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Self-Assessment Tool for Programs

User Guide: A Quick Look at This Tool



People have a tendency to skip the introduction in a document. For the purposes of this document it is important to read the introduction and instructions.

Here is a quick look at how to use this self-assessment tool for programs:

- Step 1:** Read the introduction.
- Step 2:** Read over the instructions in the User Guide section.
- Step 3:** Quickly scan the whole questionnaire to get an overall impression of it.
- Step 4:** Get together with your colleagues and coordinator, if you have one.
- Step 5:** Focus on one best practice at a time.
- Step 6:** Read through the best practice statement. Then look at the key elements and supporting indicators.
- Step 7:** Put a checkmark beside the indicators that describe your program at present.
- Step 8:** If you choose “Other”, please specify.



Overview of the Tool

This is a support document to help people plan and develop their programs, and at the same time, assess and improve their own practice. We have tried to design this self-assessment tool to fit a range of situations and a range of roles. We believe that much of the information in this document can apply to *all* ALBE programs, whether community-based or campus-based, whether at a fundamental or more advanced level. It applies broadly to programs, rather than to individual courses. We recognize, however, that not everything will apply to everyone, and that campus programs or advanced level programs may have less opportunity for flexibility.

Nor is it only for instructors or adult educators to use. It looks at best practices from a variety of perspectives so everyone with a part in ALBE programs—instructors, chairs, program planners, funders, etc.—can find something in the document that applies to them.

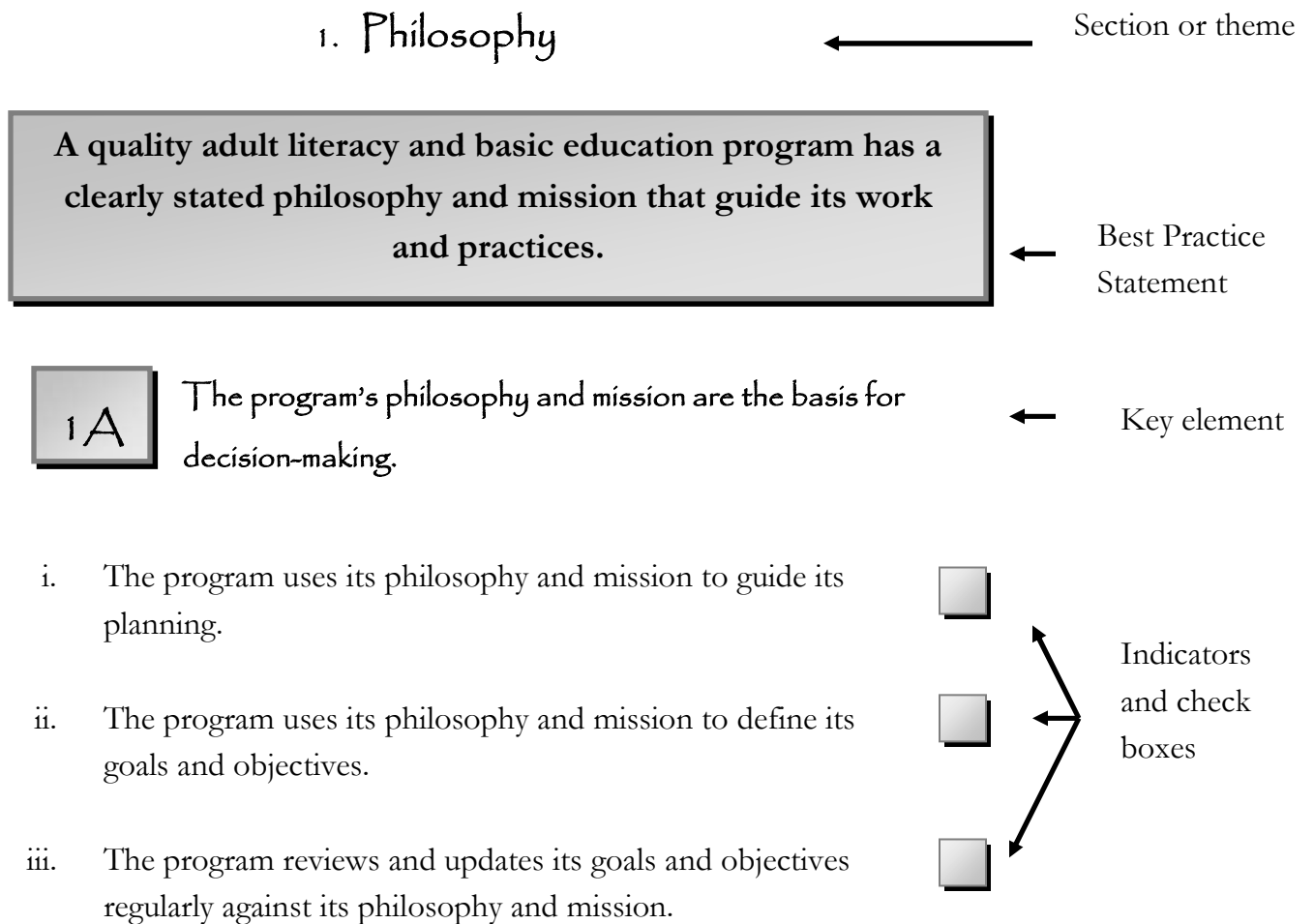
We recognize that the ways in which people use the tool will vary from person to person, and from program to program. However, we highly recommend that, wherever possible, all those involved with the program complete the self-assessment tool together in a participatory way. This might include one or more adult educators, one or more interested learners, a regional coordinator, a Board member (where appropriate) and one or more community members.

