

# Family Literacy Best Practices Guide

for Programs in Nova Scotia  
**July 2003**



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- The Family Literacy practitioners who took the time to speak about their many programs and share the stories that confirm that these programs make a difference

Michelle Bowden  
Project Coordinator  
Family Literacy Research Project for Nova Scotia

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***Encouraging early childhood literacy could turn out to be our most potent ‘immunizing’ agent. It confers a high degree of lifetime immunity against poverty, ignorance, educational failure, low self-esteem and poor health. Can you think of any vaccine that offers such a high level of lasting protection against so many serious human afflictions?***

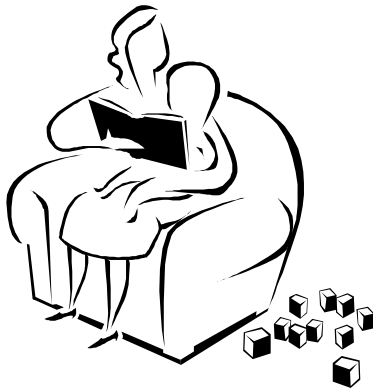
Dr. Richard Goldbloom,  
Paediatrician and Honourary Chair of the Read to Me! Nova Scotia Family  
Literacy Program



# Glossary

This is a list of terms used throughout the Guide.

<b>Evidence Based Practices</b>	Practices that research and/or previous experience have shown to be effective.
<b>Family</b>	A family is defined as two or more persons committed to caring, learning and growing together.
<b>Family Literacy</b>	Family Literacy is an approach to literacy development that builds on family strengths and connections within the context of the communities and the culture in which families live and learn. (Centre for Family Literacy, 2002, pg. 1.1.3)
<b>Lifelong Learning</b>	Continuing to learn throughout one's lifetime for personal and educational advancement.
<b>Literacy</b>	The ability to understand and employ printed information in daily activities, at home, at work and in the community, to achieve one's goals and to develop one's knowledge and potential. (Literacy, Economy and Society, 1995, pg. 14)
<b>Parents</b>	Parent, caregiver, or guardian involved with the child or children inclusively.



## Background

### Why Establish Best Practices For Family Literacy In Nova Scotia?

In the past eight years the demand for Family Literacy programs to assist both children and adults with their learning needs has risen. As a result, practitioners in the literacy field have expressed a need for more information and direction on how to provide assistance through Family Literacy programs and for guidelines that will help ensure effective programming.

#### Did you know...

- **that there are a number of agencies and sectors that deliver excellent Family Literacy programming? These include libraries, family resource centres, day-care centres, community based learning networks, schools and health care centres.**
- **that these agencies and sectors are connected within their own communities but not interconnected and linked across Nova Scotia?**
- **that Family Literacy programs in Nova Scotia provide quality programming on shoestring budgets with no source of long term funding?**

These factors demonstrate a need for a comprehensive, coordinated approach to building Family Literacy programs in Nova Scotia.

Family Literacy programs are structured in ways that reflect both need and resources available; as a result, each program is designed independently with no two programs looking exactly the same. The uniqueness of each program is a positive element because it demonstrates a thoughtful and tailored response; however, it also makes it difficult for groups to establish measures of success and assurances that the work they are doing is good. These guidelines can assist in that determination.

This document will provide a common reference base with a Nova Scotian context for Family Literacy practitioners.



## **What Process Was Used To Identify The Best Practices?**

### **Step One:**

With support from the National Literacy Secretariat, a branch of Human Resources Development Canada, the Project Administrator, Colchester-East Hants Regional Library, was able to hire a project coordinator.

