



Weaving Literacy Into the Fabric of Life



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&
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A Literacy Awareness Project
Funded by
The National Literacy Secretariat
&
The Weaving Literacy National Project

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The Fredericton Regional Family Resource Centre, in partnership with the national training program, *Weaving Literacy into Family and Community Life* and The National Literacy Secretariat has developed a series of *Weaving Literacy into the Fabric of Life* workshops.

The objectives of the workshops are:

- €# To increase public awareness of literacy issues and of the importance of life long learning
- €# To help service providers in the Fredericton area and Family Resource Centres around the province to examine the effectiveness of their service to those with literacy challenges
- €# To encourage service providers and Family Resources Centres to act as a link between literacy programs and those who might benefit from attending them
- €# To provide a resource guide containing a list of pertinent reading material as well as contact information and programs available to people who wish to improve their skills or for those wishing to become involved in the literacy field in some capacity.

Weaving Literacy into the Fabric of Life Project

Did you know that approximately 60% of New Brunswickers between the ages 16-54 years function in the two lowest literacy levels? This means that roughly 350,000 people in the province might have difficulty with:

- €# filling out a government form or job application
- €# understanding directions for a medical prescription
- €# comprehending information about handling dangerous equipment at home, on the farm or in the workplace
- €# helping their children with schoolwork
- €# obtaining a decent job
- €# reading a lease
- €# grasping billing information
- €# navigating the justice system
- €# assimilating information for healthy lifestyle choices
- €# assessing material to make informed decisions in the democratic process

While these figures and statements themselves are alarming, more disturbing is the fact that less than 1% of these adults attend literacy programs.

Literacy means reading, writing, listening, speaking and using numbers - effectively. Literacy cannot be divorced from its social context. Literacy is embedded in every aspect of life – health, employment, housing, justice, citizenship. If one cannot properly make sense of the written and spoken word, one becomes trapped in a place with few choices. This marginalization is especially prevalent among: seniors, adults with disabilities, adults without grade twelve, aboriginal and First Nations peoples, immigrants, and those in conflict with the law or who are incarcerated.

What does living with low literacy skills look like? Research paints the picture of systemic discrimination, a life in poverty, and reliance on community services. Those with low literacy skills often: must rely on others; have low self confidence; want to know but not sure what; find change difficult to make or sustain; are generally less optimistic.

Literacy in the province must be the concern of all its citizens. Those with higher literacy skills may not perceive that they are affected by the implications of these startling statistics. But the odds are that they know someone who is limited by low literacy skills or they interact with clients or employees who may be struggling with literacy issues. It is crucial that everyone sees the social and economic necessity of addressing the problem for the strengthening of us all.

Blame cannot be shifted to the education department and the problems forgotten. Nor can years spent in school be necessarily equated with attaining the skills to cope in today's ever-changing and complex world. Many people have slipped through the cracks for a myriad of reasons. These individuals must not be abandoned and admonished to be merely more ambitious.

Many of these people are parents and have dreams for their children. Some of these dreams may go unrealized due to the parents' limited literacy skills. It is now accepted that parents are a child's first and most important teachers. A child's first few years are critical to his future development. Fostering literacy means more than telling them to read to their children. Surely parents must be supported in raising and nurturing this next generation.

With 60% of the population experiencing difficulties reading and writing adequately, most service groups and service providers work with and for people struggling with literacy challenges. Thus they are well situated to champion efforts to resolve the issue. Although their main mandate may not be promoting literacy, sensitivity to the matter plays a critical role in service delivery and helping clients to achieve their goals. Service

providers can also provide a vital link between literacy programs and those who might benefit from attending them.

Literacy can be a tool for increasing the choices available to people to participate in life more fully. However, it is not the panacea that alone will solve all society's ills.

Acquisition of higher literacy skills must be part of a wider, cooperative approach which promotes advancement in all aspects of social justice and development. This integration is a social and an economic imperative. It just makes us all better.

If you would like to schedule a workshop, please do not hesitate to contact either:

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Words about literacy and life long learning from...

A Poet

“ Literacy is about having a voice” Sheree Fitch in *Literacy Matters*. 1999

A Politician

“ It’s a multifaceted problem....we have to address the issue.....It (literacy) has to be extremely high on the list of priorities because it affects all other priorities.” NB Premier Bernard Lord in *The Telegraph Journal*. July 20, 1998.