Altogether, there are 17 sections or themes. In each section, you will find a best practice statement, several key elements and some indicators that you can check off. Each best practice statement is numbered and covers a different aspect of ALBE and literacy programming, such as Instruction or Program Administration. Each statement is followed by several key elements—major organizers that support the best practice statements. The key element has the same number as the best practice statement and a letter, e.g. 9A or 16C. The indicators consist of activities that support the



key element, and ultimately the best practice. Each indicator has a Roman numeral and is followed by a check-off box. At the end of the section is a space for Reflections.

Here is how each section looks:



You will notice that we sometimes include a list that begins with “such as”. This list is not meant to be inclusive, but rather gives examples of practices that will produce the best practice. At the end of each list, we have added “Other _____”. Here, feel free to add your own examples that are not on the list.





You may note some overlap among the indicators under different best practices. For example, in the one on Community and the one on Organizational Linkages and Partnerships, some of the indicators are quite similar. We reduced as much of the overlap as possible, but decided it was essential in some sections. We think you will find that the focus changes a little according to the different best practices.

Completing the Checklist

1. Quickly scan the whole questionnaire to get an overall impression of it.
2. Now focus on one best practice at a time.
3. Read through the best practice statement. Then look at the key elements and supporting indicators.
4. Put a checkmark beside the indicators that describe your program at present.
5. If you choose “Other”, please specify.

Completing the Reflections Section

Once you have completed the checklist, you will come to a Reflections section for that particular best practice. This section will help you plan areas where you would like to improve.

Answer each of the three questions as fully as you can. Be realistic about what you might achieve for the following year.



Self-Assessment Program Profile

Name of program: _____

Date: _____

Participants' names: _____

Contact: _____

Contact phone number: _____



Glossary

The definitions in this glossary can be debated at length. We have tried to keep them general to reflect the best practices in the document. We also believe that debate about the terms is healthy and useful!

Accountability	An obligation or willingness to accept responsibility or to account for one's actions; often used when talking about public funding.
Authentic assessment	Aims to evaluate learners' skills and knowledge in "real-world" contexts. They are asked to apply their skills to "real" tasks and projects, such as writing reports, doing research, etc.
Community	An interacting group of people living in a common location; may also refer to people in a particular place with common interests.
Community-based	Located in the community; specially developed according to the identified needs of the community.
Community development	A long-term process that builds on existing strengths in a community and involves local people in designing and making change, and learning from it.
Confidentiality	Privacy; keeping information private that, if disclosed without the learner's authorization, could be prejudicial to the learner's best interests.
Culture	The way of life and worldview, especially the customs and beliefs, of a particular group of people at a particular time.
Empowering	Making people feel more confident and more in control of their lives.



Glossary (Cont.)

Holistic	Broad-based learning and instruction that is interconnected; not restricted to academic learning.
Modular learning	Learning that is made up of separate, but complete, components that can be rearranged, replaced or interchanged easily.
Outreach	The provision of services to individuals or groups who might otherwise be neglected.
Participatory assessment	A collaborative relationship among learners and staff in determining the goals, texts and contexts of assessment, as well as in judging its outcomes.
Practice-based	Grounded in what actually happens, for example in classrooms, rather than on theory.
Prior learning assessment and recognition (PLAR)	The assessment and recognition of people's previous learning, both credit and non-credit, formal or informal.
Program	A plan of activities for achieving something; in this case, the development of activities (often in a carefully planned sequence) that will improve literacy knowledge and skills; the overall program that learners are attending e.g. Academic studies, ALBE.
Self-directed learning	Any study form in which individuals have primary responsibility for planning, implementing, and even evaluating their learning effort.
Special needs	Physical, social, emotional, or mental needs that may require a learner to have additional supports to access equal educational opportunities.
Supports	Resources (equipment, training, specialized instruction, support services such as student housing, daycare etc.) to help meet learner's needs.



Best Practices in Action





1. Philosophy

A quality adult literacy and basic education program has a clearly stated philosophy and mission that guide its work and practices.

1A

The program's philosophy and mission are the basis for decision-making.

- i. The program uses its philosophy and mission to guide its planning.
- ii. The program uses its philosophy and mission to define its goals and objectives.
- iii. The program reviews and updates its goals and objectives regularly against its philosophy and mission.

1B

The program's philosophy is shared with people involved in the program at all levels through its mission, goals and objectives, and practices.

- i. The program encourages people involved in the program at all levels to participate in developing its philosophy and mission.
- ii. The program's philosophy and mission are communicated to people involved in the program at all levels.



