literate.   The play has been performed several times over the last two years by "The Literacy Players", Fraser Valley College literacy students sponsored by Project Literacy Abbotsford-Matsqui. The group has performed at several regional learner events. The play was also performed in June 1990 by the "Heartbeat Players", sponsored by Project Literacy Victoria.

  For information about "The Literacy Players" production of Marks on Paper or about mounting a local learner production of the play, contact Wendy Watson or Cynthia Andruske c/o Fraser Valley College:

  > Fraser Valley College
  > 33844 King Road
  > Abbotsford, B.C. V2S 4N2
  > 853-7441

  A group might also consider mounting an original literacy play written by learners.

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- <u>Invitational Golf Tournaments</u>

  This innovative literacy awareness activity and fundraising vehicle raises funds through corporate and private donations, tournament entry fees and prizes. Appropriate community "celebrity" golfers, local politicians, and writers may be asked to speak at an event dinner or reception. One example of a fundraising golf tournament is the Peter Gzowski Invitational (P.G.I.) Golf Tournament, mounted by Project Literacy Victoria in 1990 (See Literacy Partnerships section for description). Note: The P.G.I. Tournament may not be available to local groups in B.C. at this time; however, the event concept can be adapted to utilize local resources and personalities.

- <u>Celebrity Book Auction</u>

  This innovative awareness/fundraising event originated with Kingston Literacy in 1987. Well-known Canadian authors and celebrities were approached by letter and asked to donate a book which they did not write but which they had found particularly enjoyable or significant in their lives. The donors were asked to describe in their own words on the inside front cover why the book was meaningful to them. The Book Auction has become more successful each year for Kingston Literacy, both as a fundraiser and as an awareness vehicle. For more information about mounting a "Celebrity Book Auction" contact:

  > Carynne Arnold
  > Coordinator, Kingston Literacy
  > The Read-Write Centre
  > 88 Wright Crescent
  > Kingston, Ontario K7L 4T9
  > (613) 547-2012

- <u>Read Canada "Reading Tent"</u>

  Read Canada will ship its festival-size "reading tent" (fits approximately 30 people) free of charge anywhere in British Columbia. The tent, labelled "Reading Tent: All Welcome", is a replica of the reading tent used in the 1890's by Frontier College founder Alfred Fitzpatrick, who taught reading skills to isolated railway workers. The Reading Tent can be used by local groups as part of an indoor or outdoor literacy event or as part of a literacy display at a local mall. The local literacy organization staffs the tent with volunteers who read stories to groups of children. The Reading Tent is an ideal way to promote literacy awareness and to encourage children's interest in reading.

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To order the Reading Tent contact:

> Caroline Low
> Associate, Read Canada
> Ste. 1322 - 510 W. Hastings Street
> Vancouver, B.C. V6B 1L8
> 683-5557

* **Other local awareness activities can include:**

  * shopping mall displays
  * public lecture series at local library
  * presentations to service clubs, church groups, local chamber of commerce
  * literacy group newsletter
  * literacy conference, workshop, seminar

Provincial Awareness Campaign

Local literacy groups will want to coordinate their awareness activities with the provincial awareness campaign, a cost-shared project of the Ministry of Advanced Education, Training and Technology, and the National Literacy Secretariat. This project is a partnership of Vancouver Community College, the Adult Literacy Contact Centre and Literacy BC. Major goals of the awareness campaign are to:

* Distribute a series of public service announcements for radio and television to major networks and local community affiliates throughout the province. These PSA's are thirty seconds long and feature adults from a variety of backgrounds who have decided to go back to school to improve their reading. The spots include the toll free phone number for the Adult Literacy Contact Centre.

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- Help community groups conduct awareness campaigns in their local communities. Literacy BC and the Provincial Public Awareness Campaign are producing a literacy "media kit" to be used by local groups. This kit can be adapted for use as part of a literacy organization's public awareness campaign. For more information about this kit, community training, and when it will be available in your community, contact:

Linda Mitchell   or   Linda Hackett
Executive Director, Literacy BC   Coordinator, Adult Literacy Contact Centre
#1128-510 West Hastings Street   #622-510 West Hastings Street
Vancouver, B.C. V6B 1L8   Vancouver, B.C. V6B 1L8
Tel: 687-5077   Tel: 684-0624
                                                        or (toll free) 1-800-663-1293

Fundraising in Four Easy Steps

Fundraising is a fact of life for non-profit organizations.[*] The good news is that people enjoy donating money to organizations and causes they believe in. The job of non-profit societies is to get the message out to people and organizations who will support their cause. Since literacy affects everyone in society, a literacy group can make broad appeals to private industry, charitable organizations and foundations, all levels of government, service clubs and private individuals. Although there is no one "right" way to ask for money or to raise funds, the fundraising process can be approached as four basic steps:

* Planning: the foundation for a campaign
* Preparation: researching, establishing a committee
* Appeals: asking for money
* Acknowledgement: thanking donors publicly

Step 1: Planning

The most important step in fundraising is identifying a winning project with clear, measurable goals. People will not give money to a literacy organization that vaguely promises to raise awareness or reduce illiteracy rates. Examples of literacy projects that community organizations and individuals have supported with include drop-in centres, volunteer tutor programs, workplace literacy programs, resource or contact centres, and learner support groups.

The literacy organization's board of directors must approve of the idea of a fundraising campaign, decide and approve a specific project, and then obtain an estimate of the cost of the project. The board should add 15% to that estimate to cover the cost of fundraising. Fundraising costs include information kits, stationary mailing and donor lunches, fundraising events computer and printing costs, and staff.

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[*] Ideas in this section, "Fundraising in Four Easy Steps", have been adapted with permission from an internal Fraser Valley College document of the same name, written by Madeleine Hardin. See the end of this section for publication details.

Step 2: Preparation

Committees

The first step in the preparation stage is the creation of a strong fundraising committee. This committee will include members of the board, but it should also include outstanding members of the community. High profile volunteers can comfortably approach the political, social and business sectors of the community and can contribute expertise and experience to the campaign.

Ideally, the committee should have a paid, fundraising coordinator. The coordinator works under the direction of the board at all times. The only people who directly contact potential donors are the resource development committee, committee designates, and the board chair. In consultation with the committee chairman, the coordinator writes letters, appeals and reports on behalf of committee members and coordinates the committee's personal appeals to make sure that two people do not approach the same potential donor. The fundraising coordinator does not necessarily need a strong background in fundraising; this person does need to be a self-starter, an excellent researcher and a persuasive writer. Obviously, paying a fundraising coordinator is a difficult problem for a group trying to raise money. Some fundraising coordinators will take a contract job on a percentage of profit basis - the coordinator gets paid a set percentage or agreed dollar amount when funds come in. Since professionals may charge high rates for a small campaign, a volunteer honorarium might be an alternative approach.

Timeline

After the committee and coordinator are in place, the next task is to develop a realistic timeline for the project. The timeline should include the inevitable downtime that occurs while waiting for responses from appeals and should also include a plan for consolidating results of the campaign in order to lay groundwork for the next appeal process.

Fundraising Kit

The preparation stage also includes the development (usually by the fundraising coordinator) of an information package - a fundraising kit. The fundraising kit is placed in a presentation folder that has two pockets containing:

- a basic fundraising document that outlines the merits of the project, fundraising goals, timelines and an estimate of costs.
- testimonial letters, letters of support, pledge cards, return envelopes, etc., can also be placed in one of the pockets.

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A covering letter always accompanies the mailed kit. This letter introduces the information kit, so it should be placed outside of the presentation folder.

Researching Donors

Research to identify potential donors is a critical component of the preparation stage. The fundraising coordinator and the committee should read the business section of local and national papers and magazines (e.g. *B.C. Business*). Publicly listed companies in the area can be contacted for copies of their annual reports. Many large companies have public relations officers who will give advice about their charitable emphasis. Applications can then be tailored to fit a company's mandate.

Step #3: Appeals

Step three is the "fun" part of the fundraising process - asking for money. The best sources for fundraising are governments (all three levels), corporations, charitable foundations and local "special names". The basic rule of thumb in fundraising is to spend 80% of the group's energy on 20% of the prospects: that is, spend time on the donors that will yield the largest contributions. Local governments will contribute to projects that directly benefit residents in their communities; corporations like to donate money to projects that boost the local economy in communities where their workers live. Almost all foundations are interested in education; many have a stated interest in literacy. All communities have their share of special names - community-minded individuals who would like to be associated with a worthwhile cause.

Corporations

Focus the search on corporations most likely to donate. Banks and credit unions frequently contribute to charities. Start with the bank the literacy group (or a leading member of the fundraising committee) is affiliated with. Often, other banks will follow the contribution example set by a "lead" bank in the community. Every year, *B.C. Business* publishes a list of the top 100 companies in B.C. and *The Globe and Mail* publishes the top 500 in Canada. Are any of these businesses active locally or are a significant number of their employees local residents? Is a member of the fundraising committee affiliated with one of these companies (or knows someone who is?) Local newspapers, politicians and business people are good sources of information about local businesses. What are the major industries in the area? Do any of these corporations wish to establish a higher profile in the community? What is the current profit situation of these companies as indicated by their year-end reports? (Corporate donations are directly related to corporate profits). Incorporate key words and concepts from year end reports into grant applications which specifically address stated interests or concerns of these

corporations. It's important to establish why a corporation might want to contribute to a community project.

Foundations

The best source of information about charitable foundations is the *Directory to Foundations*, published by the Canadian Centre for Philanthropy: an essential fundraising tool. The directory lists all of the active foundations in Canada, their assets, and, most important, their charitable focus of interest (e.g. education, health care, handicapped persons). The directory also lists information on previous gifts and grants (who, where and how much). The language used to describe the foundation and the profile provided by the history of their grant distributions can help guide the writing of grant applications. The largest community foundation in Canada is the Vancouver Foundation. (The Vancouver Foundation donates money throughout B.C.) Most B.C. communities also have local community foundation societies - a good bet for interest in community literacy projects.

Asking for Money

Once appropriate donors have been identified, the next logical question is "How do we ask for money?" A personal approach is always best if the potential donor is already known. If not, then the first approach is usually by telephone or letter. The letter should be enclosed with the fundraising kit. The appeal letter is critical. It must be short and persuasive and no longer than two pages. It should appeal to the potential donor's interests, show how they relate to literacy and end with an action close: "I'll call you next week to see if you have any questions". Although a fundraising coordinator might write the appeal letters, these letters should be personally signed by the president of the group or by a key member of the fundraising committee who knows people in strategic positions. The publication *Directory of Directors* is useful to discover what influential boards community members serve on, or to identify B.C. directors of targeted foundations or corporations. A B.C. director will often take a special interest in a local project if it is brought to his/her attention. For detailed guidelines on writing the fundraising letter see the following section "Writing the Fundraising Letter" (p.53). When contacting a corporation, make sure the most appropriate person is contacted first - if feathers are ruffled within an organization, the appeal will be unsuccessful.

Step #4: Acknowledgement

The first rule in donor management is acknowledgement - thank donors for their gifts promptly and appropriately. If the donor wishes to be publicly acknowledged, announce the gift in a newsletter or the local paper. This public recognition has two effects:

- it provides public acknowledgement for the donor; and,
- it gives the impression of a successful campaign, which then encourages other donors to contribute.

