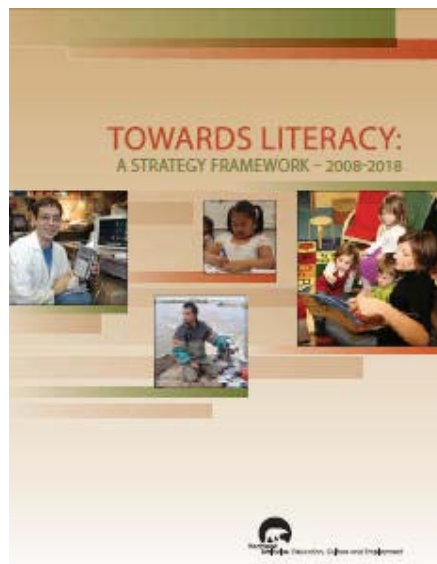


Community Literacy Development Fund Program Handbook

2010 - 2011



Community Literacy Development Fund Application Guidelines

Introduction

Literacy has a profound and pervasive impact on NWT society. Literacy, or the lack thereof, impacts people of all ages and permeates every aspect of our society. NWT residents without adequate literacy skills experience challenges participating in the labour market, earning sufficient income, managing their own health and contributing to community development. Low literacy is frequently associated with a cycle of unemployment, poverty, inequity, poor health, addictions, crime and social isolation. Effective literacy interventions are a key component in breaking this tragic cycle and empowering NWT people to become self-reliant and healthy.

The NWT Literacy Strategy, *Towards Literacy: A Strategy Framework – 2008-2018* identifies four key goals:

1. Increase the literacy levels of people of all ages in the NWT.
2. Support literacy in the official languages in the NWT.
3. Build integrated partnerships across the NWT to address literacy priorities.
4. Build community capacity to meet local literacy needs.

Within these goals, the strategy lists 22 objectives and 58 actions to be completed over a ten-year period. The Community Literacy Development Fund is intended to provide community groups an opportunity to accomplish some of the objectives and actions that would otherwise not be completed. All contribution agreements must specify which objective/action they will be addressing in the NWT Literacy Strategy and must contribute to improving youth and adult literacy rates in the NWT.

Research presented in *Towards Literacy: A Strategy Framework – 2008-2018* identifies literacy as a key issue for the NWT, especially as it relates to youth, unemployed, Aboriginal and senior populations. The International Adult Literacy and Skills Survey (IALSS) measures adult literacy skills and provides data on a range of labour market related skills. IALSS Level 3 is considered internationally as the minimum standard for functional literacy in the modern knowledge economy. The following IALSS results demonstrate that literacy is a critical issue among youth and adults in the NWT:

- Among the Aboriginal and non-Aboriginal populations in the NWT, non-Aboriginal people performed significantly better in prose literacy than Aboriginal people, with 70% of non-Aboriginals scoring at Level 3 and above and approximately 69% of Aboriginals scoring below Level 3.
- Approximately 42.6% of working age adults aged 16-65 in the NWT had an average prose literacy score below Level 3. This equates to approximately 4 out of 10 people in the NWT who have low literacy skills.
- In the NWT, more than 73% of unemployed adults performed below Level 3.
- 48.9% of NWT youth, 16 to 25, scored below Level 3 prose literacy.

Previously, the NWT Literacy Strategy had four funding pots administered in the ECE regional offices:

- NWT Workplace Education
- Community Skills for Work
- Community Literacy Programs
- Literacy Programs and Support for Seniors

On April 1, 2005, these four literacy funds were consolidated into the **Community Literacy Development Fund**.

The Community Literacy Development Fund provides financial assistance to community organizations to develop and deliver local programs that will increase literacy skills and raise awareness of the importance of literacy. Literacy is a continuum, ranging from learning to read to developing a variety of skills necessary to succeed in the 21st century labour force and actively participate in society: reading text, interpreting documents, writing, oral communication, numeracy, problem-solving, computer use and team work. The Community Literacy Development Fund promotes literacy in classes, in the workplace, in the community, on the land and at home.

The Community Literacy Development Fund promotes literacy development for adults in the Northwest Territories, including youth (16 – 25), working age adults, parents and seniors (60 and older). The Community Literacy Development Fund supports literacy development in all of the eleven NWT official languages, with an emphasis on Aboriginal languages as identified in the NWT Literacy Strategy. Intergenerational family literacy programs, which include adults, and community literacy awareness programs will be funded. Special priority will be given to youth and adults developing emergent literacy skills and to Income Support clients.