1. Philosophy

A quality adult literacy and basic education program has a clearly stated philosophy and mission that guide its work and practices.

- The program's mission statement, goals and objectives are clearly written.
- The program displays its mission statement prominently and includes it in communications about the program, where appropriate.
- The program's practices reflect its philosophy and mission.



Reflections

1. What other activities in your program reflect this best practice?
(If possible, provide specific examples.)

2. What could your program do to improve how it supports this best practice?

3. What assistance will you need to achieve this?



2. Program Planning

A quality adult literacy and basic education program engages regularly in a program planning process.

2A

A planning process is in place to support implementation of the program's philosophy and mission.

- i. Planning sessions are held regularly and are based on a schedule, such as yearly.

- ii. The program has a planning process that includes items such as:
 - Needs and priorities
 - Goals and objectives
 - Outcomes
 - Strategies to support the goals and objectives
 - Facilities and infrastructure
 - Budgeting
 - An implementation plan



2. Program Planning
A quality adult literacy and basic education program engages regularly in a program planning process.

- A promotional strategy
 - A process to monitor implementation
 - An evaluation process
 - Other _____
- iii. The planning process is cyclical—the plan is developed, then reviewed and revised, or re-done, as necessary to ensure its effectiveness.

2B People involved in the program at all levels are included in the planning process in an effort to meet their needs.

- i. People involved in the program at all levels are consulted and have opportunities for input into the plan.
- ii. A variety of means, such as focus groups, surveys, questionnaires or individual meetings, is used to gather the input.



2. Program Planning
A quality adult literacy and basic education program engages regularly in a program planning process.

- iii. The needs and priorities of the following groups are determined and included in the plan as appropriate:
 - The learners
 - The community
 - The program staff
 - Employers, business and industry
 - Partner organizations and agencies
 - Others _____

- iv. The plan is reviewed with people involved in the program at all levels to ensure it is on track, and if not, what changes should be made.



Reflections

1. What other activities in your program reflect this best practice?
(If possible, provide specific examples.)

2. What could your program do to improve how it supports this best practice?

3. What assistance will you need to achieve this?



3. Program Evaluation

A quality adult literacy and basic education program continually evaluates how well the program is meeting its goals and objectives and uses that information to direct future planning.

3A

Evaluations are an ongoing, integral part of the program.

- i. Evaluation is included in the program planning process and is part of the program design.

- ii. Both formative evaluations (throughout the program) and summative evaluations (at the end of the program) are conducted.

3B

People involved in the program at all levels are included in program evaluations, and the findings communicated to them.

- i. The program gathers feedback from a variety of groups including:
 - The learners

 - The community

 - The program staff

 - Employers, business and industry



3. Program Evaluation

A quality adult literacy and basic education program continually evaluates how well the program is meeting its goals and objectives and uses that information to direct future planning.

- Partner organizations and agencies
- Other _____ .
- ii. Evaluation reports are prepared and made available.

3C

Evaluations are comprehensive and use a variety of evaluation tools.

- i. Processes are in place to ensure evaluations cover all aspects of the program, such as:
 - Program delivery
 - Instruction
 - Learning
 - Learning materials and resources
 - Community support



3. Program Evaluation

A quality adult literacy and basic education program continually evaluates how well the program is meeting its goals and objectives and uses that information to direct future planning.

- Partnerships, where appropriate
- Other _____
- ii. The program collects a range of information that includes both:
 - Qualitative data, through tools such as narrative reports, and
 - Quantitative data, such as program statistics.
- iii. A variety of evaluation tools is used to gather a broad range of information, such as:
 - Statistical reviews
 - Interviews
 - Questionnaires/Surveys
 - Focus groups



3. Program Evaluation

A quality adult literacy and basic education program continually evaluates how well the program is meeting its goals and objectives and uses that information to direct future planning.

- Classroom assessment techniques, such as SGIF (Small Group Instructional Feedback) or minute papers
- Anecdotal reports
- Narrative reports
- Other _____

3D The information from evaluations is used to inform and improve the program.

- i. The information from evaluations is used to help identify future program needs.
- ii. The information from evaluations is used to help set future goals and objectives.
- iii. The information from evaluations is used as a basis for ongoing program changes or to develop new initiatives.



Reflections

1. What other activities in your program reflect this best practice?
(If possible, provide specific examples.)

2. What could your program do to improve how it supports this best practice?

3. What assistance will you need to achieve this?



4. Program Accessibility

A quality adult literacy and basic education program respects differences and is accessible to the broadest range of potential learners in the community.

4A

Program delivery is flexible.

i. The program offers options that increase flexibility, such as:

- Learners may enter and exit the program at different times, where appropriate.
- A variety of delivery approaches, such as part-time, distance education or evening classes, is available.
- Instruction is offered at times (seasons, days, hours) convenient for learners and potential learners.
- The location of the program is flexible, where appropriate, to meet learner needs.
- Other _____ .



4. Program Accessibility

A quality adult literacy and basic education program respects differences and is accessible to the broadest range of potential learners in the community.

4B

Opportunities are provided for all learners to participate equitably in the program.