Make press announcements only with permission of the donor. Some donors do not appreciate public announcements but will give the group permission to use their name with other potential donors.

It is also important to keep donors informed about the progress of the campaign through periodic newsletters or "update" reports. This helps to build the donor's sense of ownership and commitment to the project. If possible, establish a formal liaison between the group and the donor. Donors who have made significant contributions can become honorary board members; they may also participate in the group's next campaign as fundraising volunteers. Keep an up-to-date computer file of donors - their experience and expertise can assist the group in many ways.

Writing the Fundraising Letter

The fundraising (appeal) letter is the most important part of the fundraising kit. It must be short, succinct, positive in tone and, most importantly, appealing enough to the potential donor to encourage careful consideration of the attached fundraising kit.

Personalize the Appeal

When writing the appeal letter, consider the interest and values of specific service groups, local businesses, corporations and foundations. Focus on why this request is important to the potential donor. One technique is to write a "core" letter which briefly describes the goals of the non-profit society and the fundraising project; then, write a focussed sentence/paragraph for the targeted donor. After researching the target group, use an appeal based on knowledge of the group's stated interests and values. Utilize published documents such as yearly reports of corporations, descriptions in the Canadian Centre for Philanthropy's *Directors of Foundations* or reports in magazines such as *B.C. Business* to tailor the appeal.

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For example, a philanthropic society whose stated interest includes projects which promote the development and education of women might respond to the following appeal insert:

Many of the workers in service areas of hospitals/hotels are undereducated; 80-85% of these workers are women, many of whom are the primary wage-earners for their families. Because of the demands of shiftwork and families, these women are unable to attend upgrading classes at local colleges or school districts. This workplace literacy program will give these women the opportunity they need for self-development and independence.

When making the same request to a large corporation, the following appeal insert might be more effective:

A recent Statistics Canada report indicates that 1 out of every 6 Canadian workers has some difficulty reading and writing on the job. Conservative estimates place the financial costs of these difficulties to Canadian industry at 10 billion dollars a year due to work-related accidents, absenteeism, lack of promotability and training costs. Human costs of this problem are much higher. Workplace literacy programs designed to meet the specific needs of rotating shiftworkers can help reduce these costs. Illiteracy affects everyone in our society.

It is helpful to copy any of the wording used by the organization in their printed materials which will help the reader identify the request as falling within their guidelines. For example, some charitable organizations may state they are only interested in providing "start-up" monies. When assuring the donor that this is a one-time only request, it is wise to use the same wording as used by the donor (e.g.: "seed" or "start-up" funds) to avoid any misunderstanding.

Appeal Letter Guidelines

In addition to personalizing the request, some key guidelines to follow when writing the fundraising letter are:

- Be positive (People like to back a winner)
- Keep sentences short and active. Avoid jargon.
- If possible, keep the letter to one page - two is maximum
- Use personal pronouns (you, us, we me, I). This makes the donor feel part of the organization/project.
- Show that the organization represents and serves the community. People feel ownership toward their communities.
- Use an easily recognized logo on all letters. The international literacy logo is an excellent choice for a literacy group. It instantly identifies the group's focus and there are no trademark restrictions on its use.

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- State specific amounts or ranges of amounts when asking for money.
- Be sure the group's charitable registration number appears on the letter.

Components of the Fundraising Letter

The standard fundraising letter is four to six paragraphs in length:

- Paragraph #1   Dramatize the Need
- Paragraph #2   Establish the identity of the literacy group and what it does for the community.
- Paragraph #3 & 4 State the need. what do you need money for?
- Paragraph #5 & 6 Ask for money. State clearly your financial goal and range of money requested of the donor.

Paragraph #1: Dramatize the Need

Attract the reader's attention by creating a scenario he or she can identify with, or present a short, case history of a person helped by the program you are promoting.

Imagine not being able to read a bedtime story to your child or grandchild, not being able to read the label on a can of soup or the directions on a bottle of aspirin. Imagine pretending that you've left your glasses at home or that you've hurt your hand when asked to read or write something. Imagine worrying that you'll be found out - by your boss, your co-workers, your family. One out of five British Columbians find themselves in stressful situations like this everyday.

Or

Two years ago, Hal Jenkins, a maintenance worker in a large hotel, lived in constant fear his literacy problems would be discovered and that he would be fired. Unable to fill in the shift-end report forms which management had recently developed for all workers, Hal was at the point of quitting when he enrolled in the hotel's basic skills upgrading program. Today, Hal is working toward his grade twelve completion and is being considered for a promotion to supervisor. Workplace literacy programs help many people like Hal who are unable to attend regular upgrading classes outside of work because of the demands of rotating shifts.

Paragraph #2:   Identify Group, State Goals and Activities

State positively, briefly:
- who you are
- what the group does
- services and programs offered
- emphasize how the group represents the community and meets its needs

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e.g.:

Project Literacy _____ is a non-profit society working to find community-based solutions to problems of functionally illiterate adults in the _____ area. Project Literacy _____ is composed of adult educators and learners, service group representatives, business people, social service workers and concerned citizens. Project Literacy _____ was formed in _____ and has worked over the past ____ years to raise public awareness about literacy, to establish more literacy programs and, in particular, to establish workplace literacy programs, such as the successful workplace learning centre at the Ajax Hotel.

Paragraph #3 & #4: Briefly describe project for which the group is requesting funds

- In one or two paragraphs briefly describe the project and why it is important.
- The second paragraph may include information specific to a targeted donor. (See examples in preceding section "Personalize the Appeal").
- Be brief. For further details, refer reader to attached information in fundraising kit.

Currently, Project Literacy _____ is working cooperatively with labour and management at _____ to develop a workplace literacy centre at _____ (see attached proposal). This centre will benefit the many rotating shiftworkers at _____ who are unable to attend adult literacy classes at the College or through the School Board. This project requires $30,000 in operating funds for the first year of operation. We are hopeful that this project will be the first of many such cooperative partnerships in workplace literacy in the _____ area.

Paragraph #5 & #6: Ask for Money

- Be positive about the merits of your cause
- State specific amounts or ranges of amounts needed, or
- State financial goal for the project, amount of monies raised so far, amount asked for.
- Where possible, assure donor that you will not continue to ask for money: "Funds needed only in start-up phase."
- Mention, with permission, the prior donation of a charitable organization. This increases the credibility of the request.
- Include a timeline. When do you need the money?

Project Literacy _____ has been active in fundraising for this project and has currently raised almost $16,000 toward the 30,000 needed for start-up funding. Funds have been raised through donations from charitable organizations, local service groups, and through performances of a touring student production, sponsored by Project Literacy _____, of the literacy play "Marks on Paper" (see attached press releases). Our fundraising activities to date have left us with a shortfall of $13,000. Any contribution _____ Foundation Society can make to help with this shortfall will be greatly appreciated. Funds donated will be matched dollar for dollar by the Vancouver Foundation.

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It is anticipated that fundraising initiatives will be necessary only in the start-up phase of the project since _____ College is currently requesting that the Ministry of Advanced Education include the project as part of its future ongoing funding structure. We would be grateful for the support of _____ Foundation Society to help us achieve our goal of a _____ 1992 start for the _____ .

For more information about fundraising for non-profit societies consult the following resources:

- *Designs for Fundraising* by Harold J. Seymour: The Fund Raising Institute, Ambler, Pennsylvania, 1988.

- *Fundraising In Four Easy Steps* by Madeleine Hardin: Fraser Valley College publication, 1990.
  Available from: Fraser Valley College Press
  33344 King Road, RR#2
  Abbotsford, B.C.   V2S 4N2
  Tel: (604) 853-7441; Fax: (604) 853-9990

- *Not For Profit You Say* by Rosemary Gahlinger-Beaune: Open-up Poste Production, Burnaby, B.C. 1990.
  Available from: Open-Up Poste Production
  5515 Jersey Avenue
  Burnaby, B.C.   V5H 2L3

- *Resource Guide for Literacy Practitioners,* Ontario Ministry of Education, Literacy Branch. This resource is particularly useful for grant and proposal writing.
  Available from: Tracy Odell, Project Coordinator
  Ministry of Education, Literacy Branch
  625 Church Street, 6th Floor
  Toronto, Ontario   M4Y 2E8
  Tel: (416) 326-5400

* Non-profit societies can also take advantage of a training program sponsored by the Financial Development Association of British Columbia: The Fundraising School. This program is offered twice a year at the British Columbia Institute of Technology. The introductory course "Principles, Techniques of Fundraising" is a five-day comprehensive, intensive course. A follow-up course, "Maximizing Fundraising Results Through Leadership," is also available. For more information contact:

> The Fundraising School
> c/o Financial Development Association
> #708 - 1155 W. Pender
> Vancouver, B.C. V6E 2P4
> Tel: (604) 682-7447

HIRING STAFF

Hiring and managing staff may be a brand new experience for volunteer board members. Although the addition of staff is a great benefit to the organization, if the group acts hastily, it will find out that "people mistakes" can be costly.

The following suggestions will assist a group in hiring staff.

- First, make sure all of the paper work for society status has been completed and the group is officially recognized by the province as a society before hiring staff. It is at this point that the organization becomes a legal entity: only then can the group legally enter into contracts to hire paid employees.

- Be clear on whether the job is a contract position, such as fundraising coordinator for a fundraising campaign, or a continuing job such as an executive director. Never try to hire an ongoing staff member with "soft", one-time-only seed funding or grants (MacLeod, 1986). Hint: a good fundraising coordinator may be able to help the society secure more reliable sources of ongoing funding that could then be used to hire an executive director!

- The board will need to strike a hiring/personnel committee. This committee is responsible for all of the tasks involved in hiring, such as writing the job description, setting criteria, screening applicants, and interviewing and selecting applicants. This committee may be an ad hoc committee set up solely for the purpose of hiring a staff member, or it may be a standing personnel committee which is also responsible for such tasks as setting up books for salary payment, orienting the new staff member to the organization and developing and implementing evaluation procedures.

- The hiring committee in consultation with the board must first draw up a job description. List all the tasks that might be included in the position. Review the list with an open mind: can all the tasks be done by one person? Do the tasks need different skills, and if so, is it likely that you will be able to find one person who has all those skills? Might the organization be better served by two part-time positions instead of one full-time position? If the organization has never hired someone before, seek advice from a similar, more established non-profit organization. Ask about reasonable expectations for a position of this nature. If possible, obtain copies of job descriptions of equivalent positions from other agencies. These can be adapted to suit the needs of a non-profit literacy organization.

- Establish criteria for hiring based on the job description. What skills, educational background and work experience are necessary to fulfil the demands of the job description? Resist the temptation to think about specific individuals for the position until after criteria are set. Sometimes an obvious "shoe-in" may lack vital skills necessary for the growth of the organization.

- Determine which criteria will be considered "core" requirements and which will be considered "desirable". That is, what skills and background are absolutely necessary to the success of the position and what skills or expertise could be learned on the job? If a candidate is strong in all of the required criteria, it might be advisable for the group to invest in some on the job training (e.g. advanced word processing capabilities) in the "desired" skills.