Purpose and Goals of the Community Literacy Development Fund

- ✓ Improve the literacy skills of youth and adults in the Northwest Territories.
- ✓ Provide program participants with job search and job continuation skills.
- ✓ Increase quality of life, independence and well-being of literacy program participants.
- ✓ Promote healthy families, positive parenting and intergenerational reading in the home and the community.
- ✓ Enhance literacy activities in the Northwest Territories.
- ✓ Encourage active involvement of community organizations in literacy education.
- ✓ Develop relevant learning materials; promote information sharing and coordination.
- ✓ Increase public awareness and develop innovative approaches to literacy services at the community level.

Eligibility

1. Groups eligible for funding include community organizations, band councils, hamlets, libraries and registered non-profit societies.
2. All program proposals must include the following:
 - a) A direct link to objectives and actions in the NWT Literacy Strategy.
 - b) Demonstration of the need for the program.
 - c) Two letters of support for the program.
 - d) Commitments for in-kind support: classroom/office space and equipment, administrative costs, etc.
 - e) Plan for evaluation of the program and its results.
3. Programs eligible for funding include
 - ✓ Community literacy awareness.
 - ✓ Literacy outreach services, intergenerational family literacy activities.
 - ✓ Workplace literacy.
 - ✓ Individual or small group tutoring, classroom literacy activities.
 - ✓ Development of learning materials.
 - ✓ Development of Official language literacy resources.
 - ✓ Literacy components in youth centres and programs.
 - ✓ Transitional support for youth in correctional facilities to develop literacy skills.
 - ✓ Alternative literacy programs for out-of-school youth.
 - ✓ Development of community literacy plans.
 - ✓ Research on literacy needs at the community level.
 - ✓ New and innovative approaches to literacy development.
 - ✓ Job search skills: resume writing, interviews, career planning.
 - ✓ Certifiable skills, which will help participants to become more employable.
 - ✓ Literacy and numeracy skills applied to work situations.
 - ✓ Basic technological literacy.
 - ✓ Literacy and health: assistance accessing health information.
 - ✓ Literacy supports to promote active, independent living for Seniors

4. Classroom-based literacy instruction must be linked to other community activities or initiatives in order to be eligible for funding: e.g., community literacy awareness, job-specific skills training, life skills training and community wellness activities.
5. Capital costs, such as computer equipment, are not eligible for funding.
6. All applicants must provide evaluation data relevant to the literacy project they are administering in accordance with the NWT Literacy Strategy Results-based Management and Accountability Framework (RMAF). Examples of relevant data include number of participants completing program, number of supports utilized, number and type of resources developed and distributed, and percentage of participants who advance their literacy levels. Assistance will be provided in determining acceptable data criteria per project.
7. Applicants who are reapplying for funds must provide an evaluation of the previous year's activities to demonstrate the program's success.

Program Costs

Costs covered under the Community Literacy Development Fund include the following:

- ✓ Production costs for promotional materials or learning materials.
- ✓ Salary costs for coordinators, facilitators or instructors to manage, deliver and evaluate programs.
- ✓ Justifiable operational and administrative costs.
- ✓ Employer costs to Canada Pension Plan and Employment Insurance.
- ✓ Honoraria for part-time tutors.
- ✓ Transportation costs for program participants, when necessary.
- ✓ Costs for food or prizes for literacy promotions and awareness programs.
- ✓ Costs of learning materials for program participants.
- ✓ Book purchases for community literacy programs.

The Application Process

Proposals should be submitted early to receive funding for the fiscal year (April 1 – March 31). Proposals will be assessed based upon their relevance to the literacy needs of youth and adults in the Northwest Territories as outlined in *Towards Literacy: A Strategy Framework – 2008-2018*. Special priority will be given to programs targeting youth and adults lacking basic literacy skills. Please see the following template for a suggested proposal outline.