- i. The program's recruitment practices are inclusive of different cultures, race, gender, and special needs.
- ii. A variety of promotional materials is used to reach all potential learners.
- iii. Enrollment in the program is voluntary.
- iv. Guidelines/policies are in place and implemented regarding learners with special needs.
- v. Program staff have access to training and information on special needs.
- vi. A process is in place to allow learners to appeal decisions related to access.
- vii. Processes are in place to identify learners' needs, goals or barriers to learning, and to respond appropriately to them (through referrals, support services, specialized equipment, specialized instruction, etc.).



4. Program Accessibility

A quality adult literacy and basic education program respects differences and is accessible to the broadest range of potential learners in the community.

4C

Program facilities are accessible.

- i. Program facilities are safe and well-lit.
- ii. People with physical disabilities can access the program facilities.



Reflections

1. What other activities in your program reflect this best practice?
(If possible, provide specific examples.)

2. What could your program do to improve how it supports this best practice?

3. What assistance will you need to achieve this?



5. Instruction

A quality adult literacy and basic education program offers instruction that enables adult learners to progress towards their goals.

5A

The program fosters self-direction and ownership in learners.

- i. Learners are involved in decision-making related to their learning.
- ii. Learners generate guidelines, such as group agreements, for their classroom.
- iii. Learners are partners in managing the learning environment.
- iv. Learners are active participants in the learning process and assume responsibility for their own learning.
- v. Learners are involved in developing an individualized learning plan for themselves that reflects their particular needs, goals and learning styles.
- vi. Program content and delivery support and promote the development of transferable skills and lifelong learning.



5. Instruction

A quality adult literacy and basic education program offers instruction that enables adult learners to progress towards their goals.

5B

The program respects diverse talents and ways of learning.

- i. The program assesses learners' strengths, needs, interests and learning styles.
- ii. The program builds on learners' existing strengths, needs, interests and learning styles.
- iii. The program actively draws on learners' knowledge and experiences, such as land skills, sewing or storytelling, and encourages learners to share these with others.
- iv. The program uses a variety of instructional strategies to accommodate individual needs, learning styles, etc., such as:
 - Individual, group, one-on-one work
 - Peer tutoring
 - Labs, simulations and field trips
 - Computer-assisted learning
 - Multi-level instruction



5. Instruction
A quality adult literacy and basic education program offers instruction that enables adult learners to progress towards their goals.

- Multi-media resources
 - A holistic approach that integrates subjects, including literacy, across the program
 - Other _____ .
- v. A variety of delivery models is available to accommodate individual needs:
- Full-time
 - Part-time
 - Modular learning
 - Flexible scheduling
 - Other _____ .
- vi. Materials and resources are relevant to the needs, interests, culture and learning styles of learners.



5. Instruction

A quality adult literacy and basic education program offers instruction that enables adult learners to progress towards their goals.

5C

The program creates a climate that encourages and supports learning.

- i. Peer support and dialogue are part of the learning process.
- ii. The program encourages a spirit of collaboration in the learning setting.
- iii. High and realistic expectations are communicated to learners.
- iv. Learners' successes are recognized and celebrated through awards and special events, such as certificates.

5D

The teaching/learning process is dynamic, interactive and cooperative.

- i. The teaching/learning process is two-way.
- ii. Program staff are facilitators of learning and co-learners with their learners.
- iii. Program staff share their experiences, attitudes and values with learners.
- iv. Learning activities promote active learning.



5. Instruction

A quality adult literacy and basic education program offers instruction that enables adult learners to progress towards their goals.

5E

The program conducts ongoing assessment of learning using a variety of appropriate tools.

- i. See Learner Assessment (P. 55).



Reflections

1. What other activities in your program reflect this best practice?
(If possible, provide specific examples.)

2. What could your program do to improve how it supports this best practice?

3. What assistance will you need to achieve this?



6. Learning Materials

A quality adult literacy and basic education program uses a variety of appropriate learning materials.

6A

Learning materials support program goals and objectives.

- i. The program identifies and recommends appropriate learning materials.
- ii. The program has the recommended and supplementary learning materials available, as well as a broad range of additional materials.
- iii. Program staff use the appropriate learning materials.

6B

Learning materials respect and reflect the needs, interests, abilities, and diversity of learners.

- i. Learning materials are relevant to learners' experiences, culture, background and concerns.
- ii. Learners have access to a wide variety of learning materials suitable to their needs, such as:
 - Career-related materials
 - Course-related materials



6. Learning Materials

A quality adult literacy and basic education program uses a variety of appropriate learning materials.

- Artifacts, like specimens, etc.
 - Multi-media resources
 - A library or wide variety of books
 - Locally developed materials
 - Other _____
- iii. Learning materials are suitable for adults.
- iv. Staff are aware of gender, racial and cultural bias in learning materials and choose resources to teach about bias in the context of the resources, and to generate critical thinking.
- v. Staff are aware of sources for free or cheap learning materials, such as museums, on-line websites, etc.



Learning materials are current.

- i. The program has access to up-to-date books, computer and science equipment, maps, etc.