A Partisan

“I would like to see this issue (literacy) talked about more....I would also like to see a provincial vision for literacy and a working strategy developed that would stabilize literacy programs in the province.” Jan Greer Langley, Executive Director of the Literacy Coalition of New Brunswick. In *The Daily Gleaner*. May 16,2003

A Practitioner

“Literacy enables all members of a community to experience life and to reach their full potential. To ensure our communities are literate is the combined responsibility of government, business and community, including you and me.” Cheryl Brown, Community Literacy Worker, 2005.

A Participant

“ I read the menu at Tim Horton’s now. I used to just order coffee” Learner, after attending literacy classes. 2000

A Parent

“ Being a single mom, the support with my own education and in teaching my daughter has been a reward in itself.” Learner participating in a family literacy program. 2003

WHO IS “LITERATE” IN SOCIETY?

Literacy Definitions:



1. Literacy is making meaning from a system of symbols.
2. Literacy is the ability to understand and use print material at work, at home and in the community.
3. Literacy is the ability to read, write, calculate, speak and understand and communicate in forms of language according to need. It is a continuum of these skills necessary for everyday life in the home, at work, in education and in the community.
4. Literacy is about more than reading and writing. It is about being able to function in our world: to understand, imagine and create. As our world changes, so do the skills and knowledge we need to function effectively.

The following definition of literacy was developed at a literacy summit in Arviat, NWT, in June, 2002 by Nunavummiut who participated in the summit.

5. Everyone has the right to participate fully and be included in their community. Literacy is much more than reading and writing, it also means being connected to your culture. Literacy involves everyone and is fundamental to the development of health and well-being. Literacy is fostering and nurturing understanding, knowledge and wisdom.”



Taken from: Weaving Literacy into Family & Community, June 04

What Does It Mean To Be Literate?

International Adult Literacy Survey Definition:

- š 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.
- š Goes beyond reading, writing, and math, includes problem solving, decision making, and general learning skills.
- š A continuum of skills and learning.

International Key Findings:

- š Differences in literacy skills matter in terms of health, economic and employment stability, and social problems including addictions and crime.
- š Not necessarily associated with educational attainment.
- š Literacy problems affect large proportions of the adult population.
- š Use it or lose it.
- š Adults with low literacy do not always recognize the problem.

The Literacy Skills of Canadians and New Brunswickers

		Level			
		1	2	3	4/5
		%			
Prose Literacy	Canada	22	26	33	20
	N.B	29	31	25	16
Document Literacy	Canada	23	24	30	22
	N.B	29	30	24	16
Quantitative Literacy	Canada	22	26	32	20
	N.B	25	34	27	14

*Levels 4 and 5 are combined because so few people tested at Level 5 that the distinction between the two levels could not be supported with the available sample size

How to interpret the levels

Level 1 - Most Canadians at this level can read but have serious difficulty dealing with printed materials. They most likely identify themselves as people who have problems reading. Almost 50% of Canadians at Level 1 have some books at home and nearly all have a dictionary.