### **Step Two:**

A Family Literacy Advisory Group was established to advise on all phases of the project. The group:

- reviewed research
- assisted in the identification of the best practices
- reviewed and provided feedback on the document
- developed a strategy to advance Family Literacy in Nova Scotia

### **Step Three**

Research included:

- consulting literacy organizations and Departments of Education across Canada to tap into best practices documents that had been developed
- reviewing national and international Family Literacy programs and initiatives
- conducting site visits to see first hand the kinds of programs operating in Nova Scotia

# Introduction

## Literacy

Literacy in today's society is more than knowing how to read, write and calculate. Literacy is a skill that starts in infancy and continues to be built upon throughout life. Literacy helps an individual to participate more fully in life and to improve his or her economic and health status. The International Adult Literacy Survey (IALS) defines literacy as:

the ability to understand and employ printed information in daily activities, at home, at work and in the community, to achieve one's goals and to develop one's knowledge and potential. (Literacy Economy and Society, 1995, pg. 14)

This broad definition incorporates one's life experiences in the home, workplace and community into the lifelong learning process.

## What Is Family Literacy?

In the moment of chanting a lullaby, telling a poem or story, or the reading out loud of a book, there is the creation of a "safe place". Every child deserves this. It is their birthright.

Sheree Fitch

*Family Literacy is an approach to literacy development that builds on family strengths and connections within the context of the communities and the culture in which families live and learn. (Centre for Family Literacy, 2002, pg. 1.1.3)*

Family Literacy programs provide models for positive interactions in the family and larger community. In doing so, Family Literacy programs provide assistance to whole families in developing skills to participate more fully in their communities.

## What Does "Family" Mean?

In the context of this project, a family is defined as two or more persons committed to caring, learning and growing together.

This broad definition of family addresses the various types of families in the province who participate in Family Literacy programs. Participation in Family Literacy programs may include many generations of the family.

## What Are Family Literacy Programs?

Family Literacy programs respond to needs identified by the community and are delivered through community partnerships. Just as communities are different, so, too, are Family Literacy programs across the province. These programs may include:

1. Fun, interactive literacy activities between parents and their children
2. Providing parents with tools and information to assist them in providing enjoyable learning experiences for their child
3. Providing strong foundational learning experiences for parents to achieve their personal goals
4. Age-appropriate programs for children to prepare them for success in school and to provide motivation for personal success throughout life

**Parents are a child's first and most important teachers.**

## Why Are Family Literacy Programs Important?

The first five years of life are a period of unparalleled growth in a child's development. Support for reading and language development during these crucial years can set the foundation for literacy. Children need partners in this learning process and during the pre-school years the most important teachers in a child's life are parents, siblings, grandparents and other family members who are with the child everyday.

Family Literacy programs give parents the information and tools they need to share their existing knowledge, and to weave books, stories, and reading into their everyday routines. Family Literacy programs provide families with:

- information on libraries and library programs
- assistance in selecting age appropriate books
- modeling good book-sharing behaviour
- support if they need help with their own literacy skills
- book and literacy resources in their community
- literacy support for families of children with special needs

A child is born with all the brain cells needed for life. What they are missing are the right connections from one nerve cell to the next. Literacy activities such as rhymes, songs, and reading help form connections in the parts of the brain that will be critical later in life.

The creation of songs, rhymes, and stories are gifts that do not cost money but will pass on values and culture, and make a difference over the lifetime of the child. A simple concept that does powerful things.

It is never too early to start singing songs, saying rhymes and telling stories, as children need to hear thousands of repetitions to develop language. Babies can hear sounds in the womb and by 7 months they can hear quite well. (CBC Atlantic/Nova Scotia, February 10 2003, Video)

Not all families know how and when to read, sing, tell stories or say rhymes to children. Many families believe that literacy and learning begin when the child attends school. Family Literacy programs help to change perceptions of when to start to engage in these activities with a child. In addition, many adults in Family Literacy programs find personal development and make connections to other adult learning opportunities.

### **What Are The Goals Of Family Literacy?**

The most important thing in the first years of life is the growth of the mind and spirit. This is when a child learns to love and trust, to speak and listen. Trusting, singing, laughing, and language are the most important things in a young child's life.