6. Learning Materials

A quality adult literacy and basic education program uses a variety of appropriate learning materials.

- ii. Learning materials reflect current research and are up-to-date.





Reflections

1. What other activities in your program reflect this best practice?
(If possible, provide specific examples.)

2. What could your program do to improve how it supports this best practice?

3. What assistance will you need to achieve this?



7. Learner Assessment

A quality adult literacy and basic education program monitors learner progress on an ongoing basis through a variety of participatory assessment procedures.

7A

Learner assessments direct instruction and enhance learning.

- i. The program makes learner assessments an integral part of teaching and learning.
- ii. Learner assessments are linked to instruction and guide program staff in planning lessons.
- iii. Learners' prior learning is documented as part of the intake assessment process:
 - A process to credit learners' prior learning is in place.
- iv. Learner assessments identify any special learning needs among learners.
- v. Learner goals are reviewed and modified with learners, based on their assessment.
- vi. Learners receive information on why and how they will be assessed.



7. Learner Assessment

A quality adult literacy and basic education program monitors learner progress on an ongoing basis through a variety of participatory assessment procedures.

- vii. The importance of “breakthroughs” and non-academic outcomes, such as changes in self-esteem or self-confidence, is recognized.
- viii. The program reports learning outcomes/results clearly and provides learners with copies of their progress.

7B Appropriate procedures are used to ensure assessment is effective and participatory.

- i. A variety of assessment tools, both formal and informal, are used, including authentic assessment techniques, such as
 - Checklists (writing, reading, etc.)
 - Portfolios
 - Journals
 - Instructor/learner conferences (individual and group)
 - Learning contracts



7. Learner Assessment
A quality adult literacy and basic education program monitors learner progress on an ongoing basis through a variety of participatory assessment procedures.

- Learner progress logs
 - Learner self-assessments
 - Group projects
 - Presentations
 - Peer evaluation
 - Simulations
 - Observations
 - Other _____
- ii. A variety of assessment tools, both formal and informal are used, including authentic and more traditional assessment techniques, such as
- Tests or exams (e.g. final or exit exams)
 - Standardized tests (e.g. CAAT)



7. Learner Assessment

A quality adult literacy and basic education program monitors learner progress on an ongoing basis through a variety of participatory assessment procedures.

- Quizzes
 - Essays
 - Other _____
- iii. Program staff meet with learners to discuss:
- Their interests.
 - Their goals.
 - Their learning styles.
 - Their progress.
 - Their difficulties.
 - Their specific learning needs.
- iv. Learners are involved in designing assessment procedures.



7. Learner Assessment

A quality adult literacy and basic education program monitors learner progress on an ongoing basis through a variety of participatory assessment procedures.

7C

Learner assessments are a positive experience for learners.

- i. Learner assessments validate learners' strengths and help develop self-confidence and self-esteem.
- ii. The program ensures the assessment environment has a positive impact on the learner.
- iii. Program staff are sensitive to learners' issues, like test anxiety or special needs, when assessing learners.
- iv. Sufficient time is available to ensure that the assessment and placement processes are thorough.
- v. Assessments are kept confidential and not released without permission.

7D

Learner assessments are ongoing.

- i. Learners receive immediate and meaningful feedback on a regular basis.



7. Learner Assessment

A quality adult literacy and basic education program monitors learner progress on an ongoing basis through a variety of participatory assessment procedures.

ii. Assessment takes place:

- On intake.

- During the program.

- On exit.

- Other _____.



Reflections

1. What other activities in your program reflect this best practice?
(If possible, provide specific examples.)

2. What could your program do to improve how it supports this best practice?

3. What assistance will you need to achieve this?



8. Respect and Support for Learners

A quality adult literacy and basic education program respects its learners and supports them to achieve their goals.

8A

Structures and supports are in place to facilitate learner success.

- i. The environment is safe, orderly, comfortable and conducive to learning.
- ii. The program provides information about available support services.
- iii. Program activities include learners' families.
- iv. The program recognizes learner strengths and builds on them.
- v. The program provides information on supports that are available for learners with special needs, such as assessment, specialized equipment, transportation.



8. Respect and Support for Learners
A quality adult literacy and basic education program respects its learners and supports them to achieve their goals.

8B

The individual needs of learners are recognized and responded to.

- i. A process is in place to assist learners to access support services, where necessary.

- ii. The program is pro-active in supporting learners in a variety of ways, such as:
 - Program staff identify learners' support needs, such as funding, counselling, childcare and housing, during intake interviews.

 - Program staff follow up with learners who are not participating in or attending the program to determine if they are facing barriers and require additional support services.

8C

The program respects its learners.

- i. The program maintains a good rapport and promotes mutual respect among learners, staff and others involved in the program.



8. Respect and Support for Learners

A quality adult literacy and basic education program respects its learners and supports them to achieve their goals.

- ii. The program creates a supportive learning environment.
- iii. The program uses positive language to refer to learners.
- iv. The program is aware of and sensitive to the multiple roles of adult learners.

8D The program maintains the confidentiality of learners' records and information.

- i. See Program Administration (P. 94).