For more information, contact your Career Centre/Canada – NWT Service Centre:

Fort Simpson 695-7334
Fort Smith 872-7425
Hay River 874-5050
Inuvik 777-7365
Norman Wells 587-7157
Yellowknife..... 766-5100

Or

Coordinator, Literacy
Advanced Education
Education, Culture and Employment
Government of the Northwest Territories
P.O. Box 1320
Yellowknife, NT X1A 2L9

Phone: (867) 920-8843
Fax: (867) 873-0237

The Approval Process

Approved programs will enter into a contribution agreement with Education, Culture and Employment, and a cheque will be sent directly to the organization. A final written report and financial statement will be required at the end of the program as part of the evaluation plan.

Community Literacy Development Fund Proposal Template

General Information

Name of organization: _____

Name of contact person: _____

Address: _____

Phone: _____ **Fax:** _____

Email: _____

Title of activity: _____

Duration: From: _____ **To:** _____
DD/MM/YY DD/MM/YY

Need for program: Be clear and specific, and provide details to support your statement.

Objectives of program: Indicate which objective and action in *Towards Literacy: A Strategy Framework – 2008-2018* your program is targeting. Provide specifics about what the program will achieve. Indicate the literacy benefits or impact you expect as a result.

Detailed Description of Program

Description of program and work plan: Start with a brief summary; explain the proposed program initiatives; and provide an implementation schedule.

Expected results: How will this program help the individuals who will be participating? What will be the literacy outcomes? Improved literacy scores, publication, learning material, etc. How will you collect this data?

Evaluation plan: How will you evaluate the results of your work and demonstrate that your program has achieved its objectives?

Letters of support included with application

_____ **Yes**

Applications that do not have letters of support will be held until the letters are submitted.

Proposal Budget Worksheet

Item	Program Costs	Amount requested	Support in kind
Coordinators, Instructors, etc.: <ul style="list-style-type: none"> • Wages • Mandatory benefits (11%) • Other 	\$ _____ \$ _____ \$ _____	\$ _____ \$ _____ \$ _____	\$ _____ \$ _____ \$ _____
Subtotal	\$ _____	\$ _____	\$ _____
Operational Costs: <ul style="list-style-type: none"> • Administrative • Learning materials • Promotional materials • Transportation & meeting costs 	\$ _____ \$ _____ \$ _____ \$ _____	\$ _____ \$ _____ \$ _____ \$ _____	\$ _____ \$ _____ \$ _____ \$ _____
Subtotal	\$ _____	\$ _____	\$ _____
Other Costs (please specify):	\$ _____	\$ _____	\$ _____
Totals	\$ _____	\$ _____	\$ _____
	Total program costs	Total requested	Total support in kind

Funding requested from other sources:

\$ _____ from _____ ___ approved ___ not approved

\$ _____ from _____ ___ approved ___ not approved

Community Literacy Development Fund Final Report Template

General Description:

Name of Organization: _____

Name of Contact Person: _____

Address: _____

Phone: _____ **Fax:** _____

Email: _____

Program Details:

Name of Program: _____

Number of Participants: _____

Program Description: Briefly describe the type of program.

Program Goals: Were the goals and objectives met? Was it necessary to change the objectives or activities of the program in order to meet the need for literacy enhancement activities?

Program Outcomes: What were the results of the program? **Please include data relevant to the project, as specified by objective and action of the Literacy Strategy, in the attached appendices.**

What factors affected the results of the program? Were the participants satisfied with the services provided? How did the program affect the participants, community and organization involved? Given your experience, what changes would you make to the program if you could start over, or if you were going to deliver the program next year?

Public Awareness and Learner Recruitment: What public awareness activities did you carry out in your community? What methods did you use to attract learners and participants to your program? How effective were these approaches?

Instructional Methods and Materials: What instructional methods did you use? How well did they work? Which were most appropriate for Northern learners? Did you have any difficulty in finding suitable teaching, tutoring or learner materials? Identify any challenges related to learning materials.

Please submit a copy of any report, publications or learning materials produced by the program with your final report.

Statistical Information Final Report

Accurate statistical information provides important baseline information on adult literacy and programming and its impact at the community level.

Please complete this section as accurately and carefully as possible.

Program Information

Please indicate the actual days and hours your program ran each week.

Did you schedule one-on-one tutoring? Yes_____ No_____

Did you have a waiting list? Yes_____ No_____

If yes, how many were on your waiting list? _____

Volunteer Information:

Number of volunteers active in your literacy program _____

Number of hours/week per volunteer (average) _____

What training did volunteers receive?