Rosemary Wells,  
"Read to Your  
Bunny", Scholastic  
1997

- To promote parents as their child's first teacher
- To assist families in supporting their children's literacy development from birth and throughout the school years
- To provide families with ongoing access to developmentally appropriate materials
- To provide children the opportunity to develop school readiness
- To provide an opportunity for parents to achieve their own educational goals and participate in assisting their children
- To enhance the quality of life for families with reading, learning and shared time together
- To promote and support lifelong learning

## How Should These Guidelines Be Used?

These guidelines have been developed as a foundation on which to build Family Literacy programs in Nova Scotia. Because Family Literacy programs are developed based on the need in each community, there is no uniform program that is delivered across the province. What the programs do have in common is the same inclusive philosophy, values and commitment to their participants. Family Literacy practitioners can use this guide as a reference point for the development of their respective programs. As each program grows, so will its capacity to accomplish more of the “best practices” goals.

The guidelines have been developed:

1. To be used in the development and enhancement of Family Literacy programs
2. To create an understanding of “best practices” in the field of Family Literacy
3. To assist practitioners in evaluating and targeting areas for further development
4. To be used as a tool to assist organizations and partners in acquiring and allocating appropriate resources

What we want is to see the child in pursuit of knowledge, not knowledge in pursuit of the child.

George  
Bernard  
Shaw

## **Guiding Principles For Family Literacy**

These Guiding Principles highlight the characteristics of quality Family Literacy programs in Nova Scotia. The adoption of these principles represents a commitment to high quality programs.

One generation plants  
the trees; another gets  
the shade.

Chinese Proverb

### **Family Centred**

Quality Family Literacy programs are built on the needs of the families.

### **Focused On Strengths**

Quality Family Literacy programs are based on the philosophy of building on strengths. With support, families actively participate in the development of programming and the direction they want their learning to take. Families build on existing knowledge and develop community strengths and networks.

### **Access**

Quality Family Literacy programs treat all participants with openness and fairness. Programs are inclusive and welcome all types of families and ways of learning.

### **Sensitive To Linguistic, Cultural And Gender Issues**

Quality Family Literacy programs are influenced by different languages and cultural traditions. Both men and women are welcome to participate in programs.

### **Evidence Based**

Quality Family Literacy programs are developed by using evidence based learning practices that support the goals of the participants.

### **Community Links**

Quality Family Literacy programs promote links between families and other support agencies in their community.

## **Collaborative Process**

Quality Family Literacy programs acknowledge the importance of collaboration among families, service providers and community agencies.

## **Partnerships**

Quality Family Literacy programs form partnerships with other organizations or agencies that have a common interest in supporting literacy needs of families. This facilitates the sharing of information, resources, experience and knowledge.

# Best Practices Guidelines





# Instructions

This guide can be used to set up a Family Literacy Program as well as evaluate your progress as the program develops.

There are ten (10) Family Literacy Best Practices Statements in this guide.

- Read through each statement and the indicators under each.
- Check the box beside each indicator that applies to your program.
- If you would like to improve on this indicator or require assistance to reach this indicator there is space to make note of action needed to reach this goal.

The table is set up as seen below.

<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>If no, identify need for further assistance to achieve this indicator and any action to be taken.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>

## Suggestions for Use

Below are some suggestions that will help you get the best use out of the document.

1. Go through one page per staff meeting to review status of program.
2. Share the document with other organizations you have contact with to show what direction your programs are taking.
3. Go through guidelines on a regular basis to see what impact they have on Family Literacy practices that are used in your programs. Share this information with your partners.
4. Develop a community working group to review Family Literacy practices in your area.

# Funding

Quality Family Literacy programs develop partnerships to deliver sustainable programs.

Indicator	Yes	No	N/A	If no, identify need for further assistance to achieve this indicator and any action to be taken.
A written partnership agreement exists that outlines the roles of each partner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
There is collaboration with other community organizations to make the best use of resources in the area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
A detailed budget is followed and kept up-to-date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
A list of funding sources is generated on a local, provincial and national basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
All funding request applications are accurately completed and submitted in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
A long term funding strategy is developed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
There is networking with organizations that serve similar clients and have similar goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>

## Administrative Accountability

Quality Family Literacy programs ensure that the appropriate records, reports and other documentation are kept up-to-date and accurate.