- Advertise the position widely. Do not limit the organization to a small "inner circle" of candidates. Consider advertising sources in addition to the local newspaper (e.g. professional newsletters, magazines). The Adult Literacy Contact Centre newsletter publishes employment ads for non-profit organization free of charge. The local radio and community cablevision station may also assist in advertising. At the same time, be realistic. It is not worth the expense to the organization (or a potential candidate) to advertise in Vancouver for a 1/2 time, three-month, contract position in Smithers, for example.

- Shortlist the potential applicants based on the selection criteria. Interview only those candidates who possess all of the required criteria and the most critical of the "desired" criteria. This applies equally to internal candidates: if the internal candidate clearly does not possess the requirements for the job, it is kinder (and more professional) to explain this to the individual, (referring to the job description and criteria) rather than to conduct an interview "exercise". Be prepared to rethink the job description if there are no qualified candidates among the responses to the advertisements: there may be no candidates in your area with the exact mix of skills desired, or the rate of pay may be too low for the level of qualifications sought.

- When interviewing, note the applicants' interest in, and enthusiasm for, the work of the literacy organization. Hiring staff for a non-profit organization is more than hiring a set of skills. A fundraising coordinator, office assistant, or even executive director may not have extensive background in the field of literacy. However, in addition to transferring knowledge and skills from work in similar organizations, the potential candidate must also bring enthusiasm and commitment to the work of the literacy organization. The staff person may not officially "speak" for the organization, but s/he is most often the frontline representative of the organization in the community.

- Check references carefully, and pay particular attention to "between the lines" messages. Ask specifically about the candidates' working style and consider how it would suit the organization. For example, positions like executive director or fundraising coordinator require individuals who are self-starters and don't need constant supervision. At the same time, the staff person must be responsive to the direction of the board and not "run away" with the job. The staff person cannot independently exercise an individual vision of the job (and the organization) that may not be shared by the board.

- Specific requirements to consider when hiring an executive director include: leadership qualities, analytical mind, an ability to conceptualize the total organizational structure, including mission and goals, board structure finances, legal requirements and public relations. The executive director should have excellent communication skills and have sufficient training and experience in a position with similar responsibilities. A strong background in literacy is desirable but not necessary.

- A fundraising coordinator obviously needs to be a creative self-starter. The fundraising coordinator does not necessarily need a strong background in fundraising; this person does need to be an excellent researcher and a persuasive writer.

- Discuss frankly with the candidate the reporting procedure and lines of authority in the organization. Will the staff person report to the personnel committee or to the chair? What is the probation period? How will the staff person be evaluated? Working for a volunteer board can be frustrating. Frequently, the personnel committee is made up of people who also work full-time jobs and are not always immediately available. The personnel committee should work out a communication and reporting system that is workable, preserving the sanity both of the staff person and the committee!

- If, after an extensive search for the ideal candidate, it turns out that a member of the board is the best candidate, s/he will resign during the time of employment. The organization is open to public criticism for hiring from within only if:

  a) the position was not advertised and
  b) the candidate was not required to step down from the board to take the position.

- Once hired, the staff person should have open communication with the personnel committee and be invited at regular intervals to review job description expectations which will continue to evolve as both the organization and the job grow. An executive director should regularly attend board meetings and report on activities undertaken on behalf of the organization. The organization should include in its personnel policies a commitment to staff development, including continuing education programs, seminars and workshops. The board can check with provincial and federal governments re: funding sources for staff development.

• Finally, the board should continue to educate itself in the principles of personnel management for volunteer boards. The Vancouver Volunteer Centre sponsors a series of workshops on board development (See "Building a Strong Board" pp. 22 - 28 for discussion of these workshops). One of the workshops focuses on "Personnel Policies" for non-profit organizations.

For a general introduction to the hiring process, see:

• *A Small Business Guide to Employee Selection*. Lin Grensing. Self Counsel Press: North Vancouver, 2nd. ed. 1991.
   Available from: Self-Counsel Press,
                    1481 Charlotte Rd.,
                    North Vancouver, B.C. V7J 1H1

IMPLEMENTING
A
COMMUNITY LITERACY
PROGRAM

Delivery Models
Marketing and Promoting the Program
Recruiting Volunteers
Tutor Training
Credentialing of Literacy Practitioners
Assessing Learners
Selecting and Developing Materials
Matching Tutors and Learners
In-service Training and Support
Keeping Records
Recognition and Celebration

FRAMEWORK
FOR
DESIGN

DELIVERY MODELS

One of the first challenges facing organizers of a community literacy program is how to deliver their program. This is a difficult task which requires the group to examine options and to choose a delivery model they support and which best fits the needs of the group they hope to serve.

It is a traditional practice in community literacy programs for learners to progress at their own pace. This approach recognizes that adults learn differently and at different rates. It recognizes too the learning disabled who struggle to make sense of information and who need a great deal of time and support while they do so.

A good delivery model will accommodate self-directed learning as well as provide for the small and large group instructional activities which are essential for dialogue, critical thinking and group process in general. It will be difficult to include all forms of instruction in the various delivery models, but it is important to strive toward that goal. The attempt to include multiple forms of instruction recognizes that intellectual development, empowerment, group bonding, and feelings of well-being on the part of learners can be nurtured in all literacy programs. Such attributes are critical to the growth and development of learners as participating members of society.

The strengths and weaknesses of three delivery models are described below. In each, the weaknesses may be offset with good programming.

One to One Model

Volunteers trained by an instructor are matched one to one with learners. The pairs meet once or twice a week in their homes or some other suitable place in the community such as a library or a church. This system is an ideal first step back to learning for adults who wish to remain anonymous, who had a negative classroom experience, who are frightened of the classroom, who need one to one support, whose schedule is inflexible, and/or who are without transportation. A good roster of volunteers can serve many learners this way.

DELIVERY MODELS

One to one tutoring is not without its disadvantages: For learners, there is the problem of learning in isolation, relying emotionally on the tutor, feeling the lack of group socialization, and having reduced access to centralized learning materials such as computers and reference material. These disadvantages can be offset, however, with built in provision for a learners network, where learners are invited to meet on a regular basis for group instruction, e.g. learning strategies, novel study, or guest speakers, as well as social activities, e.g. movie, museum, sporting activity, party.

For tutors, the major difficulty is isolation from colleagues, other learners and the coordinator. Planning regular in-service sessions will help bring cohesiveness to this group. It will also provide the opportunity for instructional and social activity. Tutors want to exchange information: they need to discuss their teaching activities with other tutors; they need to have these activities reinforced or redirected; they need to learn new ideas, and they need to feel part of a team.

If learners cancel an unreasonable number of sessions, tutors may feel unused and unhappy. Good training helps volunteers understand this condition of tutoring, but it is still difficult for them. It is unfair to volunteers, however, to let cancellations continue without arranging a special understanding between them and their learners. This means the tutor would be willing to accept undue cancellations because of the particular circumstances of the learner. This practice would be the exception rather than the rule.

Finally, it is taxing for the coordinator to manage the extent of coordination, communication, and record-keeping which are required to maintain the linkage in the program. Good organizational skills and reasonable time to do the job offset this demand, not to mention the satisfaction of matching each new pair. Check with other program coordinators to discuss the time they require to manage a set number of pairs. Figures will vary, so do enough homework to establish a frame of reference for decision-making.

Small Group Model

In a central location, trained volunteers work with small groups of learners under the supervision of an instructor. The setting allows for self-directed work, small group project work and large group instruction. Each tutor is assigned his or her small group (less than five) learners.

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DELIVERY MODELS

This group environment is conducive to the intellectual and social/personal well-being of both tutors and learners as they interact with each other. Centralization makes it easier and more efficient for the instructor to coordinate, communicate with, and provide on-going support to both groups. The tutors' time is well used as they have more than one learner to teach. More importantly, the instructor is able to provide immediate direction and assistance with instructional matters which critics say is missing in the decentralized one to one tutoring programs.

Learners enjoy the support and camaraderie of their peers, a major factor in retention rate. Another advantage of this model is the opportunity to learn in a variety of ways: individually, small group and large group, with access to centrally located learning resources - print, video, computer, each other. Above all, learners become part of a visible program - they belong!

The disadvantage of a group literacy program is that some adults are not willing to become a part of it. They are not ready to join, and readiness as a major factor in group process cannot be ignored. For this reason, the opportunity to learn in a private, one to one situation should always be available for the adults who otherwise would not participate in a literacy program. One way to assist "one to one learners" to bridge this gap, is to invite them to visit classroom programs as guests. Give them an opportunity to base their decision on a new experience rather than a historic one. They may be surprised by what they find.

Conventional Classroom Model

The more conventional literacy program employs instructors to teach small literacy classes of generally less than twelve learners. In some cases, a paraprofessional assists. The delivery model enables instructors to focus their full time and talent on learners' development. Also, the learner group lends itself to a whole language approach - a philosophical orientation toward teaching and learning which teaches literacy through meaningful materials in a social context. This is a challenging method of instruction requiring considerable planning and expertise on the part of the instructor. Some of the classes engage in highly creative projects, and it is not unusual for the groups to become very close. A whole language approach can also be used in the other models described although it would be more difficult to implement.

The student/teacher ratio is higher in this system, making it more difficult for the instructor to give the same level of individual attention as in the other models described. Also in this model, instructors are more likely to suffer emotional exhaustion, due in part to the extensive support they give their students.

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DELIVERY MODELS

For further information on literacy programs, consult the following resources:

- *The Directory of Adult Basic Education Programs in British Columbia.* Prepared by Adult Literacy Contact Centre for the Adult Basic Education Association of B.C.; copyright, Ministry of Advanced Education, Training, and Technology, 1990.

  The most comprehensive resource guide on adult basic education programs in the province, the document is organized by region, agency and program. Where possible, reference is made to provision and content of each program. Agencies described in the listings include community colleges, school districts, community-based organizations and private institutions. The directory enables people interested in developing a community literacy program to contact other groups in their region who are involved in similar work. The information is invaluable for anyone who is at step one in initiating a new program.

- *Discovering the Strength of Our Voices: Women and Literacy Programs.* Betty-Ann Lloyd. Toronto, Ont.: Canadian Congress for Learning Opportunities for Women, 1991.

  As the first phase of a two-part research project, Lloyd reports on her visits to four Canadian communities, where she interviewed women literacy students and workers. Through the interviews, the author examines "how gender and the power balance of male/female relationships affect women's access to, and experience of literacy programs and how it affects the impact of literacy programs on women." Key questions are developed from the data of the women's stories as well as a research design to further investigate the questions.

- *Exemplary Adult Literacy Programs and Innovative Practices in Canada.* Audrey Thomas. Ministry of Advanced Education and Job Training, Provincial Curriculum Publications, 1989.

  The programs selected are a sample of the diversity of the literacy field: they represent a balance between institutional programs, workplace programs and community-based programs in British Columbia, Alberta, Saskatchewan and Ontario. They exemplify the "good practice statements" described in the *Adult Literacy Volunteer Tutor Evaluation Kit* and/or new and exciting innovations in literacy instruction, including new developments in computer-assisted instruction. All of the descriptions include names and addresses of contact persons. This is an exciting, valuable resource for literacy practitioners and program developers.