How are volunteers used in your program?

Attendance:

What was the total number of learners in your program? _____

How many attended at least 60 – 70% of sessions? _____

Final Financial Statement

Item	Total Received	Total Spent
Coordinators, facilitators or instructors: <ul style="list-style-type: none"> • Wages • Mandatory benefits (11%) • Other 	\$ _____ \$ _____ \$ _____	\$ _____ \$ _____ \$ _____
Operational costs: <ul style="list-style-type: none"> • Administrative costs • Learning materials • Promotional materials • Transportation & meeting costs 	\$ _____ \$ _____ \$ _____ \$ _____	\$ _____ \$ _____ \$ _____ \$ _____
Other costs (please specify):	\$ _____	\$ _____
Total	\$ _____	\$ _____

Total Surplus: Any unspent contribution funds must be returned to Education, Culture and Employment in the form of a cheque made out to the Government of the Northwest Territories.

\$ _____

Date: _____

Signature: _____

Appendix 1: Literacy Strategy Objectives and Actions Eligible for Community Literacy Development Fund (shaded in grey)

Goal 1: Increase the literacy levels of people of all ages in the NWT	
1.1 Early Childhood	
Objectives	Actions
1.1.1 Ensure early literacy development and family literacy training and supports are available to community-based family support programs.	1. Deliver ongoing community-based family literacy training for staff and/or volunteers in early childhood programs, family support programs and other community organizations that support families. 2. Ensure early literacy development is a strong component in early childhood education programs.
1.1.2 Promote the use of Aboriginal culture, language and literacy within early childhood programs.	1. Expand the Language Nest initiative in NWT communities. 2. Standardize training for Language Nest personnel. 3. Develop early childhood Aboriginal language educational resources.
1.1.3 Increase opportunities for families with young children to participate in family literacy activities in every NWT community.	1. Provide funding to community-based groups to support quality family literacy activities. 2. Continue to provide support to community-based family literacy projects to provide culturally appropriate materials and outreach services. 3. Develop community literacy partnerships to support family literacy in every community of the NWT.
1.1.4 Keep families and communities well informed and promote the importance and benefits of early literacy development in all official languages.	1. Continue to develop appropriate strategies and materials to promote the importance and benefits of family literacy to NWT families. 2. Distribute family literacy promotional materials throughout the NWT.
1.2 School Age Children (K - 12)	
Objectives	Actions
1.2.1 Provide support for literacy development in the K – 12 school system.	1. Support students' literacy development through school-based Literacy/Numeracy Coaches. 2. Staff school libraries to support student literacy.
1.2.2 Expand family literacy initiatives to include school age children and their families.	1. Support DEAs/DECs to develop literacy programs which include parents.
1.3 Youth (16 - 25)	
Objectives	Actions
1.3.1 Provide alternative approaches to support literacy development for out-of-school youth.	1. Implement alternative programs for out-of-school youth. 2. Implement bridging programs for youth to transition into the workplace. 3. Develop literacy resources that appeal to youth.
1.3.2 Provide literacy supports for out-of-school youth through community partnerships.	1. Partner with youth centres and programs to include a literacy component. 2. Provide transitional support for youth in correctional facilities to develop literacy skills.

	3. Provide transitional support for young parents to develop literacy skills.
1.4 Working Age Adults (16 - 59)	
Objectives	Actions
1.4.1 Develop an integrated approach to adult literacy programming, which includes a broad range of support for learners.	<ul style="list-style-type: none"> 1. Research learning barriers and academic success factors. 2. Develop and implement interventions to support adult learners based on research findings. 3. Research non-academic outcomes of adult learners. 4. Incorporate prior learning assessment and recognition (PLAR) into adult literacy programming to validate learners' knowledge and skills. 5. Provide individual tutoring support for emergent literacy adults. 6. Provide learning support for adults with disabilities.
1.4.2 Implement innovative approaches to adult literacy programming.	<ul style="list-style-type: none"> 1. Research linkages between workplace competencies and adult literacy programming. 2. Increase learning opportunities through distance education and educational software. 3. Develop and implement embedded literacy programs.
1.4.3 Increase support for adult literacy practitioners.	<ul style="list-style-type: none"> 1. Deliver annual professional development opportunities for adult educators and ALBE instructors. 2. Develop relevant instructional resources to support the delivery of adult literacy programs.
1.4.4 Ensure standardization of ALBE programs in the NWT.	<ul style="list-style-type: none"> 1. Implement NWT Senior Secondary School Diploma for Adults. 2. Develop an ALBE curriculum placement package. 3. Conduct regular revisions of ALBE curricula to keep abreast of evolving skill demands. 4. Develop learner assessment instruments for ALBE courses.
1.4.5 Increase awareness of and support for workplace literacy and essential skills programs.	<ul style="list-style-type: none"> 1. Explore the nature and feasibility of workplace essential skills curricula based on industry needs. 2. Establish a recognizable workplace essential skills credential. 3. Promote and support the delivery of workplace literacy programs. 4. Collaborate with stakeholders to identify incentives for work release and on the job training programs.