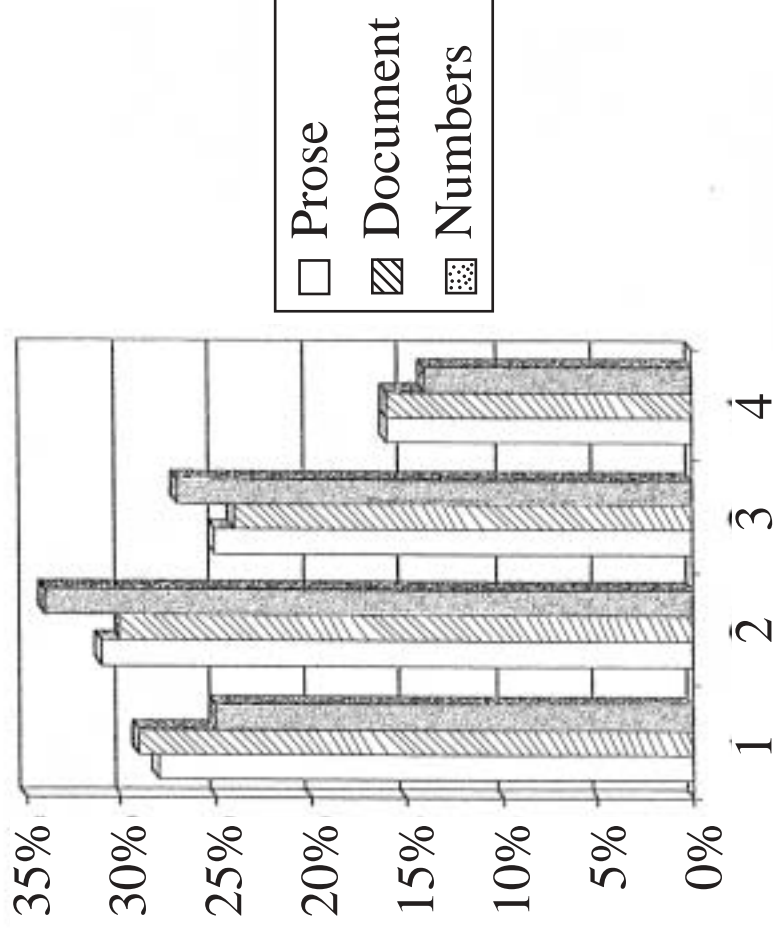
Level 2 - Canadians at this level can deal with material that is simple and clearly laid out when the tasks involved are not too complex. They read, but not well. Their literacy skills may be adequate for the present, but they would find it difficult to learn new job skills requiring a higher level.

Level 3 - Canadians at this level have reading skills effective for many situations and jobs. Clerical workers, for example, may have adequate skills for their jobs at Level 3, but some jobs require higher skills. Level 3 is considered the minimum desired level of literacy for Canadians.

Level 4/5 - Canadians at this level have a wide range of reading skills and can easily deal with a variety of complex material.

Literacy Levels of New Brunswickers aged 16 and over (IALS)

- Level 1 (29%) - likely can't find information in a text.
- Level 2 (30%) - challenged by print.
- Level 3 (24%) - minimum level to function. Can't manage when challenged with something new.
- Level 4/5 (16%) - can handle any literacy challenge they get.



FEW DUTCH WOMEN AT THE BLACKBOARD

There is a low percentage of women teachers in the Netherlands compared to other countries. In most of the other countries, the majority of teachers are women. However, if we include the figures for inspectors and school principals, the proportion shrinks considerably and women are in a minority everywhere.



Percentage of women teachers (kindergarten, elementary, and secondary).

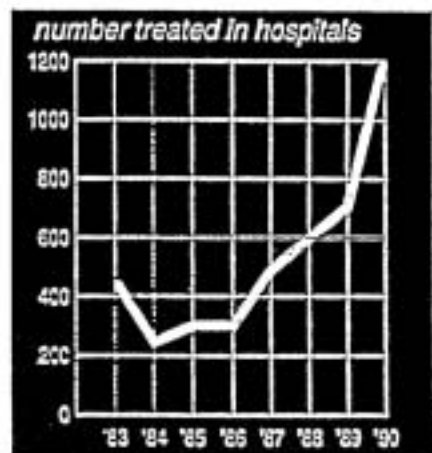
What is the percentage of women in the teaching profession in Greece?

Level 2

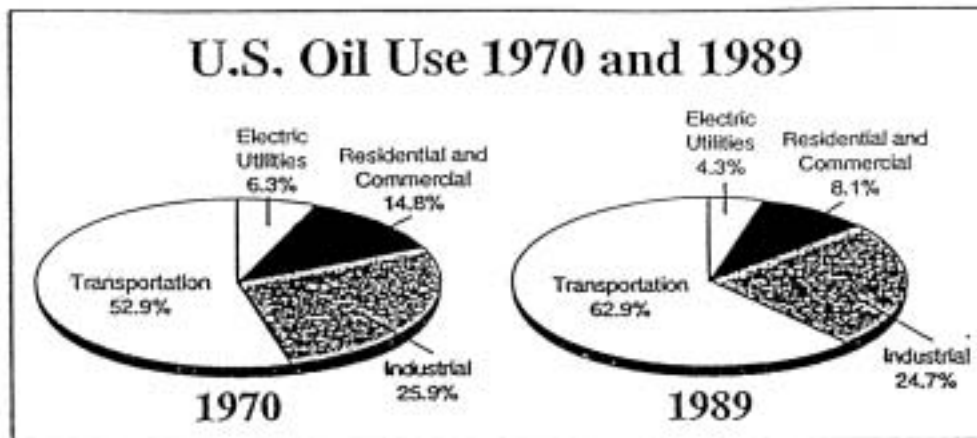
Fireworks in the Netherlands



Victims of fireworks



In what year were the fewest number of people in the Netherlands injured by fireworks?