Reflections

1. What other activities in your program reflect this best practice?
(If possible, provide specific examples.)

2. What could your program do to improve how it supports this best practice?

3. What assistance will you need to achieve this?



9. Transferability of Learning

A quality adult literacy and basic education program has procedures and practices in place to help learners transfer their learning to further education, training, employment or community life.

9A

Program content and delivery support and promote the development of transferable skills and lifelong learning.

- i. The program uses appropriate resources and curriculum guidelines.
- ii. The program clearly identifies, documents and communicates to learners what the intended outcomes of the program are.
 - Clearly stated outcomes are developed for each course and program.
 - Achievement of learners' goals is documented.
 - Learners' knowledge and skills are documented when they exit the program.
 - Learners' satisfaction with the program is documented.
 - Other programs are satisfied with learners' knowledge and skills.



9. Transferability of Learning

A quality adult literacy and basic education program has procedures and practices in place to help learners transfer their learning to further education, training, employment or community life.

- Employers are satisfied with learners' performance.
- Other _____ .
- iii. The program has community and organizational links to help learners move successfully from one program to another, to greater community involvement, to further training or to employment.
- iv. Literacy is integrated into the broader educational and training system.
- v. The program promotes the transferability of knowledge, skills and attitudes that learners acquire in the program.



Reflections

1. What other activities in your program reflect this best practice?
(If possible, provide specific examples.)

2. What could your program do to improve how it supports this best practice?

3. What assistance will you need to achieve this?



10. Culture

A quality adult literacy and basic education program appreciates and respects the diverse cultures of the learners and incorporates them into the program.

10A

The program recognizes the importance of culture to learners' identity and self-esteem.

- i. The program encourages learners to have pride in their culture.
- ii. Learners share their cultural knowledge and skills as part of the program.
- iii. The culture of learners is incorporated into the program, wherever possible.
- iv. Local culture and history are included in the program.

10B

Northern traditional knowledge and language are integral parts of the program.

- i. The expertise of community people, such as elders, hunters, carvers and other artisans, is used in the program.
- ii. Some learning activities take place outside the classroom in the context of the culture of the community.



10. Culture

A quality adult literacy and basic education program appreciates and respects the diverse cultures of the learners and incorporates them into the program.

iii. First language/mother tongue literacy is encouraged:

- Courses/sessions are offered in appropriate NWT official language(s).

iv. The language of the community is visible in the program in ways such as:

- Materials/resources are available in the language.
- Signs are written in the language.
- Speakers/staff from the language group are involved in the program.
- Other _____ .

10C

Program staff are sensitive to different cultures.

- i. Program staff have opportunities for cross-cultural training.
- ii. Program staff are aware of and sensitive to culturally based communication and interaction patterns.



10. Culture

A quality adult literacy and basic education program appreciates and respects the diverse cultures of the learners and incorporates them into the program.

- iii. Program staff are aware of and respond to different learning styles.

- iv. Program staff select materials and topics that are culturally relevant for learners.



Reflections

1. What other activities in your program reflect this best practice?
(If possible, provide specific examples.)

2. What could your program do to improve how it supports this best practice?

3. What assistance will you need to achieve this?



11. Community

A quality adult literacy and basic education program ensures a strong community focus by being engaged in the community and actively engaging the community in the program.

11A

The program identifies and responds to the needs of the community.

i. Community needs are identified through processes, such as:

- A regular community needs assessment process
- Establishing and/or participating in a community training/education advisory group
- Consulting with community groups at all levels as part of the planning process
- Formal and informal communication, such as meetings or conversations
- Other _____

ii. The community has opportunities for input into the program.

iii. The program reflects community needs.



11. Community

A quality adult literacy and basic education program ensures a strong community focus by being engaged in the community and actively engaging the community in the program.

11B

The community is actively involved in the program.

- i. The program works closely with other community organizations, where appropriate.

- ii. The skills and expertise of community members or groups, such as the following, are recognized and used within the program:
 - Elders and youth groups
 - Community organizations and governing bodies
 - Education groups
 - Health and social service agencies and groups
 - Employers, business and industry
 - Cultural organizations
 - Others _____



11. Community

A quality adult literacy and basic education program ensures a strong community focus by being engaged in the community and actively engaging the community in the program.

- iii. Community representatives are welcome to participate in program events.

- iv. Learner success is recognized and celebrated with the community through activities such as:
 - Newsletter/radio/poster announcements
 - An awards banquet
 - An end of year celebration
 - Other _____

- v. The program publicly credits the community for its support.

11C

The program, learners and program staff are actively involved in the community.

- i. The program is involved in community projects and events.

- ii. The program has field trips into the community.



11. Community

A quality adult literacy and basic education program ensures a strong community focus by being engaged in the community and actively engaging the community in the program.

- iii. The program shares its skills and expertise with other organizations and individuals in the community to assist in community development.
- iv. The program contributes to the life and development of the community.
- v. The program builds community capacity by training local people, including tutors and volunteers.
- vi. Program staff are active, visible and available in the community.