1.5 Elders/Seniors (60+)	
Objectives	Actions
1.5.1 Ensure Elders/Seniors have access to a continuum of literacy supports that enables them to function independently.	1. Develop a continuum of literacy supports based on seniors' literacy research. 2. Develop literacy supports that address health and quality of life.
Goal 2: Support literacy in the official languages of the NWT.	
2.1 Language Acquisition in Aboriginal languages	
Objectives	Actions
2.1.1 Support family literacy in the Aboriginal languages.	1. Conduct a literature review on language acquisition in Aboriginal languages. 2. Interview Elders and community members on traditional language training. 3. Develop a parent guide to support and encourage Aboriginal language in the home. 4. Promote traditional learning opportunities to support literacy in all Aboriginal languages.
2.2 Aboriginal Language Resources	
Objectives	Actions
2.2.1 Develop resources in the Aboriginal languages.	1. Make the Aboriginal language fonts readily available throughout the NWT. 2. Provide training on the use of Aboriginal language fonts.
2.2.2 Support language communities in the preservation of traditional stories and knowledge.	1. Provide training and resources for transcribing, translating and archiving traditional stories and knowledge.
2.3 Community Aboriginal Language Support	
Objectives	Actions
2.3.1 Provide progressive language training in NWT communities.	1. Provide Aboriginal language literacy programs in NWT communities. 2. Provide methodology language training in NWT communities. 3. Increase professional development supports for community language teachers.

Goal 3: Build integrated partnerships across the NWT to address literacy priorities.	
Objectives	Actions
3.1 Support literacy partnerships amongst GNWT departments and external stakeholders.	1. Establish a NWT Literacy Strategy Advisory Committee. 2. Implement a Literacy Strategy communications plan to report on literacy activities across GNWT departments and with external stakeholders.
3.2 Promote the integrated use of literacy resources amongst stakeholders.	1. Establish an action plan to maximize resources available to support literacy programs and services. 2. Develop resources to address health literacy issues.
Goal 4: Build community capacity to meet local literacy needs.	
Objectives	Actions
4.1 Support community groups to develop and implement community literacy plans.	1. Provide expertise and training to enable communities to develop literacy plans. 2. Provide communities with literacy programming materials to implement their literacy plans.
4.2 Increase access to community library services.	1. Increase library services for communities without libraries. 2. Provide community libraries with the necessary resources to expand their literacy programming.

Appendix 2: Data Collection - Goal 1: Increase the literacy levels of people of all ages in the NWT
1.3 Youth (Ages 16-25) Objective 1.3

Objective 1.3.1 Action 3

1. How many and what type of literacy resources for out-of-school youth were developed and distributed?
2. What was the response to telephone interviews with youth literacy program distribution list contacts in answer to the following question:
 - a. Have you used the literacy resources targeted towards out-of-school youth? Why or why not?
3. What was the response from a targeted focus group with out-of-school youth in answer to the following question:
 - a. Do the literacy resources targeted towards out-of-school youth appeal to you? Why or why not?

Objective 1.3.2 Action 1

1. How many different types of literacy components have been implemented in youth centres and other youth-based programs?
2. What was the response from a targeted focus group with out-of-school youth in answer to the following question:

Do you access any of the literacy components identified in youth centres or other programs?
Why or why not?

Objective 1.3.2 Action 2

1. How many different transitional supports for youth in correctional centres have been developed and implemented?
2. How many youth are utilizing these literacy transitional supports in correctional centres?
3. What types of transitional supports are being used the most in correctional centres?