Indicator	Yes	No	N/A	If no, identify need for further assistance to achieve this indicator and any action to be taken.
Accurate and up-to-date financial records are kept.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Staff qualifications are clearly outlined and are appropriate for the program being delivered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Personnel policies are in place for staff and volunteers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Accurate and up-to-date progress reports are kept.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Regular reports are provided to funding sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Job descriptions of board members, staff and volunteers are available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Confidentiality is ensured regarding client records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____

**Administrative Accountability con't...**

<b>Indicator</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>If no, identify need for further assistance to achieve this indicator and any action to be taken.</b>
Professional development opportunities are provided for staff and volunteers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
Performance appraisals are provided for staff and volunteers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>

## Program Content

Quality Family Literacy programs are based on the literacy needs of the families and are relevant to their goals and ways of learning. Programs are developed based on the strengths of the families involved and can be easily adapted to reflect identified needs. Families are actively involved in the development of the programs.

Indicator	Yes	No	N/A	If no, identify need for further assistance to achieve this indicator and any action to be taken.
Programs are developed building on the existing strengths of the families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Information is presented in different ways to address the various learning styles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Progress checks are built-in and the program can be adapted to better meet the learning goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
The parent is acknowledged as the child's first teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
The parents and children are the focus of all designed activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Daily family activities that require literacy skills are identified and activities are developed to build on those skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____

**Program content con't**

<b>Indicator</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>If no, identify need for further assistance to achieve this indicator and any action to be taken.</b>
Opportunities are available for families to develop their own networks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
Program content reflects the cultural interests of the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
Content relevance is maintained and achieved through constant feedback from the families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>

## Safety and Liability Issues

Quality Family Literacy programs provide a safe environment for families to learn.

Indicator	Yes	No	N/A	If no, identify need for further assistance to achieve this indicator and any action to be taken.
The organization addresses and adheres to the insurance requirements for the programs they deliver.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
The organization and staff members are aware of the Childcare Act and adhere to the standards therein.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Appropriate fire exits are maintained and room capacity fire limits are not breached.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
An atmosphere of trust is developed ensuring the comfort of all families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
A confidentiality policy regarding the personal lives of families is in place and participants and staff are aware of this policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Appropriate provincial Occupational Health and Safety regulations are implemented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____



## Program Assessment and Evaluation

Quality Family Literacy programs actively assess and evaluate their programs to ensure all outcomes are achieved. Staff, volunteers, families and community groups are consulted to ensure an inclusive evaluation.

Indicator	Yes	No	N/A	If no, identify need for further assistance to achieve this indicator and any action to be taken.
An initial interview/assessment process with the families is in place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Skills, knowledge and learning goals of the families are identified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Any special learning needs among families are identified and if necessary, referrals to other support services are made.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Values and beliefs of the families participating are reflected in assessment procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Ongoing program assessment is carried out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Families are involved in the assessment process and in setting their own goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____

**Program Assessment and Evaluation con't...**

Indicator	Yes	No	N/A	If no, identify need for further assistance to achieve this indicator and any action to be taken.
New goals are identified for the family once old ones are attained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Both traditional and non-traditional assessment methods are utilized to document program outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Progress of the family or positive changes are documented in areas such as:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
<ul style="list-style-type: none"> <li>• Self esteem</li> <li>• Increased involvement in community activities</li> <li>• Improvement in the relationship between home and school</li> <li>• Development of new literacy activities at home</li> <li>• Improvement in parenting and problem-solving skills</li> <li>• Advances towards additional education</li> </ul>				
Exit interviews are conducted with families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Partnership agreements are reviewed on a regular basis to determine their effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____

## Personnel

Quality Family Literacy programs hire qualified, well-trained staff. Professional development of staff is an ongoing priority.