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DELIVERY MODELS

- *Literacy in the Colleges & Institutes: A Focus on Community Partnerships*, The Association of Canadian Community Colleges, 1989. Available on database from Fanshawe College of Applied Arts and Technology. P.O. Box 4005, 1460 Oxford Street, London, Ontario, N5W 5H1, Tel:(519)452-4100, Fax: (519)451-8831.

  This Association of Canadian Community Colleges (ACCC) publication summarizes the results of a survey for gathering information on adult literacy programs sent to ACCC member colleges and institutes in February 1988 and March 1989. Key components include elements such as program design and goals, delivery methods, client groups served, student support services, curriculum components and evaluation methods. The report also includes a section on literacy partnerships across Canada, listing and describing programs which involve colleges cooperating and working with one or more community-based groups or institutions. These programs range from college partnerships with community volunteers in volunteer tutor training programs to partnerships with labour, management, community organizations and correctional institutions. The report includes a directory of literacy programs and projects across Canada.

- *National Adult Literacy Database*, Fanshawe College, Box 4005, 1460 Oxford Street, London, Ontario, N5W 5H1 (519)452-4100 Fax: (519) 451-8831.

  The National Adult Literacy Database is funded by the Secretary of State and housed in Fanshawe College, Ontario. The database is the largest central collection of information on literacy in Canada. Through the database, a wide range of users can access information on literacy projects and services throughout the country. The database is available to those who have a computer and a modem and/or those who work with a college/institute or an organization which is a member of NALD. In phase two, NALD plans to store information on such topics as funding sources, clients best served by specific program models, and examples of community partnerships. Above all, NALD at any time is able to provide an up to date list of resource people in the literacy movement in Canada.

- *Native Literacy and Life Skills Curriculum Guide.* Carmen Rodrigeuz and Don Sawyer. Ministry of Advanced Education, Training, and Technology, 1984.

  The Native Literacy and Life Skills Curriculum guide was written to respond to the basic literacy needs of native students in B.C. At the time of print many students were not eligible for CEIC sponsored programs. The guide is aimed at learners in both rural and urban settings. Part I: Understanding and Teaching Native Adults deals with research,

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basic literacy, language-experience, pre-employment and life skills, basic computation, and native culture. Part II: Theme Units introduces the concept of a theme and provides sample theme units. Part III: Selected References and Resource Material identifies print materials which are particularly meaningful to native adults.

- *Whole Language and Adult Literacy Instruction.* Paula Davies and Ann McQuaid: Ministry of Advanced Education, Training and Technology, 1990.

  This document begins with a brief overview of principles of adult learning and instruction, then describes several activities for adult learners based on these principles. Submitted by instructors throughout B.C., these activities are interesting and exciting for the learner and instructor/tutor. This document is a highly readable and practical combination of literacy theory and practice and includes an annotated list of resources for further references.

Additional information available from:

- *Resource Guide for Literacy Practitioners.* Ontario Ministry of Education, Literacy Branch. Toronto, Ont.: Ontario Ministry of Education.
  Available from: Tracy Odell, Project Coordinator
  Ministry of Education - Literacy Branch
  626 Church Street, 6th Floor
  Toronto, Ontario M4Y 2E8
  Tel: (416) 326-5400

- *Provincial Update on ABE Articulation.* Ministry of Advanced Education, Training and Technology. 1991 Annual.

  The Articulation Guide contains a section on "Fundamental Level Skills" (literacy):

  "The subject areas described in the Fundamental Level are Coping Skills, English (Reading and Writing) and Mathematics. While Social Studies and Science are not delineated as discrete content areas here, an integrated approach to teaching fundamental skills and strategies incorporates Social Studies and Science content in order to assist learners in acquiring a better understanding of themselves, their communities and their participation in Canadian society through their study in and use of real-life materials, activities and experiences."

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MARKETING AND PROMOTING THE PROGRAM

Community members planning to initiate a literacy program will be inspired by recent statistics. The Southam Newsgroup National Literacy Survey (1987) and the Statistics Canada National Literacy Survey (1989) point to a large, target population which stands to gain from literacy programming. Reaching learners, however, is a challenge requiring marketing and promotion strategies.

The strategy can be simple. The main requirement according to Bob Warick, Director of Public Information, Fraser Valley College is clear thought and planning around the "four P's" of marketing:

1. Product: Program

2. Place: Location

3. Price: Fees

4. Promotion: Advertising

Program

- Begin by writing a mission and goal statement. What is the purpose of establishing a literacy program in the community?
- Define the characteristics of the potential learners (age, gender, First Nations people, ethnic groups, ESL, families, teenage mothers, seniors, others).
- Anticipate learners' needs and goals based on age, gender, location, employment, childcare, etc.
- Define the program and the services offered. Include a description of program components.
- Consider trends and factors affecting the program such as an additional need for workplace literacy or family literacy, the involvement of the community library, the existence of other literacy groups and literacy partnerships in the area.
- Set marketing goals. Example: to attract twelve learners in the first month of operation, to increase literacy awareness in at least three community agencies, to solicit a set amount of funds, to initiate a literacy partnership with the library.

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MARKETING/PROMOTION

Location

- Consider the importance of the location and its street visibilty.
- Define what space is needed.
- Examine the space available and when it is available.
- Determine the cost of the space.
- Decide if the location is central to the learner population.
- Determine if learners can reach it by public transit.
- Discuss whether learners will feel comfortable in the space. For instance, is there a place for coffee and socializing which is separate from the study area?

Price

- Set a budget for start up.
- Learn what source of funding is available (government, community agencies, service clubs, gifts in kind, fundraising).
- Ask which literacy partners could share the cost.
- Decide if there will be a cost to learners.

Promotion [1]

- Use a consistent theme or slogan in the advertising
- Use paid advertising (print, radio, T.V.)
- Distribute posters, brochures, other print material
    NOTE: When advertising with print, it is important to control the vocabulary and the amount of text and to use a graphic illustration or photograph if the budget will allow it. Aim the message at functionally low readers or at those who know someone who cannot read. It makes no sense to say, "If You Cannot Read This, Please Call...".   A message which says "If you know someone who cannot read this..." makes more sense.
- Write news releases and feature stories (learner stories, staff profiles, program profiles).
- Plan radio and television appearances.
- Arrange special projects (mall displays, no-host literacy breakfasts/luncheons, community forums).

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[1] See also the sections "Accessing the Media" and "Conducting a Public Awareness Campaign", pages 43 to 48, for more detailed recommendations.

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MARKETING/PROMOTION

- Write letters of information to government agencies such as Canada Employment Center, Department of Indian Affairs, Ministry of Housing and Social Services, Legal Aid Society, etc. Follow the letter with a phone call and an offer to meet.
- Make personal contact with other community literacy groups such as learning disability organizations, service clubs, community services, school districts, medical offices, clergy).
- Track the response to your promotional activities. When anyone (tutor, learner, community member) inquires about the program, ask how they heard about it, and record the information. Knowing which activities brought the greatest response will help direct further promotions.

Publicity Checklist for Recruiting Learners

Try to do some of each of the following. As you complete a piece of publicity, check off the item.

Newspaper publicity:

____ daily newspaper
____ weekly newspaper
____ shopper news
____ community newsletters

Radio and T.V. publicity:

____ "spot" announcements
____ talk shows
____ news stories
____ interviews
____ announcements on "community bulletin board" etc.

Church publicity:

____ pulpit announcements
____ bulletin inserts
____ posters
____ newsletters
____ church-school handouts

MARKETING/PROMOTION

Posters, flyers, banners in:

____ laundromats	____ discount stores
____ food stores	____ service stations
____ restaurants (place mats)	____ car washes
____ health clinics	____ movie theatres
____ employment offices	____ social services offices
____ crisis clinics	

Hand-outs at:

____ shopping centres
____ street corners
____ door-to-door

Mailings with:

____ social assistance cheques
____ bank statements
____ Hydro bills
____ school notes

For more information on recruiting students, consult

* *Encouraging Adults to Acquire Literacy Skills*. Audrey Thomas: National Literacy Secretariat, Ottawa, Ontario K1A 0M5, 1990.

  Thomas discusses the following issues: What is the problem? Who are the low-literate adults? What is literacy and why is it important in our society? Why do low-literate adults not participate in programs? What do participants say about coming to adult basic literacy programs? And what about dropouts? The second part of the booket focusses on the recuitment and retention of learners.

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• *The Reluctant Learner: A Research Report on Non-Participation and Dropout in Literacy Programs in British Columbia.* Audrey Thomas. Ministry of Advanced Education, Training and Technology, 1990.

This report considers reasons for non-participation in A.B.E. programs in British Columbia and reasons for student attrition from those programs. The report reflects the results of research which included visits to literacy classes in various locales of the province and two telephone surveys. Some of the major findings of the report reveal the need for increased support systems for adult literacy learners such as peer counselling and tutoring to help both in student recruitment and retention. The need for more thoughtful and focussed marketing of programs is also highlighted. A research report which reflects concerns and ideas of literacy practitioners and learners, it is a useful resource for program administrators, literacy instructors, and volunteers.

RECRUITING VOLUNTEERS

Literacy programs began with the help of volunteers - a trend which continues today as volunteers participate in literacy instruction nation-wide. Literacy volunteers offer commitment and there is always a demand for their services. Still, controversy exists over the use of volunteers in literacy programs, the major concern being inadequate training for the job and the use of volunteers to avoid hiring staff. Since this issue is currently under review by the Adult Basic Education Association of B.C., this section only focusses on basic assumptions underlying volunteerism.

1) **Who volunteers?**

The typical volunteers (mature, female homemakers and retired males) no longer dominate the scene. Today volunteerism also attracts younger men and women, many of whom are employed outside the home. A growing number of volunteers are students and professional people, which suggests literacy volunteer advertisements should be written to appeal to people from a wide range of groups.

2) **Why do people volunteer?**

People volunteer because they are moved by the desire to fill basic personal needs. For example, some volunteer for the opportunity to explore career interests such as teaching; some volunteer because they need volunteer experience - as a prerequisite for another program perhaps; some volunteer because they have a deep commitment to a particular area of service; some seek new friends or relationships; others volunteer because they need to be needed; and still others volunteer for the adventure/challenge offered by a new experience. All are excellent reasons for volunteering. The coordinator should remember that volunteers "have needs" and for the volunteers to stay committed to the program, those needs <u>must</u> be met.

3) **What should volunteers expect of their coordinator?**

Volunteers deserve the same consideration and respect given paid employees, if not more. Here are the reasonable expectations of one group of literacy volunteers:

- to receive an orientation to the program
- to receive job guidelines
- to receive training for the job
- to receive teaching materials
- to receive in-service training

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- to receive guidance and support
- to have access to the coordinator (in person/by phone)
- to have their time well used
- to be involved in planning
- to feel part of "a team"
- to receive feedback on performance (evaluation)
- to be granted some flexibility (winter holidays etc.)
- to receive recognition

4. What should the coordinator expect of volunteers?

Volunteerism is a form of work, which to be carried out effectively requires that clear guidelines be communicated to volunteers. Here are the expectations of one coordinator:

- to attend all training sessions
- to attend in-service training
- to attend recognition events
- to be commited to the learner
- to use initiative/creativity in planning a course of study with learner
- to assume role of teacher rather than counsellor
- to communicate regularly with coordinator on learner's progress
- to discuss learner concerns with coordinator
- to be commited to the program
- to discuss program concerns with coordinator
- to assist in the planning and evaluation of the program
- to return books/materials
- to send reports in on time

In summary, the success of employing volunteers in a community literacy program is based on good communication, cooperation, and above all - commitment. To this list, Maureen Stephens of Okanagan College adds, "honesty.... If you level with the tutors at the beginning of the program, they trust you. For example, say 'you'll spend 4-5 hours a week volunteering'... don't say 'about 3 hours a week'. You have to give them a chance to understand the commitment." Committed volunteers whose needs are met, stay, and some stay a long time. An earmark of a quality literacy program is one which has a roster of seasoned volunteers.