Write one or two sentences that summarize how the percentages of oil used for different purposes in the United States have changed between 1970 and 1989.

RATINGS

Clock radios

Listed by types; within types, listed in order of overall score. Differences in score of 4 points or less were not deemed significant.

- 1 Brand and model.** If you can't find a model, call the company. Phone numbers are listed on page 736.
- 2 Price.** The manufacturer's suggested or approximate retail price, followed by the average advertised price.
- 3 Dimensions.** To the nearest centimetre.
- 4 Overall score.** A composite, encompassing all our tests and judgments. A "perfect" radio would have earned 100 points.

- 5 Convenience.** This composite judgment reflects such things as the legibility of the display, the ease of tuning the radio and setting the alarm, and the presence or absence of useful features.
- 6 Performance.** An overall judgment reflecting performance in our tests of: sensitivity and selectivity; tuning ease; capture ratio, the ability to bring in the stronger of two stations on the same frequency; image rejection, the ability to ignore signals from just above the band; resistance to interference from signals bouncing off aircraft and such.
- 7 Sensitivity.** How well each radio received a station with little interference.

- 8 Selectivity.** How well each radio received clearly a weak station next to a strong one on the dial.
- 9 Tone quality.** Based mainly on computer analysis of the speaker's output and on listening tests, using music from CDs. No model produced high-fidelity sound.
- 10 Reversible time-setting.** This useful feature makes setting clock and alarm times easy. If you overshoot the desired setting, you simply back up.
- 11 Dual alarm.** Lets you set two separate wake-up times.

1 Brand and model	2 Price	3 Dimensions, HxWxD, cm.	4 Overall Score	5 Convenience	6 Performance	7 Sensitivity	8 Selectivity	9 Tone quality	10 Reversible time setting	11 Dual alarm	Warranty, months	Advantages	Disadvantages	Comments
Full-featured clock radios														
RCA RP-3690	\$50/\$40	8x25x18	86	●	●	●	●	●	✓	✓	12	A,B,D,H,J,L,O,T,U	A	
Sony ICF-C303	50/45	5x20x15	64	●	●	●	●	●	✓	✓	12	C,E,F,I,N,T	C	
Panasonic RC-X220	50/45	10x28x13	82	●	●	●	●	●	✓	✓	12	A,G,K,M,O,S,T,U	b,c	A
Realistic 272	50/30	5x28x15	79	●	●	●	●	●	✓	✓	3	A,G,H,K,O,T	D	
Magnavox AJ3900	65/—	15x38x13	78	○	●	●	●	●	—	✓	3	D,G,K,M,O,R,T	b,g	B
Emerson AK2745	39/20	8x28x15	70	○	●	●	●	●	✓	✓	3	G,O	g	K
Soundesign 3753	20/20	8x23x13	62	○	●	●	●	●	✓	✓	3	J,Q	d,h	J
Basic clock radios														
Realistic 263	28/18	10x20x10	74	○	●	●	●	●	—	—	3	A,D,H,O,P,U	h	—
Soundesign 3622	12/10	5x20x13	68	●	●	●	●	●	—	—	3	U	d	L
Panasonic RC-6064	18/15	5x20x13	67	●	●	●	●	●	—	—	12	—	b,c	—
General Electric 7-4612	13/10	5x20x13	66	●	●	●	●	●	—	—	12	A,D	a,g	—
Lloyds CR001	20/15	5x18x13	64	●	●	●	●	●	—	—	3	U	—	—
Sony ICF-C240	15/13	5x18x15	63	●	●	●	●	●	—	—	12	—	f,g	—
Emerson AK2720	19/10	5x20x13	61	●	●	●	●	●	—	—	3	O,T	e	K
Gran Prix D507	15/10	5x18x10	54	●	●	●	●	●	—	—	3	—	d	—
Clock radios with cassette player														
General Electric 7-4965	60/50	10x30x15	85	●	●	●	●	●	✓	✓	12	A,D,G,H,K,O,S,T	—	B,E
Panasonic RC-X250	[1]	10x33x13	76	●	●	●	●	●	✓	✓	12	A,G,K,O,R,U	b,c	A,H
Sony ICF-C5650	75/65	15x28x15	74	○	●	●	●	●	✓	✓	12	G,R,T,U	c,j	A,F,H
Soundesign 3844MGY	40/30	13x30x13	62	○	●	●	●	●	—	—	3	G,K,J,S,U	F,G,I,M	

[1] Discontinued. Replaced by RC-X260, \$79 list and \$60 average advertised sale price.