Indicator	Yes	No	N/A	If no, identify need for further assistance to achieve this indicator and any action to be taken.
Staff has experience and/or facilitation training in Family Literacy and understands the principles of Family Literacy programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
Staff has experience and/or training in early childhood education, parent education and life skills programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
Staff is encouraged and supported by the organization to stay up-to-date on current literature and research in Family Literacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
Staff regularly attends professional development workshops.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
Staff is required to provide documentation that they regularly evaluate programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
Staff adheres to the policies and procedures of the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>

**Personnel con't...**

<b>Indicator</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>If no, identify need for further assistance to achieve this indicator and any action to be taken.</b>
Staff is encouraged to recruit potential staff and volunteers from past participants and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Staff undergoes a police and child abuse registry check.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____

## Program Materials

Quality Family Literacy programs will use gender/age appropriate and culturally sensitive materials. This ensures that families have access to material that is relevant to them.

Indicator	Yes	No	N/A	If no, identify need for further assistance to achieve this indicator and any action to be taken.
High quality materials:				_____
<ul style="list-style-type: none"> <li>• Are available in a wide variety of mediums (i.e. print, audio, video, etc.) to accommodate various learning styles.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<ul style="list-style-type: none"> <li>• Are relevant to areas of interest to the families.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<ul style="list-style-type: none"> <li>• Are available to accommodate various reading levels.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Materials developed by the program are written in plain language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Materials are reviewed on a regular basis to ensure all cultural and sensitivity issues are addressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Materials are gender appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

**Program Materials con't...**

<b>Indicator</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>If no, identify need for further assistance to achieve this indicator and any action to be taken.</b>
Materials are in good physical condition and aesthetically pleasing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>

## Program Access

Quality Family Literacy programs are accessible to all families. They are located in recognizable and safe places and have appropriate facilities for family use. Transportation, childcare and refreshments are provided.

Indicator	Yes	No	N/A	If no, identify need for further assistance to achieve this indicator and any action to be taken.
The building is accessible to people with physical disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
There are suitable, easily identified washroom facilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
There is a safe area for children to play and learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
The program is located in an area where families feel safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
Transportation is available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
There is a safe parking area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
Childcare is provided free of charge to the families and includes appropriate developmental activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>

**Program Access con't...**

<b>Indicator</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>If no, identify need for further assistance to achieve this indicator and any action to be taken.</b>
Nutritious snacks are provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>



## Promotion and Public Awareness

Quality Family Literacy programs are highly visible in the community. Awareness campaigns are done regularly to recruit participants, obtain support and raise awareness about literacy issues in the community.

Indicator	Yes	No	N/A	If no, identify need for further assistance to achieve this indicator and any action to be taken.
Information regarding programs is publicized on a regular basis using posters, brochures, newsletters and updates to local referral organizations and individuals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Programs are promoted by word of mouth and personal contact to reach potential participants who do not have a high level of literacy and may have trust and/or safety issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Previous experience of the organization, volunteers and families are used in recruitment strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Relationships with referral agencies and local media outlets are fostered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
Programs are promoted using community radio and television stations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____

# Volunteer Recruitment

Quality Family Literacy programs may recruit and train volunteers to support the literacy needs of the families they serve.

Indicator	Yes	No	N/A	If no, identify need for further assistance to achieve this indicator and any action to be taken.
Former participants are encouraged to become volunteers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
There is an interview screening process to ensure volunteers are compatible with the work they will be doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
In regards to the safety of the children, volunteers only work with groups of children and are never left alone with an individual child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
Volunteers undergo a police and child abuse registry check.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
Volunteers receive an orientation to the organization and the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
Volunteers are trained to do the work they are expected to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
Volunteers receive follow-up training and information as programs change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>