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TUTOR TRAINING

Tutor Training Overview

Training volunteer tutors to teach is a critical factor in the success of a literacy program. It is good practice to assume that volunteers responsible for teaching learners deserve the best possible preparation and that learners deserve well prepared tutors! For this reason, considerable time should be set aside to plan a tutor training course. A well trained roster of volunteers will support a program through many growing pains.

The following provides the beginning tutor trainer with ideas and suggestions, many of which are practiced in tutor training courses throughout the province.

Planning the Course

1. Identify the course content (theory/practicum): for guidance, gather course outlines from other groups who have trained tutors. See "Community Programs" section for names of other volunteer literacy programs.

2. Based on course content, decide the total hours of instruction required and a likely time-slot, e.g. 7:00-9:30 p.m., 2 evenings/week, over 4 weeks, for 20 hours of instruction.

3. Advertise for tutors, inviting pre-registration in person or by telephone. Some coordinators require a personal interview with potential tutors; others do not. Talk to other trainers to learn how they handle this step.

4. Have potential tutors complete a questionnaire (a sample is provided at the end of this section) before the training begins. Returning the questionnaire in person or by mail is a pre-commitment by the tutors and gives the trainer an overview of the class. Pre-registration also provides enrollment information for material preparation, space required, practicum arrangements etc.

5. Occasionally, trainers recognize strong potential tutors who are unsure of their own suitability for the task. One way to handle this dilemma is to invite these people as guests to the first evening of training. After the first session, they will be in a better position to decide if they wish to become tutors.

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6. Trainers also need to be prepared to deal sensitively with unsuitable tutors such as people whose English skills do not enable them to handle the job or people whose personal problems are so extensive they interfere with the ability to tutor. This can occur at any time in the program and is one of the more difficult problems a tutor trainer or coordinator will have to address. Handling the situation requires *extreme sensitivity* since not being accepted or continued as a volunteer is very difficult for an individual to understand, especially if that person is under duress.

Some programs deal with this matter by setting policy on volunteer qualifications, e.g. requiring reading and writing samples or committee interviews etc. Others deal with the problem as it arises. Consult other volunteer coordinators for advice, but in every case, effort should be made to safeguard the volunteers' self-esteem by helping them to leave the program comfortably. If this is not possible, take comfort in knowing the learners' rights to good tutoring are being protected.

Designing the Course

To give beginning tutor trainers ideas for course design, tutor training topics are presented in an eight session format, two and one-half hours per session. Tutors should be assigned reading between sessions. A list of resources are recommended at the end of this section.

Session 1

Welcome and Introductions
- greetings and good wishes, for instance, from a board member

Get Acquainted
- communication exercises

Literacy: background information
- definitions of literacy
- history of the movement
- accomplishments of the movement
- literacy partnerships

Volunteerism
- why do people volunteer?
- what are the responsibilities of volunteers?

- what should volunteers expect of their coordinator?

Code of Ethics
- understand relationships among tutors, learners, and the organization. (See sample code of ethics on page 82.)

Session 2

Adult Learners
- a profile (small group discussion; report back)

The Tutor
- a profile, (expectations, concerns, joys)
- a chance for tutors to talk about themselves and the role, and to ask questions of a panel of trained tutors

Learning
- whole language (what does it mean?)
- learning styles (how do people learn - visual, auditory, kinesthetic, tactile?)
- whole to part, part to whole

Learning Disabilities
- what are they?
- what are the symptoms?
- what are the strategies?

Session 3

Reading Process
- the definition - to read is to get meaning from print
- the steps (decoding, comprehension)
- decoding
    sight words
    word attack skills
        - context clues
        - phonics
        - word patterns
        - structural analysis
        - dictionary/thesaurus

- comprehension
    vocabulary
    thinking skills/questioning techniques
    - referent (knowledge of subject)
    - literal information (factual)
    - interpretive (summary)
    - inferential (synthesis)
    - critical (evaluative)

Session 4

Reading Strategies
- reading for different purposes
- guided reading
- duet reading
- reading aloud (when, why)

Session 5

The Writing Process
- pre-writing (generating techniques)
- clustering/mapping
- freewriting
- brainstorming
- guided imagery
- focussing
- outlining
- drafting
- revision
- editing

Session 6

Types of Writing
- sentence frames
- practical/functional writing (letters, life experiences, opinion)
- creative writing
- journal writing
- partner writing

Spelling
- strategies

Handwriting (cursive/manuscript)

Session 7

Materials
- review of program material
- finding appropriate material to suit the learner
- writing or adapting material to suit the learner
- newspapers (Westcoast Reader, NewsReader)/magazines (Voices)

Practicum (optional)
- arrange for volunteers to tutor under supervision, i.e. in a home or classroom with an experienced tutor.

Session 8

Planning/Record Keeping
- first meeting with learner
- commitments (tutor/learner)
- setting goals
- planning tutoring sessions
- assessing progress
- reporting instructional hours and progress to coordinator
- attending in-service training

Evaluation
- tutors evaluate the training course (theory/practicum)

Tutor Training Certificates
- celebration/refreshments

SAMPLE

TUTOR CODE OF ETHICS

From: Douglas College - I-CARE Program

Because tutors place high value on objectivity and integrity in the service they offer, they uphold this Code of Ethics:

The tutor has chosen to help by teaching reading and keeps that the primary activity of I-CARE tutoring.

The tutor displays an attitude of shared adulthood and respect for students.

The tutor protects the confidence placed in her/him by students. The tutor keeps in confidence personal information offered by a student.

The tutor is bound to respect the confidentiality of the other tutor-learner relationships.

The tutor refers a student to appropriate Douglas College personnel when that student requests help beyond the tutor's training or skills.

The tutor does not speak on behalf of the I-CARE program without prior approval of appropriate Douglas College personnel.

The tutor keeps the commitment of interest and time made to a student and to the I-CARE program of Douglas College.

NOTE: This may be copied and distributed to tutors.

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Tutor Training Resources

Print

- *A Guide for Tutoring Adult Literacy Students.* Joyce Cameron. Ministry of Advanced Education, Training, and Technology, 1988.

- *A Guide for Tutoring ESL Students.* Jennifer House. Ministry of Advanced Education, Training and Technology, 1988.

- *Handbook for the Volunteer Tutor.* ed. Sidney Rauch and Joseph Sanacore. Newark, Delaware: International Reading Assocation, 1985.

- *The Right to Read: Tutor's Handbook.* Toronto, Ont. Frontier College.

- *Tutor.* Ruth Colvin and Jane Root. New York. Literacy Volunteers of America, 1987.

- *The Tutors Toolbox: 25 Proven Techniques for Literacy Tutoring.* Bill Graham. Prince George, B.C.: College of New Caledonia.

- *Whole Language and Adult Literacy Instruction.* Paula Davies and Ann McQuaid, Ministry of Advanced Education, Training, and Technology, 1990.

- *Working Together: A Handbook For Volunteer Tutors.* Jennifer House and Myrna Rabinowitz. Ministry of Advanced Education, Training, and Technology, 1990.

Non-print

- *Bluffing It* - an acclaimed movie about a man's struggle to become literate. Stars Dennis Weaver. Nabisco.
  Available from: Adult Literacy Contact Centre,
  #622-510 West Hastings Street,
  Vancouver, B.C. V6B 1L8.
  Tel: (604) 684-0624 or 1-800-663-1293 (toll-free in B.C.)

- *Illiteracy: The Challenge* - (video) featuring adult learners, literacy practitioners and literacy programs in B.C.
  Available from: Knowledge Network,
  #300-475 West Georgia St.,
  Vancouver, B.C. V6B 4M9
  Tel: (604) 660-2000; Fax (604) 660-2048.

- *I'm Not Stupid: I Just Can't Read* - (video) of four Washington State adult learners who poignantly describe their feelings about literacy. KCTS TV (Channel 9). Not currently available.

- *It Works Both Ways* - (video) which follows a volunteer tutor and learner through their course of study. A variety of beginning reading and writing techniques are demonstrated. Simulation.
  Available from: Access Network,
  295 Midpark Way S.E.,
  Calgary, Alberta T2X 2A0
  Tel: (403) 256-1100

- *Journeyworkers* - (video) featuring a five-part series where actual tutors and learners demonstrate effective approaches to reading and writing.
  Available from: Access Network,
  295 Midpark Way S.E.,
  Calgary, Alberta   T2X 2A0
  Tel: (403) 256-1100.

- *Somebody Called Ernestine* - (video) featuring a middle-aged Native woman who turns away from alcoholism and abuse to a new life where literacy is required for self-reliance. Jeffrey Howard Productions, 893 Shorewood Drive, R.R. #1, Site 118, C-56, Parksville, B.C. V0R 2S0 Tel: (604) 248-9311.

VOLUNTEER TUTOR QUESTIONNAIRE

NAME: _____ PHONE: (W)_____ (H)_____

ADDRESS: _____POSTAL CODE:_____

OCCUPATION: _____

EMPLOYER: _____

PLEASE DESCRIBE PREVIOUS VOLUNTEER WORK:

_____

_____

PLEASE DESCRIBE YOUR INTERESTS:

_____

_____

PLEASE DESCRIBE OTHER TRAINING OR WORK EXPERIENCE THAT MAY HELP IN MATCHING YOU WITH A STUDENT:

_____

_____

_____

WHEN ARE YOU AVAILABLE TO TUTOR? (Check one or more)

MORNINGS _____, AFTERNOONS _____, EVENINGS _____, WEEKENDS _____

WHERE DO YOU PREFER TO TUTOR? YOUR HOME _____ STUDENT'S HOME _____

ELSEWHERE _____

DO YOU HAVE TRANSPORTATION? _____

STUDENT PREFERENCE: Female ____, Male ____, Either ____

HOW DID YOU HEAR ABOUT THIS PROGRAM?_____

_____

FRASER VALLEY COLLEGE
JUNE, 1991

CREDENTIALING OF LITERACY PRACTITIONERS

Credentialing of literacy instructors and volunteer tutors is an issue of increasing concern to those in the literacy field in British Columbia. Currently, initial symposia, such as the Accreditation Workshops held in Prince Rupert, April 1991, are considering broad guidelines for such a process.* A well-developed model for this process, introduced to British Columbia literacy practitioners at the October 1990 "Literacy 2000" conference at Douglas College, New Westminster, is the "Initial Certificate in Teaching Basic Communication Skills".