Features in Common

AT - Permit snooze time of about 8 min. • Retain time settings during short power failures.
 Except as noted, all have: • Battery backup for clock and alarm memory. • Red display digits 1 cm. high. • Sleep-time radio play for up to 60 min. before automatic shutoff. • Switch to reset alarm.

Keys to Advantages

A—Alarm works despite power failure.
 B—Shows actual time plus up to 2 alarm times.
 C—Twin alarms settable for 2 different stations.
 D—Tone alarm has adjustable volume control.
 E—Memory needs no battery.
 F—Digital timer with presettable stations.
 G—Tuner can receive in stereo.
 H—Battery-strength indicator.
 I—Illuminated tuning dial.

Key to Comments

K—Earphone jack.
 L—Nap timer.
 M—Audio input for tape deck or CD player.
 N—Display can show date and time.
 O—Display has high/low brightness switch.
 P—Display has larger digits than most.
 Q—Night light—adjusts for room light.
 R—Bass-boost tone control.
 S—Treble-cut tone control.
 T—Better than most in tuning ease.
 U—Better than most in image rejection.

Key to Disadvantages

a—Possible to reset time by accident.
 b—Controls for time-setting or dimmer inconveniently located on radio's bottom or rear.
 c—Display dimmer than most in brightness at room.
 d—Radio volume must be turned completely down for alarm buzzer to sound.

e—Lacks alarm buzzer; radio is sole alarm.
 f—Lacks indication alarm is set.
 g—Lacks alarm-reset button.
 h—Time-setting lacks fast reverse.
 i—No slow forward, fast reverse for time setting.

Key to Comments

A—Display shows green digits.
 B—Display shows blue digits.
 C—Display uses LCD (liquid crystal) digits.
 D—Terminals for external antenna.
 E—3-position graphic equalizer.
 F—Cassette player lacks Record function.
 G—Cassette player lacks Rewind function.
 H—Model permits wake-up to cassette play.
 I—Cassette-deck fluter worse than most.
 J—Warranty repairs cost \$3 for handling.
 K—Warranty repairs cost \$3.50 for handling.
 L—Warranty repairs cost \$6 for handling.

What is the average advertised price of the basic clock radio receiving the highest overall score?

LITERACY & LIFE

So What?????

~ Who is marginalized because of low literacy skills?

~~#~~Seniors

~~#~~Adults with disabilities

~~#~~Adults without Grade 12

~~#~~Aboriginals and First Nations

~~#~~Immigrants

~~#~~Those in conflict with law or
are incarcerated

Biggest Barriers??

Perception – Self & Public.

Literacy is all about schools and ABC's – skills and drills (contrast how literacy used at home vs in schools)

Invisibility – most don't see it as a problem/barrier

Literacy and Families

- Š Early literacy skills are the foundation for future learning
- Š Parents with higher literacy skills have greater economic security which contributes to healthy child development
- Š Family poverty and low literacy have a negative impact on a child's readiness to learn at school
- Š Literacy and educational achievement often continue from generation to generation

Literacy and Health

- Š Low literacy, poverty and health problems are interrelated in many ways
- Š Low literacy affects access to health services and information
- Š Poor health and poverty are barriers to learning and literacy for children and adults
- Š Low literacy increases costs to our healthcare system

Literacy and Poverty

- š Low literacy, poverty and exclusion are all part of the same problem
- š Children from poor and disadvantaged families are at risk of illiteracy
- š People with literacy problems have only 2/3 of the income of other adults
- š Many barriers keep low-income adults out of literacy and job programs
- š Information most needed by lower income people is often not accessible to them
- š Literacy is, itself, a defining characteristic of social class