**Volunteer Recruitment con't...**

Indicator	Yes	No	N/A	If no, identify need for further assistance to achieve this indicator and any action to be taken.
Job descriptions are developed for volunteers based on the mandate and mission statement of the organization and not the skills and interest of the individual volunteer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
Volunteers are provided with the necessary supplies and materials to perform their job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
Volunteers receive regular and constructive feedback regarding their activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
Volunteers are encouraged to give feedback about their work and the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
The number of hours that volunteers contribute is accurately recorded.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
Volunteers are recognized for their contribution to the program and/or organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>
There is a dismissal policy in place to address breaches of policy and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/> <hr/>

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# Appendix



## Resource Links

### **Canadian Human Rights Commission**

<http://www.chrc-ccdp.ca/ee/English/Javafile/index.htm?l=e>

This link takes you to such publications and policies as:

[Canadian Human Rights Act](#)

[Barrier Free Employers Practical Guide for Job Accommodation for People with Disabilities](#)

[A Guide to Screening and Selection in Employment](#)

### **Centre for Family Literacy**

<http://www.famlit.ca/>

The Centre for Family Literacy in Edmonton, Alberta is a provincial centre for Family Literacy that helps meet the increased demand for information, training, resources, liaison, programs and program accountability.

### **Clear Communication**

<http://www.clear.nald.ca>

This link takes you to the National Adult Literacy Database directory of plain/clear language communication service providers.

### **Department of Community Services**

<http://www.gov.ns.ca/coms/files/FCS.asp>

This site provides links to the Nova Scotia Day Care Act and Regulations and Childcare Standards.

### **Department of Justice, Employment Equity Act**

<http://laws.justice.gc.ca/en/E-5.401/>

This link outlines the Employment Equity Act including employer's obligations.

### **Human Resources in the Voluntary Sector**

[http://www.hrvs-rhsbc.ca/index\\_e.cfm](http://www.hrvs-rhsbc.ca/index_e.cfm)

This link provides information for developing human resource policies in the voluntary sector.

### **Literacy Nova Scotia**

<http://www.nald.ca/literacyns>

Literacy Nova Scotia is the provincial coalition of organizations and individuals interested in and supportive of adult literacy in the province.

### **National Adult Literacy Database**

<http://www.nald.ca>

The National Adult Literacy Database Inc. (NALD) is a federally incorporated, non-profit service organization that fills the crucial need for a single-source, comprehensive, up-to-date and easily accessible database of adult literacy programs, resources, services and activities across Canada. There is also a Family Literacy section with related resources.

### **Nova Scotia Human Rights Commission**

<http://www.gov.ns.ca/humanrights/rights/default.htm>

This link provides information on specific protections described in the Nova Scotia Human Rights Act.

### **Occupational Health and Safety Division, Nova Scotia Department of Environment and Labour**

<http://www.gov.ns.ca/enla/ohs/publicat.htm>

This link provides a listing of regulations, reference guides and codes of practice regarding Occupational Health and Safety in Nova Scotia.

### **The Plain Language Association International**

<http://www.plainlanguagenetwork.org>

This site offers information on writing in plain language. There are tutorials, web links, e-mail discussion groups, and other resources to provide assistance.

**The Plain Language Center**

<http://www.gopdg.com/plainlanguage/>

This site gives you an introduction to Plain Language Writing and is located in British Columbia.

**Plain Language Online Training**

<http://www.plainlanguagenetwork.org/plaintrain/>

This is an on-line training program that provides helpful tips and techniques for improving your communication skills with the use of plain language.

**Volunteer Canada**

<http://www.volunteer.ca/index-eng.php>

This is a Canadian site regarding all aspects of working with volunteers and becoming a volunteer.