Objective 1.3.2 Action 3

1. How many different transitional supports for young parents have been developed and implemented?

Appendix 3: Data Collection - Goal 1: Increase the literacy levels of people of all ages in the NWT

Working Age Adults (16 to 59) Objective 1.4

Objective 1.4.1

Actions 2 & 6: 1. When were the interventions to support adult learners developed and implemented?

Actions 2 & 6 2. What were the number and type of supports developed and implemented?

Action 5 3. How many student support tutors have been trained?

Action 5 4. How many students have received 1-on-1 support from the tutors?

Actions 2, 5 & 6 5. What was the response to a survey with those who implemented student supports, in answer to the following question:

a. Level of satisfaction with the following:

1. supports contributing to student achievement

All satisfaction levels would be rated using the scale below.

Very Satisfied	Satisfied	Neither Satisfied or Unsatisfied	Unsatisfied	Very Unsatisfied	Unable to Rate
5	4	3	2	1	99

Working Age Adults (16 to 59) Objective 1.4.2

Action 3 1. a. How many new courses have been developed which implement imbedded literacy practices?

b. What are the completion rates for the new courses developed?

Working Age Adults (16 to 59) Objective 1.4.3

Action 2 1. How many new resources have been developed to support the delivery of adult literacy programming?

Action 2 2. What was the response to a survey completed by those who use adult literacy resources in answer to the following question:

a. Level of satisfaction with the resources developed. (Satisfaction level would be rated using the scale below.)

Very Satisfied	Satisfied	Neither Satisfied or Unsatisfied	Unsatisfied	Very Unsatisfied	Unable to Rate
5	4	3	2	1	99

Working Age Adults (16 to 59) Objective 1.4.5

Action 3 1. a. What are the number and types of workplace literacy program supports developed?

b. What are the number and types of workplace literacy programs being run?

Appendix 4: Data Collection - Goal 1: Increase the literacy levels of people of all ages in the NWT

Elders/Seniors (60+) Objective 1.5.1 Actions 1 & 2

1. How many different types of Elders/Seniors supports have been implemented based on the *Seniors' Literacy in the NWT* report?

2. What was the response of a targeted focus group with Elders/Seniors in answer to the following questions:
 - a. Do you use the Elders/Seniors supports? Why or why not?
 - b. Would you recognize these supports are provided on a continuum? Why or why not?
 - c. Are you able to function more independently as a result of the continuum of Elders/Seniors supports that are implemented? Why or Why not?

Appendix 5: Data Collection - Goal 2: Support literacy in the official languages of the NWT
Aboriginal Language Resources Objective 2.2.1

1. How many different types of Aboriginal Literacy resources have been developed?

2. What was the response from those who use Aboriginal literacy resources in answer to the following questions:
 - a. Level of satisfaction that the Aboriginal literacy resources were appealing
 - b. Are the resources being used for Aboriginal language Literacy purposes?
How?

Satisfaction level would be rated using the scale below.

Very Satisfied	Satisfied	Neither Satisfied or Unsatisfied	Unsatisfied	Very Unsatisfied	Unable to Rate
5	4	3	2	1	99

Appendix 6: Data Collection - Goal 3: Build integrated partnerships across the NWT to address literacy priorities Objective 3.2 Action 2

1. How many different types of health literacy resources were developed?

2. What was the response of a targeted focus group with those who use health literacy resources in answer to the following question:
 - a. Do you feel as though there is a targeted approach to addressing health literacy? Why or why not?

Appendix 7: Data Collection - Goal 4: Build community capacity to meet local literacy needs Objective 4.1

- Action 1**
1. a. How many times per year has the community literacy plan Workshop training been provided within each community?
 - b. How many participants attended each training session?
 - c. Has a literacy plan been developed?
 - d. Have the literacy activities identified in the literacy plans been implemented?

- Action 1**
2. What was the response of a targeted focus group with those who developed community literacy plans in answer to the following questions:
 - i. Do you feel as though you have increased capacity to address local literacy needs as a result of developing and implementing a community literacy plan? Why or why not?
 - ii. Have you been able to utilize the community literacy programming materials provided to develop your community literacy plans? Why or why not?

- Action 2**
1. How many and what types of community literacy programming materials have been developed and distributed?