Literacy and the Workforce

- š People with low literacy skills have much higher rates of unemployment
- š The labour market demands higher levels of skills than in the past
- š Literacy skills are essential in all job-related training
- š Everyone wins in a society that ensures that all Canadians can prepare for, get and keep decent paying, quality jobs

Literacy and Citizenship

Š Literacy is a key to a healthy democracy

Š Literacy is a key in creating engaged citizens

Š Literacy is a key in participating in the democratic process

Š Literacy is a key to a healthier and less violent society

Š Literacy is a key to including immigrants and newcomers in Canadian life

Š Literacy is a key to true citizen engagement

CLEAR COMMUNICATIONS

Clear Communication

- ⚡ We give information so that an action or reaction can happen.
- ⚡ Anything that gets in the way of a message prevents this from happening.

Importance of Literacy

- ⚡ Economic
Employment; safety on the job; workplace productivity; less time spent giving critical information
- ⚡ Social
Sense of inclusion; increases trust and confidence; encourages participation in community
- ⚡ Health
Improved wellness; lowered health costs; understanding of patients' rights
- ⚡ Legal
Help in preventing crime and repeat offences; better understanding of legal process;
- ⚡ Personal
Expansion of lifestyle choices; increased independence; improved connection to family and community

Approximately 60% of New Brunswickers have literacy challenges;

It is essential that organizations make themselves accessible to people who cannot read and write adequately.

Literacy Quotient

- ⚡ 1) How/What Do You Communicate?
- ⚡ 2) How Do You Do Your Work?
- ⚡ 3) How Do You Train Your Staff?
- ⚡ 4) How Do You Cooperate with Literacy Organizations?

1) How/What Do You Communicate?

⚡# How do people find out about your organization?

- ~ logo or symbol
- ~ phone number
- ~ name & symbol on building
- ~ map using familiar landmarks
- ~ entrance clearly marked
- ~ other languages used
- ~ variety of advertising

⚡# Reception

- ~ clearly marked
- ~ friendly atmosphere with a real person
- ~ privacy
- ~ first impression
- ~ not too much written information on walls
- ~ variety of ways to find out about programs and services

⚡# Print Material

- ~ put people not paper first – ease the paper burden
- ~ know audience
- ~ say what is essential – avoid repetition
- ~ organize material logically – main idea presented first
- ~ use lots of white space
- ~ use everyday language – avoid jargon
- ~ have outsider or client critique material
- ~ use alternative forms of communications – graphics, videos
- ~ avoid stereotyping and respect differences

⚡# A User Friendly Service

2) How Do You Do Your Work?

- ⚡ Literacy part of your job
- ⚡ Respectful of everyone
- ⚡ Use plain language
- ⚡ Ask to help people with forms
- ⚡ Don't ask do you understand but what will you do
- ⚡ Staff sensitive to recognize people with low literacy skills and how to help them
- ⚡ Staff knowledgeable about literacy programs
- ⚡ Privacy
- ⚡ Followup – alternatives to written material
- ⚡ Give verbal instructions, not spoken too quickly, with repetition
- ⚡ Provide alternative means for responding in programs – tape recorders, buddy system, group scribes
- ⚡ Accommodate people who may need a friend or family member to attend meetings
- ⚡ Ask for client feedback about service

People with literacy challenges sometimes may:

- ⚡ Avoid reading and writing tasks by
 - ~ writing illegibly
 - ~ not volunteering for activities that require reading and writing
 - ~ offer excuses as to why forms are not filled out
 - ~ get angry
 - ~ say they forgot their glasses
 - ~ take form home to have someone else fill it out
 - ~ say they don't have time
 - ~ don't come back to program
- ⚡ Depend on others to interpret or read material
- ⚡ Use symbols
- ⚡ Seem less capable when having to rely on written material:
 - ~ have difficulty doing tasks based on written instructions
 - ~ asked to have information repeated
 - ~ watch others to determine what to do
 - ~ ask many questions
 - ~ procrastinate
 - ~ can speak about topic but unable to write it down

Literacy Resources – Winter 2005

For updated information on literacy around the province please contact the Literacy Coalition of New Brunswick 1-800-563-2211

New Brunswick Department of Training and Education Development

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[Provincial Literacy Organizations](#)

CASP Adult Literacy Network (CALN Inc.)