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Advisory Group Representative	Contact Information
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<p>Robert Matergio  CAYAC Coordinator  Department of Health  Child and Youth Action Committee</p>	<p>Joseph Howe Building  1690 Hollis Street  P.O. Box 488  Halifax, Nova Scotia B3J 2R8  Phone: 902.424.4598  Fax: 902.424.0647  E-mail: <a href="mailto:matergrd@gov.ns.ca">matergrd@gov.ns.ca</a></p>
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<p>Sandra Muir  Language Programs Coordinator  Institute for Human Services  Education</p>	<p>60 Lorne Street, Suite 1  Truro, Nova Scotia B2N 3K3  Phone: 902.893.3342  Fax: 902.895.4487  Email: <a href="mailto:muirs@inst-hse.ca">muirs@inst-hse.ca</a></p>
<p>Nancy Thurston  Child Development Coordinator  Maggie's Place (Truro) and Health  Canada</p>	<p>129 Arthur Street  Truro, Nova Scotia B2N 1Y2  Phone: 902.895.0200  Fax: 902.897.0127  E-mail: <a href="mailto:maggiestruro@auracom.com">maggiestruro@auracom.com</a></p>

# Nova Scotia Public Libraries

(<http://www.library.ns.ca/regionals/>)

## **Annapolis Valley Regional Library**

P.O. Box 640, 26 Bay Road  
Bridgetown, NS B0S 1C0  
Phone: 902.665.2995  
Fax: 902.665.4899  
Email: [avradmin@nsar.library.ns.ca](mailto:avradmin@nsar.library.ns.ca)  
URL: [www.valleylibrary.ca](http://www.valleylibrary.ca)  
Regional Librarian: David Witherly

## **Cape Breton Regional Library**

50 Falmouth Street  
Sydney, NS B1P 6X9  
Phone: 902.562.3279  
Fax: 902.564.0765  
Email: [inssc@nssc.library.ns.ca](mailto:inssc@nssc.library.ns.ca)  
URL: [www.cbri.ca](http://www.cbri.ca)  
Regional Librarian: Ian MacIntosh

## **Colchester-East Hants Regional Library**

754 Prince Street  
Truro, NS B2N 1G9  
Phone: 902.895.4183  
Fax: 902.895.7149  
Email: [anstc@nstc.library.ns.ca](mailto:anstc@nstc.library.ns.ca)  
URL: <http://cehlibrary.ednet.ns.ca>  
Regional Library Director: Janet Pelley

## **Cumberland Regional Library**

P.O. Box 220  
Amherst, NS B4H 3Z2  
Phone: 902.667.2135  
Fax: 902.667.1360  
Email: [fnewman@nsamc.library.ns.ca](mailto:fnewman@nsamc.library.ns.ca)  
URL: <http://crl.library.ns.ca>  
Chief Librarian: Frances Newman

## **Eastern Counties Regional Library**

P.O. Bag 2500, 390 Murray Street  
Mulgrave, NS B0E 2G0  
Phone: 902.747.2597  
Fax: 902.747.2500  
Email: [dcumby@nsme.library.ns.ca](mailto:dcumby@nsme.library.ns.ca)  
URL: <http://ecrl.library.ns.ca>  
Acting Chief Executive Officer: David Cumby

## **Halifax Regional Library**

60 Alderney Drive  
Dartmouth, NS B2Y 4P8  
Phone: 902.490.5744  
Fax: 902.490.5762  
Email: [comments@nsh.library.ns.ca](mailto:comments@nsh.library.ns.ca)  
URL: [www.halifax.library.ns.ca](http://www.halifax.library.ns.ca)  
Chief Executive Officer: Judith Hare

## **Pictou Antigonish Regional Library**

P.O. Box 276  
New Glasgow, NS B2H 5E3  
Phone: 902.755.6031  
Fax: 902.755.6775  
Email: [estackho@nsngp.library.ns.ca](mailto:estackho@nsngp.library.ns.ca)  
URL: [www.parl.ns.ca](http://www.parl.ns.ca)  
Chief Librarian: Eric Stackhouse

## **South Shore Regional Library**

P.O. Box 34  
Bridgewater, NS B4V 2W6  
Phone: 902.543.2548  
Fax: 902.543.8191  
Email: [ansbs@nsbs.library.ns.ca](mailto:ansbs@nsbs.library.ns.ca)  
URL: <http://ssrl.library.ns.ca>  
Chief Librarian: Janet Clark