The Initial Certificate in Teaching Basic Communication Skills is a successful approach to literacy worker accreditation developed by the Adult Literacy and Basic Skills Unit for paid professionals and volunteers in London, England. They published a set of materials which is used as the basis for training volunteers and professionals new to teaching literacy skills. The introduction to the training booklet notes that this programme will be of interest both to "newly appointed paid staff whose previous teaching experience has not included adult literacy and basic skills work" and to "newly recruited volunteer tutors who will be working with students in a group or on a one to one basis". Those who complete the training receive a certificate.

The materials consist of an introductory booklet, eight booklets which serve as training manuals for each of the components, and a set of handouts and assignments to accompany the training manuals. The course allows for specialization in literacy or numeracy instruction. Five of the eight components are "core" topics taken by all participants:

- adults as learners
- literacy, numeracy and course planning
- materials development workshop
- local priorities
- planning, record-keeping and course evaluation

Those specializing in literacy instruction participate in three components focusing on:

- literacy: Reading Skills Assessment and Program Planning;
- literacy: Extended Reading Skills and Developing Writing; and,
- literacy: Writing and Spelling

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* For copies of materials produced from these proceedings, contact Linda Mitchell, Executive Director, Literacy B.C. #1128 - 510 W. Hastings Street, Vancouver, B.C. V6B 1L8, 687 5077

CREDENTIALING OF LITERACY PRACTITIONERS

Those specializing in numeracy instruction participate in three components focusing on numeracy in context:

- numeracy: Assessment and Program Planning
- numeracy: Methods of teaching and learning

The manual suggests that the material be delivered in a total of 16 hours of instruction. Incorporated into the programme requirements for certification is 6 hours of supervised teaching practicum experience after the second component so that the training sessions have immediate relevance and applicability. The manual also notes that this initial certificate is part of a three part accreditation process. More experienced tutors and in-service professionals can participate in the "City and Guilds Certificate in Teaching Basic Communication Skills". Those with extensive experience can opt for the "R.S.A. Diploma in Teaching and Learning in Adult Basic Education".

Although the materials contain some specifically British references and idioms, they are extremely well-delineated and could easily be adapted for Canadian tutor trainees. This is an excellent resource for tutor trainers and for those interested in exploring possible models of literacy worker accreditation which credit both paid professionals and volunteers for their training and experience.

Copies of the Initial Certificate on Teaching Basic Communication Skills materials publication are available from:

> Adult Literacy and Basic Skills Unit
> Kingsbourne House, #229 - 231 High Holborn
> London, England, WC1V 7DA

For further information on credentialing of literacy practitioners, consult:

- *Literacy Practitioner Training and Accreditation: Preliminary Research Study Summary Report.* Carol Rowland, Ontario Literacy Coalition: National Literacy Secretariat, 1991.

Initial Assessment

Initial assessment of the adult learner provides the volunteer tutor program coordinator or administrator with the information necessary to successfully place the learner with a volunteer tutor at an appropriate instructional level. The initial assessment consists of two parts: a) an introductory interview to determine the learner's current goals and relevant background experience; b) a diagnostic test of reading and writing abilities. Allow approximately one hour for the initial assessment session.

Introductory Interview

The introductory interview with the prospective student is the most important part of the placement process. This interview provides an opportunity for the learner to discuss his or her goals for reading improvement in an informal, non-threatening conversation; the interview provides an opportunity for the interviewer to put the student at ease, and, at the same time, to elicit information necessary for student-tutor matching and for determining further diagnostic testing procedures. Explain, in a general way, how the literacy program works. Make sure the learner knows that confidentiality will be respected. The following guidelines will increase the diagnostic value of the introductory interview:

- Ask about the student's reason(s) for wanting to improve reading skills. This is an important consideration in determining an appropriate program and materials.

- Ask, in a general way, about former schooling. Find out the number of years of school attended, age of school leaving and how long it's been since student has had any "school-type" learning experiences. Also, ask the student to describe the reading difficulties s/he experienced in school. These questions will elicit both factual and affective responses: e.g., how the learner feels about school experiences. The longer the student has been out of school the more nervous s/he's likely to be. The earlier the student experienced reading difficulties, the lower the level of initial testing.

- Find out if the student does any independent reading and, if so, what kind. This will help in determining a starting place in the diagnostic testing to follow and later in choosing program materials suited to the student's reading interests.

- Find out about leisure activities, hobbies, interests, etc. This information will help in the matching process.

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- Ask the student to tell you what kinds of difficulties s/he has with reading. Adult learners often give very accurate descriptions of the nature of the problems they face as readers.

- Has the student had a formal assessment of reading abilities previously? If recent and accessible this can be an additional source of information.

- Find out about the student's responsibilities as a worker or as a parent. This will determine times available for instruction and amount of time available for supplemental work.

- Ask about specific blocks of time student is available, preferred location for tutoring (learner's home, tutor's home, neutral location) and whether student prefers to be tutored by a man or by a woman.

- Make note of any physical problems which might make learning difficult (vision, hearing, etc.) or require remediation.

- Find out how the student heard about the program. This is an excellent way to discover which marketing tools are most successful in bringing students into the program.

The following forms (p. 95-96) will help guide the interview process. The "Learner Intake Form" is a very general guide which was first used in the V.A.L.T. Program in Prince George. The "Learner Information Sheet" is a more detailed guideline adapted from *Handbook for the Volunteer Tutor* (2nd Ed.) Rauch & Sanocor, 1987.

Diagnostic Reading Assessment

The second part of the assessment and placement process is an assessment of the learner's reading skills. This assessment can be done immediately after the introductory interview or at a separate session. Conducting the reading assessment immediately after the introductory interview has several advantages:

- the student will feel less anxious continuing after the introductory interview than coming back on a second occasion to deal with a testing session "cold".
- the interviewer can immediately apply diagnostic information gained through the

interview session (both factual and affective) to the reading assessment thus ensuring (a) use of diagnostic instruments suited to the learner's needs and (b) a more accurate diagnosis of reading difficulties.
- conducting both parts of the initial assessment in the same session is less time-consuming for the volunteer tutor program coordinator and results in faster placement of the learner.

However, if it is apparent from the introductory interview that the learner has significant learning difficulties that may require a more lengthy assessment session, it may be wise to divide the testing into two separate sessions. Dividing the testing into two sessions allows the tester to see the learner perform on two separate occasions, thus giving a more reliable picture of overall performance. (The first testing session may have caught the learner on a "bad day"). This also avoids overwhelming the learner with testing in the initial assessment session.

Choosing a Reading Assessment Test

Since the purpose of the initial reading assessment is to diagnose individual reading difficulties, it is best to choose an assessment approach which will give the tester detailed information about that particular individual's reading process. Although standardized reading tests such as the *Stanford Test of Reading (Brown Level)* or the *Adult Basic Learning Examination (ABLE)* are useful in group testing situations, they give very little diagnostic information about the reading process of an individual student. Tests which use an "informal reading inventory" approach are more useful because they allow the tester to see how the learner performs during the reading process. These tests cover an inventory of reading skills at several levels of difficulty, such as oral and silent reading, word analysis skills, phonics and comprehension and give the tester an inventory of diagnostic information about the kinds of errors (miscues) students make in oral reading, patterns of word analysis and phonics difficulties, patterns of comprehension strengths and weaknesses and levels of individual word recognition. Informal Reading Inventories can determine the learner's independent (reading without help), instructional (reading with assistance) and frustration reading levels; therefore, they provide an excellent guideline for choosing both instructional and free reading material.

The following tests give individual diagnostic information using variations of the informal inventory approach:

- *Analytical Reading Inventory.* Woods and Moe, Charles E. Merrill, 1981.

- *Bader Reading and Language Inventory.* Bader, MacMillan, 1983.
- *R.E.A.D. Test (Reading Evaluation Adult Diagnosis)* Literacy Volunteers of America, 1982.

All of the above published tests contain instructions and suggestions for administering the assessment and forms for recording the results of the assessment. It is also possible to put together an informal reading inventory of graded reading passage and word lists developed from local curriculum or "teacher-made" materials.

For more information about putting together and administering a locally developed informal reading inventory, consult:

- "Diagnosis of Reading Difficulties". Richard Cerner, in *Handbook for the Volunteer Tutor*, Second Edition, ed. Sidney Rauch & Joseph Sanacore. Newark, Delaware: International Reading Association, 1985, p. 18-36.

- *Working Together: A Handbook for Volunteer Tutors.* Jennifer House & Myrna Rabinowitz: Ministry of Education, Province of British Columbia, 1984.

Direct Writing Assessment

If the learner has participated in filling in the introductory interview form, the test administrator will have a good idea whether an assessment of writing skills is appropriate. A short writing sample can give the administrator valuable information for program planning. The direct writing assessment can reveal patterns of spelling errors which may indicate phonic difficulties not evident in the phonic analysis section of the reading assessment. A direct writing sample can also indicate whether the learner has a basic understanding of sentence structure.

The learner should be encouraged to "write a few lines" (half a page at most) which will help in planning his or her program. Advise the student not to worry about spelling - anything he or she can get down will be helpful. Since learners generally are highly anxious about writing, the best approach is to ask students to write about the subject they know best: themselves. An obvious topic choice is to ask the student a question which has already come up in the introductory interview: "Tell me why you decided to return to school". See the form "Writing Sample", p.99, for topic ideas for learners to write a short "letter" about themselves.

For detailed information on identifying error patterns in writing samples, consult:

- *A Guide for Tutoring Adult Literacy Students*. Joyce Cameron. Ministry of Advanced Education, Training & Technology, Provincial Curriculum Publication, 1988, p. 85-88.

Ongoing Assessment

The initial assessment helps to place the learner at the appropriate entry level. However, assessment, like learning, is an ongoing process. The best techniques for ongoing assessment involve a partnership between learner and tutor to observe and analyze reading and writing processes.

An assessment approach which focuses on developing effective strategies for comprehension and composition engages the learner as a partner in her own learning process. Together, tutor and learner can develop techniques for monitoring the comprehension and composition processes, for identifying patterns in those processes, and for developing effective strategies to improve those processes. For example, the simplest reading comprehension technique is to ask the learner to produce an oral summary: "Tell me in your own words what the story/article is about". This technique is a component of a teaching methodology which encourages learners to take control of their reading/learning process. Learners are encouraged to stop at strategic points during the text to monitor their comprehension process: to summarize in their own words what they have read and predict what will come next. In this sense, assessment and instruction are both components of the ongoing learning process.

The publication *A Guide for Tutoring Adult Literacy Students*. Joyce Cameron. Ministry of Advanced Education, Training and Technology, 1988 describes teaching techniques and strategies for ongoing assessment which illustrate a partnership approach between learners and tutors, focussing on the processes involved in learning to read and write. For example, Cameron's "Word Attack Strategies" self-evaluation activity (see "Learning Strategy Chart" reprinted on p. 101) engages the learners in the learning/assessment continuum, challenging them to examine their own strategies as they encounter unfamiliar words.

NANAIMO LITERACY ASSOCIATION
Nanaimo, B.C.
Inger Weber, Secretary   Phone: 753-3245

PURPOSE OF ORGANIZATION: Raise public awareness, coordinate business and industry workplace literacy programs, coordinate volunteer literacy tutors, provide information on adult literacy programs.