Reflections

1. What other activities in your program reflect this best practice?
(If possible, provide specific examples.)

2. What could your program do to improve how it supports this best practice?

3. What assistance will you need to achieve this?



12. Outreach

A quality adult literacy and basic education program reaches out to the community to attract potential learners and gain the support of the community.

12A

The program uses a variety of strategies to recruit potential learners and volunteers.

- i. The program offers a range of programming to meet the needs of adult learners in the community.
- ii. The program knows who its target groups are.
- iii. The program determines which recruitment strategies are successful in attracting the various target groups and volunteers and uses them.
- iv. The program uses a variety of means to publicize the program.
- v. The program uses the experiences of former learners and staff to create awareness of the benefits of the program.



12. Outreach
A quality adult literacy and basic education program reaches out to the community to attract potential learners and gain the support of the community.

12B

The program gains support from the community for literacy, the program and its learners.

i. The program advocates in the community on literacy policy and support issues that affect learners, such as:

- For childcare
- For student housing
- Other _____

ii. The program initiates a public awareness program to share information regularly with relevant organizations and individuals through means such as:

- Posters
- Brochures
- Newsletters
- Reports
- Other _____





12. Outreach

A quality adult literacy and basic education program reaches out to the community to attract potential learners and gain the support of the community.

- iii. The program makes and maintains contacts with relevant media.





Reflections

1. What other activities in your program reflect this best practice?
(If possible, provide specific examples.)

2. What could your program do to improve how it supports this best practice?

3. What assistance will you need to achieve this?



13. Organizational Linkages and Partnerships

A quality adult literacy and basic education program works collaboratively with other organizations and agencies to support the program, the learners and the program staff.

13A

The program is proactive in establishing effective relationships with other organizations and agencies.

i. Where the partnership is formal:

- Agreements are in place that outline roles and responsibilities.
- The agreements and partnership arrangements are reviewed regularly.

ii. The program regularly takes part in advisory or interagency groups, or advocates establishing such groups if they do not exist.

iii. The program shares information about community, program, staff and learner successes, challenges or needs with groups, such as:

- Elders and youth



13. Organizational Linkages and Partnerships
A quality adult literacy and basic education program works collaboratively with other organizations and agencies to support the program, the learners and the program staff.

- Community organizations and governing bodies
- Education groups
- Health and social service agencies
- Employers, business and industry
- Other _____

iv. The program keeps other organizations and agencies informed about activities in which they have a common interest.

- The program reports regularly to its partner organizations and agencies.
- The program invites its partner organizations and agencies to participate in program events, where appropriate.
- Partner organizations or agencies visit the program, where appropriate.





13. Organizational Linkages and Partnerships
A quality adult literacy and basic education program works collaboratively with other organizations and agencies to support the program, the learners and the program staff.

- The program collaborates with other organizations and agencies with common interests to improve coordination and prevent duplication of services.
- Other _____ .
- v. The program has adequate time for liaising with funders and other partners.

13B

The program draws support from, and provides support to, its partner organizations and agencies.

- i. The program receives expertise, resources (materials, facilities, etc.) or other forms of support from, and provides support to, its partner organizations and agencies.
- ii. The program works with its partner organizations or agencies to identify emerging needs and respond to them.
- iii. The program participates in shared or jointly sponsored projects, such as NWT Literacy Week, or career fairs.
- iv. The program receives professional support through its links with territorial and national organizations.



Reflections

1. What other activities in your program reflect this best practice?
(If possible, provide specific examples.)

2. What could your program do to improve how it supports this best practice?

3. What assistance will you need to achieve this?



14. Staff Development and Support

A quality adult literacy and basic education program values its staff and places a priority on staff development.

14A

Program staff are familiar with the organization, the community, and the program.

- i. New program staff receive orientation
 - To the organization.
 - To the program.
 - To the community and its available resources.
 - To the cultures of the community.
 - Other _____ .
- ii. Program staff have adequate program information, like curriculum, program manuals, accepted practices, policies and guidelines.
- iii. Program staff are proactive in meeting the community.



14. Staff Development and Support
A quality adult literacy and basic education program values its staff and places a priority on staff development.

14B

The program recognizes the value of professional development and training opportunities to ongoing program improvement.

- i. Program staff have ongoing professional development and training opportunities, as identified through performance appraisals.
- ii. Program staff are aware of and take advantage of training and professional development.
- iii. Program staff have opportunities to keep up-to-date professionally, through a variety of means, such as access to current information, publications, videos, etc.
- iv. Structures and processes are in place for a “buddy” system to enable experienced staff to provide guidance to new staff.
- v. Funding and release time are designated for program staff to participate in training and professional development.

14C

The program values its staff.

- i. The program communicates in an open and ongoing basis with staff.



14. Staff Development and Support
A quality adult literacy and basic education program values its staff and places a priority on staff development.

- ii. Processes are in place, such as contact with supervisors, performance appraisals, etc., to support staff.

- iii. The program has strategies to recognize staff contributions and achievements.