**Western Counties Regional Library**

405 Main Street  
Yarmouth, NS B5A 1G3  
Phone: 902.742.2486  
Fax: 902.742.6920  
Email: [ansy@nsy.library.ns.ca](mailto:ansy@nsy.library.ns.ca)  
URL: <http://westerncounties.ca>  
Regional Library Director:  
Trudy Amirault

**Nova Scotia Provincial Library**

3770 Kempt Road  
Halifax, NS B3K 4X8  
Phone: 902.424.2457  
Fax: 902.424.0633  
Email: [admin@nshpl.library.ns.ca](mailto:admin@nshpl.library.ns.ca)  
URL: [www.library.ns.ca](http://www.library.ns.ca)  
Provincial Librarian: Elizabeth Armstrong

## Adult Education Coordinators

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### **Northern Region**

Skills and Learning Branch  
NS Department of Education  
60 Lorne Street, Suite 3  
Truro, NS B2N 3K3  
Phone: 902.424.5165  
Fax: 902.424.1171  
Email: [bruceva@gov.ns.ca](mailto:bruceva@gov.ns.ca)

Martha Shinyei

### **Southwestern Region**

Skills and Learning Branch  
NS Department of Education  
c/o Lunenburg Campus, NSCC  
75 High Street  
Bridgewater, NS B4V 1N8  
Phone: 902.543.2376  
Fax: 902.543.0648  
Email: [shinyemj@gov.ns.ca](mailto:shinyemj@gov.ns.ca)

Lynne Wells-Orchard

### **Metro Region**

Skills and Learning Branch  
NS Department of Education  
4<sup>th</sup> Floor, 2021 Brunswick  
Street  
P.O. Box 578  
Halifax, NS B3J 2S9  
Phone: 902.424.8421  
Fax: 902.424.1171  
Email: [wellsml@gov.ns.ca](mailto:wellsml@gov.ns.ca)

Barb Moreton

### **Strait Region**

Skills and Learning Branch  
NS Department of Education  
c/o Strait Area Campus, NSCC  
P.O. Box 1225  
226 Reeves Street  
Port Hawkesbury, NS B9A  
2A2  
Phone: 902.625.4031  
Fax: 902.625.4264  
Email: [moretoba@gov.ns.ca](mailto:moretoba@gov.ns.ca)

Nora MacDonald-Plourde

### **Mi'kmaq Community**

Skills and Learning Branch  
NS Department of Education  
60 Lorne Street, Suite 3  
Truro, NS B2N 3K3  
Phone: 902.893.5989  
Fax: 902.893.6104  
Email: [plourdnj@gov.ns.ca](mailto:plourdnj@gov.ns.ca)

Joëlle Désy

### **Acadian Community**

Skills and Learning Branch  
NS Department of Education  
4<sup>th</sup> Floor, 2021 Brunswick  
Street  
P.O. Box 578  
Halifax, NS B3J 2S9  
Phone: 902.424.5547  
Fax: 902.424.1171  
Email: [desyjo@gov.ns.ca](mailto:desyjo@gov.ns.ca)

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Ann MacDonald  
**Cape Breton Region**  
Skills and Learning Branch  
NS Department of Education  
NS Provincial Building  
360 Prince Street, Suite 39  
3<sup>rd</sup> Floor  
Sydney, NS B1P 5L1  
Phone: 902.563.2270  
Fax: 902.563.3719  
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Isabel Madeira-Voss  
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P.O. Box 487  
236 Belcher Street  
Kentville, NS B4N 3X3  
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**African Canadian  
Community**  
Skills and Learning Branch  
NS Department of Education  
4<sup>th</sup> Floor, 2021 Brunswick  
Street  
P.O. Box 578  
Halifax, NS B3J 2S9  
Phone: 902.424.5165  
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# Notes