START-UP: Volunteers met to determine how best to serve needs of community.

STRUCTURE OF ORGANIZATION: Volunteer board

FUNDING: Donations

LITERACY AWARENESS PROJECTS: Provide speakers to service clubs, business and industry, social service organizations.

INSTRUCTION/SERVICE PROJECTS: Coordinate volunteer tutors drop-in centre - information tutoring.

FUNDRAISING ACTIVITIES: Book sale, bingos, play.

PROJECT LITERACY ABBOTSFORD-MATSQUI
Fraser Valley College, Abbotsford, B.C.
Wendy Watson, Chair   Phone: 853-7441

PURPOSE OF ORGANIZATION: To ensure that opportunities to learn to read and write exists for adults in the Fraser Valley.

START-UP: Participants at the 1988 Abbotsford Learner Event (Literacy: Exploding the Myths) identified the need for a community literacy organization and formed the core organizing group.

STRUCTURE OF YOUR ORGANIZATION: Volunteer board made up of learners, educators and community partners.

FUNDING: Community fundraising activities.

LITERACY AWARENESS PROJECTS: Touring performance of "Marks on Paper" by PLAM-sponsored literacy students. Local literacy symposia, learner conferences, speakers series, special events, media presentations, and speakers bureau.

INSTRUCTION/SERVICE PROJECTS: M.S.A. Hospital Basic Skills Upgrading Program: A workplace learning centre designed to meet the needs of shiftworkers at M.S.A. Hospital in Abbotsford.

FUNDRAISING ACTIVITIES: Casino, bingo, application to charitable foundations and local service groups, donations from performances of "Marks on Paper", membership donations.

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PROJECT LITERACY HOUSTON
Houston, B.C.
Sandi Lavallie, Volunteer Coordinator   Phone: 845-7266

PURPOSE OF ORGANIZATION: Provide opportunities for learning, raise awareness of literacy, encourage learning

START-UP: One-to-one tutoring 7 years ago.

STRUCTURE OF ORGANIZATION: Volunteer board, volunteer coordinator, volunteer tutors, board includes cross section of community.

FUNDING: No funding - volunteers

LITERACY AWARENESS PROJECT: Speaking to community groups, radio, paper, community agencies, public meetings.

INSTRUCTION/SERVICE PROJECTS: One-to-one tutoring for literacy and ESL. Basic Literacy tutor training, English as a Second Language tutor training.

FUNDRAISING ACTIVITIES: Applied for funding from various agencies, book sale, donations.

PROJECT LITERACY KELOWNA SOCIETY
Kelowna, B.C.
Maxine Veach, Coordinator   Phone: 762-2163

PURPOSE OF ORGANIZATION: To train and assist volunteer tutors to work on a one-to-one basis with adults who wish to upgrade their literacy skills.

START-UP: After carrying out a 7 month pilot project, Maxine became aware of the number of potential clients and the continuing needs of those in the pilot project, so she enlisted interested people, who formed a registered society in 1986.

STRUCTURE OF ORGANIZATION: Volunteer Board of Directors

FUNDING: National Literacy Secretariat & Secretary of State for Immigration & Education;   donations Central Okanagan Foundation, memberships, 2 local service clubs.

LITERACY AWARENESS PROJECTS: Approaching businesses & service clubs, using media, word of mouth, letters to provincial education departments, speeches to various clubs and groups.

INSTRUCTION/SERVICE PROJECTS: Twenty-two hour tutor training followed by monthly upgrading workshops presented by qualified tutor-trainer. Careful pre-assessment of tutors and clients, and matching them in pairs, with assistance available at all times from coordintor and trainer. Strict confidentiality ensured to clients.

FUNDRAISING ACTIVITIES: Requests to provincial and federal Governments, service clubs, businesses, sale of memberships & clients writings in "Our Words", raffle of unique quilt, garage/book sales.

PROJECT LITERACY PRINCE GEORGE
Prince George, B.C.
Murray Krause, Chair   **Phone: 562-8102**

PURPOSE OF ORGANIZATION: Raise awareness of literacy issue, coordinate and provide information on resources available.

START-UP: A group of concerned individuals got together to discuss and to address the issue.

STRUCTURE OF ORGANIZATION: Now: Community partners, executive committee. Proposed: Community partners, board of directors, exec. committee

FUNDING: Currently a cost-shared project

LITERACY AWARENESS PROJECTS: Currently conducting assessment survey for outreach programs - have received learner event money to mount a production of "Marks on Paper".

INSTRUCTION/SERVICE PROJECTS: None at this time.

FUNDRAISING ACTIVITIES: Hope to use "Marks on Paper" community fundraiser.

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PROJECT LITERACY SMITHERS
Smithers, B.C.
Sandra Fehr, Secretary, P.L.S.   **Phone: 847-4461**

PURPOSE OF ORGANIZATION: 1) To raise awareness of literacy issues, 2) to train tutors, 3) to liaise between tutors and learners 4) to gather resource materials.

START-UP: Founding meeting for P.L.S., offered fall tutor training program (12 tutors) under instruction of Sandi Lavallie

STRUCTURE OF ORGANIZATION:
1) Volunteer board of P.L.S.   2) Volunteer tutors

FUNDING: Fundraising efforts by board members.

LITERACY AWARENESS PROJECTS: 1) advertisements: paper, cable, radio to attract learners, 2) offer tutor & ESL tutor training, 3) public speaking to service groups, 4) letters to service groups asking for support

INSTRUCTION/SERVICE PROJECTS:
1) tutor training (Sept '90),
2) tutor training (Feb. '91),
3) projected - ESL tutor training (Apr.'91),
4) projected - tutor training (May '91),
5) appeals to learners and liaison between learners & tutors.

FUNDRAISING ACTIVITIES:
1) letters to town and village council - no support
2) letters to service groups - limited support
3) speaking engagement to service groups - commitment of support

PROJECT LITERACY SURREY-DELTA
Ivengary Learning Centre, Surrey, B.C.
Mark McQue   Phone: 584-5424

PURPOSE OF ORGANIZATION: To promote awareness of literacy needs
and support literacy programming in our communities

START-UP: Group of concerned people came together and they contacted
others they thought might be interested.

STRUCTURE OF ORGANIZATION: Coalition of representatives from
educational and community organizations as well as members of community.

FUNDING: No funding directly.

LITERACY AWARENESS PROJECTS: Information booths in local malls
- articles in local newspapers - special events, plays, awards, ceremonies,
etc.

INSTRUCTION/SERVICE PROJECTS: None.

FUNDRAISING ACTIVITIES: We don't do any.

PROJECT LITERACY VICTORIA
Victoria, B.C.
Charlotte Bowie, Director   Phone: 381-3755

PURPOSE OF ORGANIZATION: To raise public awareness of the problems associated with adult literacy and to develop and deliver adult literacy programs.

START-UP: A network of literacy service providers and practitioners identified the need for a coordinated approach to solving literacy issues.

STRUCTURE OF YOUR ORGANIZATION: Volunteer board of directors, staff director, program coordinators, working committees, learner involvement.

FUNDING: Cost-shared, School District #61, fundraising, donations, Peter Gzowski Invitational Golf Tournament (PGI).

LITERACY AWARENESS PROJECTS: Public information meetings, brochures, press releases, displays, public speaking, speakers forum, training volunteers, business survey, newsletter.

INSTRUCTION/SERVICE PROJECTS: Tutor training, one-to-one tutor learner matches, follow up and support of matches, library, peer counselling-tutor program, curriculum development advocacy-referral service, scribe service, liaise with all literacy programs.

FUNDRAISING ACTIVITIES: Peter Gzowski Invitational Golf Tournament, casinos, special events.

PROJECT LITERACY WEST KOOTENAY
West Kootenay - Trail, Castlegar, Nelson, B.C.
Sue Port, Regional Coordinator   Phone: 359-7564
Wendy Tagami, Chairperson   or   362-6802

PURPOSE OF ORGANIZATION: To promote literacy for all individuals and groups in the West Kootenays

START-UP:
In Feb.'90 workshop sponsored by B.C. Library Association; Mary Alice Johnson, Thomas Quigley; Mar. 31 Project Literacy West Kootenay Founding meeting; in Mar'90 Literacy B.C. Founding Meeting

STRUCTURE OF ORGANIZATION: Volunteer board composed of 5 people, paid Regional Coordinator (hired by board), smaller branch organizations whose structures have not been established yet.

FUNDING: Currently: federal/provincial cost-sharing project.

LITERACY AWARENESS PROJECTS:
- Letters sent to local churches, social agencies.
- Entered a float in a number of local parades in the West Kootenay
- Local T.V. interviews (Castlegar and Nelson)
- Newspaper interview in local paper
- Number of news releases
- Booth in the mall in Trail
- Talks to service clubs, Canadian Federation of University Women

INSTRUCTION/SERVICE PROJECTS:
- Tutor training
- One-to-one tutoring for learners

FUNDRAISING ACTIVITIES: Different from branch to branch - so far most donations are from service clubs.

PROJECT LITERACY WILLIAMS LAKE
Williams Lake, B.C.
Jeanne Suttis, Vice-President   Phone: 374-0123

PURPOSE OF ORGANIZATION: Increase public awareness of literacy, provide one-to-one volunteer tutoring service.

START-UP: Interested members of community meet to educate themselves about literacy.

STRUCTURE OF ORGANIZATION: Volunteer board (9), executive (5)

FUNDING: Community and business support, our own fundraising, school district.

LITERACY AWARENESS PROJECTS: Ongoing newspaper and articles, public speaking. Displays in the community: malls, flea markets, grocery stores.

INSTRUCTION/SERVICE PROJECTS: Tutor program, volunteer confidential one-to-one tutoring, trained volunteers, informal and flexible, tutoring often done in homes.

FUNDRAISING ACTIVITIES: Continual canvas of business and service groups. Public appeals with flyers raffles, garage sales, bake sales, gift certificate promotions.

PROJECT READ
East Kootenay Community College, Creston Centre, B.C.
Betsy Brierley, Coordinator   Phone: 428-5332

PURPOSE OF ORGANIZATION: To promote literacy, to match tutor volunteers with learners on a one-to one basis for purpose of learning to read and write.

START-UP: Initiated by East Kootenay Community College.

STRUCTURE OF ORGANIZATION: Educational institute - Community College

FUNDING: Provincial/Federal funding for B.C. Ministry of Advanced Education,   Training,   Technology/National   Literacy   Secretariat, Multiculturalism Canada

LITERACY AWARENESS PROJECTS: Advertising campaign, posters, radio, letters to agencies, recruit and train tutors.

INSTRUCTION/SERVICE PROJECTS:
Tutor training, tutor/learner sessions

FUNDRAISING ACTIVITIES: N/A.

PROJECT SECONDSTART
North Shore Continuing Education, North Vancouver, B.C.
Dr. Jim Kiteley   Phone: 986-8888

PURPOSE OF ORGANIZATION: North Shore Continuing Education offers quality programs and educational services to adults in the community. Project SecondStart trains and coordinates volunteers to assist literacy and and E.S.L. students.

START-UP: 1982 - Special project money from the Ministry of Education.