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Greater Moncton Literacy Council

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John Howard Society of Fredericton

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John Howard Society of Saint John

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Learning Disabilities Association of New Brunswick

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Tel: (506) 459-7852 - Fax: (506) 455-9300 - Toll Free: 1-877-544-7852
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Moncton Youth Residences Inc.

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NBCC - Coordinators / CCNB - Coordonnateurs(trices)

<p>CCNB – Bathurst Michele Guignard C.P. 266 725, rue du Collège Bathurst (Nouveau-Brunswick) E2A 3Z2 Courriel : michele.guignard@gnb.ca Site Web : Http://www.bathurst.ccnb.nb.ca 1-800-552-5483 Tel: (506) 547-2195 Fax: (506) 547-2174</p>	<p>CCNB – Campbellton Marie-May Haché, C.P. 309 47, avenue Village Campbellton (Nouveau-Brunswick) E3N 3G7 Courriel : marie-may.hache@gnb.ca Site Web : http://www.campbellton.ccnb.nb.ca Tel: (506) 789-2085 Fax: (506) 789-2433</p>
<p>NBCC – Miramichi Ann Morrissy P.O. Box 1053 80 University Avenue Miramichi (Nouveau-Brunswick) E1N 3W4 Email: ann.morrissy@gnb.ca Web Site: Http://www.miramichi.nbcc.nb.ca Tel: (506) 778-5261 Fax: (506) 778-6001</p>	<p>CCNB – Edmundston Gilda Sirois Michaud C.P. 70 225, rue du Pouvoir Edmundston (Nouveau-Brunswick) E3V 3K7 Courriel : gilda.sirois-michaud@gnb.ca Site Web : Http://www.edmundston.ccnb.nb.ca 1-888-695-2262 Tel: (506) 735-2715 Fax: (506) 735-2717</p>
<p>CCNB – Péninsule acadienne Brenda Vienneau 6830 Route 11 Tracadie-Beach, (Nouveau-Brunswick) E1X 4P4 Courriel : brenda.vienneau@gnb.ca Tel: (506) 394-3661 Fax: (506) 394-3662</p>	<p>CCNB – Dieppe Lucille Legault 505, rue Collège Dieppe (Nouveau-Brunswick) E1A 6X2 Courriel : lucille.legault@gnb.ca Site Web : Http://www.dieppe.ccnb.nb.ca 1-800-5611-7162 Tel: (506) 856-2073 Fax: (506) 856-3727</p>
<p>NBCC St Andrew's General Information – 1-506-529-5024 David Langley david.langley@gnb.ca</p>	<p>NBCC - Saint John Catherine Sullivan P.O. Box 2270 Saint John, N.B. E2L 3V1 Email: cath.sullivan@gnb.ca Web Site: Http://www.saintjohn.nbcc.nb.ca Tel: (506) 658-6701 Fax: (506) 643-2810</p>
<p>NBCC – Woodstock Peter Seymour</p>	<p>NBCC – Moncton Jerry Hicks</p>
<p>100 Broadway Street Woodstock, N.B. E7M 5C5 Email: peter.seymour@gnb.ca Web Site: Http://www.woodstock.nbcc.nb.ca Tel: (506) 325-4866 Fax: (506) 328-8426</p>	<p>1234 Mountain Rd. Moncton, N.B. E1C 8H9 Email: jerry.hicks@gnb.ca Web Site: http://www.moncton.nbcc.nb.ca Tel: (506) 856-2241 Fax: (506) 869-6530</p>

New Brunswick **CASP Programs**

Fredericton

John Howard Society of Fredericton CASP

108 Smythe Street, 2nd Floor
Fredericton, NB
E3B 3C4
506-450-2750
jhsf@nb.aibn.com

Hawkins/Neville Tenant Association

P.O. Box 3733, Station B
Fredericton, NB
E3A 5L8
506-462-5134
hawkinscasp@hotmail.com