- iv. Program staff have opportunities to network with colleagues and other professionals in the literacy field through a variety of means, such as the use of:
 - Technology
 - Regular regional meetings and/or conferences
 - Regular staff meetings
 - A newsletter or website to share information with staff
 - Monthly teleconferences
 - Other _____



Reflections

1. What other activities in your program reflect this best practice?
(If possible, provide specific examples.)

2. What could your program do to improve how it supports this best practice?

3. What assistance will you need to achieve this?



15. Funding

A quality adult literacy and basic education program has adequate ongoing funding to run the program.

This section can be used to assess levels of funding and also how accessible it is. If information on funding does not seem easily accessible, we suggest that you talk to your funders and share the information with them.

15A

The program has adequate, stable, consistent, ongoing funding to meet its goals and objectives.

i. Adequate funding is available for all aspects of the program, such as:

- Staffing
- Facilities/infrastructure costs
- Materials/equipment
- Operations and maintenance
- Technology (including computers)
- Library/resource materials
- Learner support services
- Contracts



15. Funding
A quality adult literacy and basic education program has adequate ongoing funding to run the program.

- Program planning and evaluation
- Other _____
- ii. The budget reflects real costs, including in-kind support, where appropriate.
- iii. The program receives information about its funding in sufficient time to plan for it and spend it appropriately.
- iv. Multi-year funding is available, where appropriate.
- v. The program has a diversified funding base, where appropriate.

15B

Funding is easy to access, flexible and fair.

- i. Funders consult people involved in the program when setting program and funding priorities.
- ii. Funders promote the availability of funding.
- iii. Funders direct programs to funding sources.



15. Funding

A quality adult literacy and basic education program has adequate ongoing funding to run the program.

- iv. The guidelines/criteria for funding are clear and flexible.
- v. Information on changes to guidelines/criteria is timely.
- vi. The application process is simple.
- vii. Funding supports a variety of programs and activities.



Reflections

1. What other activities in your program reflect this best practice?
(If possible, provide specific examples.)

2. What could your program do to improve how it supports this best practice?

3. What assistance will you need to achieve this?



16. Program Administration

A quality adult literacy and basic education program is well-managed and well-run through appropriate policies and procedures.

16A

Policies and/or procedures are in place to manage the program.

i. The program establishes and follows policies and procedures related to learners, such as:

• Attendance policies

• Learner assessment

• Intake and exit procedures

• Other _____

ii. The program establishes and follows policies and procedures related to program staff, such as:

• Personnel policies

• Staff support, e.g. professional development

• Other _____



16. Program Administration
A quality adult literacy and basic education program is well-managed and well-run through appropriate policies and procedures.

iii. The program establishes and follows policies and procedures related to the program, such as:

- A standardized curriculum
- Program accountability
- Other _____

16B The program maintains accurate records.

i. The program maintains detailed, orderly and up-to-date records for:

- Learners
- Program staff
- The program
- Program finances and administration.



16. Program Administration

A quality adult literacy and basic education program is well-managed and well-run through appropriate policies and procedures.

- ii. The program reviews its records on a regular basis.
- iii. The program has current job descriptions for all program staff.

16C The program maintains the confidentiality of records and information.

- i. Program staff are aware of and follow the *Access to Information and Protection of Privacy Act* and associated policies and guidelines.
- ii. The program follows established confidentiality guidelines, such as:
 - The program uses a release of information form.
 - The program has a signed consent for use of learner materials, photos, etc.
 - Learner conferences are conducted in private.
 - Learner and program staff records are kept in a secure location.



16. Program Administration

A quality adult literacy and basic education program is well-managed and well-run through appropriate policies and procedures.

- Other _____ .

- iii. The program discusses the issue of confidentiality with staff and learners at the start of the program.

16D

The program is accountable.

- i. See Accountability (P. 99).



Reflections

1. What other activities in your program reflect this best practice?
(If possible, provide specific examples.)

2. What could your program do to improve how it supports this best practice?

3. What assistance will you need to achieve this?



17. Accountability

A quality adult literacy and basic education program is accountable to the funders, community and partners, who also share responsibility for the program's success.

17A

Procedures are in place to ensure accountability.

i. An accountability framework is in place that includes items such as the following:

- Reporting relationships, roles and responsibilities with regard to accountability are clearly defined.
- Accepted criteria and guidelines are established.
- Reporting requirements are established.
- Other _____ .

ii. The program follows the accountability requirements.

iii. The program delivers what it says it will deliver.

iv. The program provides information that demonstrates its accountability.



17. Accountability

A quality adult literacy and basic education program is accountable to the funders, community and partners, who also share responsibility for the program's success.

17B

The program is administratively responsible.

- i. The program keeps accurate statistical and financial information related to the program.
- ii. The program operates within its budget.

17C

People involved in the program share responsibility for it.

- i. People involved in the program demonstrate commitment to it, such as:
 - Instructors ensure a quality program, provide feedback, communicate success, etc.
 - Learners attend regularly, complete work, etc.
 - Funders provide funding in a timely manner, etc.



Reflections

1. What other activities in your program reflect this best practice?
(If possible, provide specific examples.)

2. What could your program do to improve how it supports this best practice?

3. What assistance will you need to achieve this?



Best Practices in Action