STRUCTURE OF ORGANIZATION: Coordinator of Project SecondStart reports to program administrator of North Shore Continuing Education (School District #44).

FUNDING: ABE budget of North Shore Continuing Education.

LITERACY AWARENESS PROJECTS: Tutor training for volunteers. In addition, we are working on community awareness projects, such as community T.V. programs, business contacts and union awareness programs.

INSTRUCTION/SERVICE PROJECTS: Tutor training of 15 hours. Tutors are then placed in either ABE or ESL classes or connected with at-home students who need one-to-one assistance. Volunteers are also involved in community awareness activities.

FUNDRAISING ACTIVITIES: N/A.

"READ ALL ABOUT IT"
Langley Education Centre, Langley, B.C.
Kaye Wagner, Coordinator   Phone: 534-0333

PURPOSE OF ORGANIZATION: To improve the literacy level of those readers in the Langley district who are functioning below the Grade Five level in reading, spelling or mathematics.   To offer one-to-one trained volunteer tutoring to the above learners.   To facilitate the continued literacy progress of the above students by adjusting programs to their improvement in literacy skills.   Such adjustment takes the form of expanding the individual student's program under their supervised tutor, or by facilitating the literacy student's promotion to regular district Adult Basic Education courses.

START-UP:
1) Received part-time funding for an organizer
2) Convinced school board administrators of the need for a literacy program.
3) Relied heavily on volunteers to man the centre.

STRUCTURE OF ORGANIZATION: This is a school district-sponsored program.   Coordinator is a teacher responsible to a resource school principal.

FUNDING: School District Number 35 funding.

LITERACY AWARENESS PROJECTS: Newspaper interviews, articles, photographs, meetings open to public, advertise in local Continuing Education Bulletin;   reports to school board administration.

INSTRUCTION/SERVICE PROJECTS: Student assessment of reading, spelling and arithmetic ability; volunteer tutor training, matching students with tutors, street front location.

FUNDRAISING ACTIVITIES: Invitations and involvement of School District No. 35 board members and administration in social functions and educational presentations connected with our program.

THE WRITE PLACE
Parksville, B.C.
Liz Campbell, Karen Dawe,
Pat Lapalme   Phone: 248-4041/4042

PURPOSE OF ORGANIZATION: To provide free of charge:
1) any scribe services, referrals & information to the public re: literacy
2) coordination and carrying out of tutoring for adults

START-UP: Individuals formed non-profit society, then applied for cost-shared grant, plus connection with Community College.

STRUCTURE OF ORGANIZATION: Volunteer board and three part-time paid office staff.

FUNDING: Cost-shared grant: Multiculturalism and Citizenship Canada National Literacy Secretariat, Provincial Ministry of Advanced Education, Training & Technology, and Malaspina College.

LITERACY AWARENESS PROJECTS: Presentations to local service clubs and organizations, and churches, bi-monthly newsletters, placement of brochures in business, interviews, press releases, mall displays, ads in papers, T.V. and radio.

INSTRUCTION/SERVICE PROJECTS: Tutor training: six all day sessions, workplace literacy, in-service for tutors, walk-in scribe services centre (resumes, applications, letters, forms, problem-solving, referrals, assessment).

FUNDRAISING ACTIVITIES: Garage sale, concession at Sandcastle Days (planned), walkathon (planned), letters and presentations to service clubs, membership drives.

TOTI:LTHET CENTRE
Samahquam Education, Mission, B.C.
Heather Stewart, Director   Phone: 820-1721

PURPOSE OF ORGANIZATION: To provide high quality, holistic, culturally based and relevant education programs for First Nations people.

START-UP: By a grant from Indian Affairs to purchase the Pathfinder Learning System.

STRUCTURE OF ORGANIZATION: Volunteer Community Steering Committee of First Nation educators; affiliation with Fraser Valley College.

FUNDING: By Indian Student Support Program (I.S.S.P) from Indian Affairs, and by B.C. Ministry of Advanced Eduation.

LITERACY AWARENESS PROJECTS:
1) Working with local planning group for a Project Literacy Association (Mission)
2) Provide facility for tutor workshops

INSTRUCTION/SERVICE PROJECTS:
1) Provide full and part time literacy instructor
2) Will offer tutor training for native persons in Sept./91 and will train a native trainer
3) Provide a facility for reading and study skills instruction

FUNDRAISING ACTIVITIES: In planning stage.

VANCOUVER PUBLIC LIBRARY LITERACY COMMITTEE
Vancouver, B.C.
Judy Capes, Deputy Director   Phone: 665-3491 (Fine Arts) or
                                           665-3594 (Literature)

PURPOSE OF ORGANIZATION: To provide public library services to all citizens of the City of Vancouver.

START-UP: The Committee was struck to further the development of literacy policy and resources on the literacy issue, and to provide a reference point for community outreach and liaison.

STRUCTURE OF ORGANIZATION: Volunteer board appointed by City Council, director, administration and staff.

FUNDING: The library is funded through tax monies collected by the city of Vancouver and the province of B.C.

LITERACY AWARENESS PROJECTS: In 1991, we will expand our staff awareness programme, do TV interviews on Vancouver Public Library and literacy issues with lower mainland literacy groups, work with GVLF, LAC, BCLA Libraries - Literacy Link Project and Literacy B.C.

INSTRUCTION/SERVICE PROJECTS: Vancouver Public Library's Learning Centre programme with Vancouver Community College (KEC), literacy collections in 17 branches, resource files in subject divisions of the Central Library

FUNDRAISING ACTIVITIES: N/A.

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VICTORIA R.E.A.D. SOCIETY
Victoria, B.C.
Melanie Austin, Executive Director   Phone: 388-7225

PURPOSE OF ORGANIZATION: To provide quality assessment and individualized instruction to children and adults in literacy, math, study skills, English as a Second Language.

START-UP: We began in 1976 as a Learning Initiatives Project sponsored through the Victoria Learning Disabilities Association; later in 1976 became a separate organization.

STRUCTURE OF ORGANIZATION: Non-profit society founded in 1976 with the board of directors elected annually, staff consisting of executive director, teachers, support staff and volunteers.

FUNDING: Core program funded by fee-for-service with bursary assistance available, Adult Basic Skills and Adult E.S.L. funded through Canada Employment. WORDSTREAM PRESS funded through Canada Job Strategy. Bursary assistance funded through various foundations, grants and private donors.

LITERACY AWARENESS PROJECTS:
1) Developed a volunteer tutor program in 1988 called Learners' Network which has since become a program of Project Literacy Victoria.
2) Developed an adult Literacy Press in 1990 called WORDSTREAM.
3) Founding member of Project Literacy Victoria.
4) We have provided fifteen years of public awareness campaigns to parents, teachers and the public throughout B.C. to ensure a better understanding of the issues and to help us with our ongoing instruction to children and adults.

VICTORIA R.E.A.D. SOCIETY
Victoria, B.C. continued...

INSTRUCTION/SERVICE PROJECTS:
1) Adult Basic Skills - a three month full-time basic skills program to help adults develop literacy and math skills required to enter trades training or employment. Class size kept to 7 for optimum success
2) Writing Workshops - held weekly to encourage participation of learners throughout the Greater Victoria Region in our Learners' Press.
3) Individualized instruction in literacy, math, study skills or English as a Second Language.

FUNDRAISING ACTIVITIES:
1) Applications to Foundations
2) Special Events
3) Proposals for grant money from special funds, service clubs, Federal Government
4) Grants for Special Projects such as WORDSTREAM PRESS

VOLUNTEER ADULT LITERACY TUTORING
College of New Caledonia, Quesnel Campus, Quesnel, B.C.
Katie Molloy, Coordinator   Phone: 992-3906

PURPOSE OF ORGANIZATION: to provide one-on-one tutoring for illiterate adults.

START-UP: College initiative

STRUCTURE OF ORGANIZATION: Post-secondary training institution.

FUNDING: Core funding from institution

LITERACY AWARENESS PROJECTS:
- Interviews on radio and local T.V.
- Open house - information sharing meetings with relevant agencies

INSTRUCTION/SERVICE PROJECTS: Tutor training, Literacy tutoring.

FUNDRAISING ACTIVITIES: Grocery store sales slips, donations.

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VOLUNTEER TUTOR PROGRAM
Fort St. John, B.C.
Romi, Literacy Society,   Phone: 785-6981
Cheryl, Northern Lights College

PURPOSE OF ORGANIZATION: The program is designed to train tutors and provide them for one-on-one tutoring of individuals wishing to learn to read.

· START-UP: Applied for grant, ordered materials, began tutor training program.

STRUCTURE OF ORGANIZATION: Community partnership between community and the College, with College to assist in program start-up. Community will assume all aspects of program operations.

FUNDING: Initial funding came as a result of government grant: start-up costs to get program off and running.

LITERACY AWARENESS PROJECTS: Publicity through local media as well as posters, personal contacts and pamphlets.

INSTRUCTION/SERVICE PROJECTS: Tutor training: volunteers will provide individual tutoring of individuals from those classified non-reader to level 5.

FUNDRAISING ACTIVITIES: N/A, although such activities are presently being discussed - membership drives, possible raffles, etc. to handle costs once grant monies are exhausted.

VOLUNTEER TUTOR PROGRAM
Northwest Community College, Terrace, B.C.
Coordinator, Nathianiel Punell   Phone: 635-6511   Local 255
President, Gillian Campbell

PURPOSE OF ORGANIZATION: Project Literacy Terrace was formed originally to establish a tutor trinaing program for adult learners not being reached by Northwest Community College.

START-UP: Representatives from various community organizations including the college, public library, Employment Canada and community agencies involved with pre-employment training came together.

STRUCTURE OF ORGANIZATION: Volunteer board with one employee, a coordinator, who will organize and run a tutor training program out of a centrally located office.

FUNDING: Received a grant from Multiculuralism and Citizenship Canada National Literacy Secretariat.

LITERACY AWARENESS: This project is only just getting off the ground due to delays in funding. We planned a media blitz and contact with a wide variety of community groups and organizations.

INSTRUCTION/SERVICE PROJECTS: There will be a drop-in centre which includes coordinator's office and literacy resource material. Tutor training sessions will be the first undertaking.

FUNDRAISING ACTIVITIES: N/A.

VOLUNTEER TUTORING PROGRAM
Vernon-Kalamalka Campus, Okanagan College, Vernon, B.C.
Lloyd Mitchell, Coordinator   Phone: 545-7291

PURPOSE OF ORGANIZATION: To provide free tutoring to any adult requesting assistance with literacy related skills.

START-UP: Chairperson of Okanagan College encouraged Board to support establishment of program.

STRUCTURE OF ORGANIZATION: One part-time coordinator (16 hours per week) is on staff of developmental Programs division.

FUNDING: Okanagan College budget.

LITERACY AWARENESS PROJECTS: Community Cablevision TV appearances, radio and newspaper presentations - usually in September.

INSTRUCTION/SERVICE PROJECTS: Twenty-five tutors provide assistance on one-to-one basis in private homes, church offices, etc. to 32 adult learners.

FUNDRAISING ACTIVITIES: Have received assistance from Silver Star Rotary Club to cover limited expenses associated with tutor training and appreciation.

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