Fredericton North Rotary Literacy

789 Route 2 Hwy
Maugerville, NB
E3A 8K9
506-458-8297
fclccasp@nbnet.nb.ca

St. Mary's CASP

150 Cliffe Street
Fredericton, NB
E3E 1E1
506-459-2200 ext 111

Fredericton Boys & Girls Club

390 King Street
Fredericton, NB
E3B 1E3
506-472-5112

Woodstock

Carleton Literacy Council CASP

100 Broadway Street
Woodstock, NB
E7M 5C5
506-328-4779

Bath CASP

163B Church Street
Bath, NB
E7K 1A7
506-278-5710
Fax: 506-278-3814

Perth Andover CASP

344 East Riverside Drive
Perth Andover, NB
E7H 1Y5
506-273-6146

Miramichi Region

Upper Miramichi CASP

401 Main Street
Blackville, NB
E9B 1V1
506-843-2228

Central Miramichi CASP

475 Storeytown Road
Storeytown, NB
E9C 1V1
506-365-4374

Chatham/Newcastle CASP

207 Wellington Street
Miramichi, NB
E1N 1M8

Eel Ground CASP

Eel Ground Development Centre
40 Micmac Road
Eel Ground, NB
E1V 4B1
506-627-4604

Second Chance CASP

518 King George Hwy
Miramichi, NB
E1V 1N1
506-622-120

Second Chance CASP

48 Nelson Street
Miramichi, NB
E1N 6A1
(W) 506-622-1220
(H) 506-622-3114

Saint John Region

Saint John Learning Exchange

P.O. Box 6278, Station A
162 Union Street
Saint John, NB
E2L 1A8
506-648-0202
sjlearn@nb.aibn.com

Key Industries CASP #1

26 Kiwanis Court
Saint John, NB
E2K 4L2
506-634-6888

Key Industries CASP #2

26 Kiwanis Court
Saint John, NB
E2K 4L2
506-634-6888

Key Industries CASP #3

26 Kiwanis Court
Saint John, NB
E2K 4L2
506-634-6888

Coverdale CASP

10 Peel Street
Saint John, NB
E2L 3G9
506-634-1649

Saint John YM-YWCA CASP

19-25 Hazen Avenue
Saint John, NB
E2L 3G6
506-634-4933

Moncton Region

Moncton Youth Residences Inc

607 St. George Blvd
Moncton, NB
E1E 2C2
506-859-6054

METS CASP

1250 St. George Blvd
Moncton, NB
E1E 3S1
506-858-9404

GMACL CASP

P.O. Box 1715
Moncton, NB
E1C 9X5
506-857-8899

YMCA of Greater Moncton

68 Highfield Street
Moncton, NB
E1C 5N3
506-853-8573
Fax: 506-859-8198
ymca@fundy.net

John Howard Society of Moncton

135 Winter Avenue
Moncton, NB
E1C 5X4
506-854-2203

Moncton Headstart Inc CASP

1111 Mountain Road
Moncton, NB
506-858-8252

Salisbury Adult Learning Centre

2699 Fredericton Road

Salisbury, NB

E4J 2E1

506-372-5873

506-372-5182 (H)

Tantramar Adult Learning Centre CASP

P.O. Box 6311

Sackville, NB

E4L 1G6

506-536-0245

Campbellton Region

Campbellton English CASP

30656 Route 134

McLeods, NB

E3N 5W3

506-753-3569

k

Campbellton English CASP #3

142 Babcock Street West

Tide Head, NB

E3N 4T5

506-753-2091

Bathurst Region

Bathurst Adult Learning Centre

1155 Rockland Drive

Saint John, NB

E2A 3T8

506-548-3503

St.Stephen

Fundy CASP – St. Stephen

38 Main Street

St. Stephen, NB

E3L 1Z4

506-466-7529

Burnt Church

Edgenoopetitjg CASP

621 Bayview Drive
Burnt Church, NB
E9G 2A5

St. George

Vocational Plus

35 Main Street
St. George, NB
E5C 3H9
506-755-3730

Rexton

Rexton and Area CASP

98 Chevarie Street
Aldouane, NB
E4W 5B4
506-523-9565

Fredericton Contacts for Literacy/Upgrading

1. Bibliothèque Dr. Marguerite-Michaud

715, rue Priestman
Fredericton, (Nouveau-Brunswick) E3B 5W9(506) 453-7100
Télécopieur : (506) 453-3958

2. Fredericton Community Literacy Comm. (Fredericton North Rotary Club)

33 Robinson Drive
Fredericton, New Brunswick E3A 1L7 (506) 450-7449
Fax: (506) 458-9533

3. Fredericton Public Library

12 Carleton St.
Fredericton, New Brunswick E3B 5P4 (506) 460-2800
Fax: (506) 460-2801

4. Fredericton Regional Family Resource Center

678 Union St.
Fredericton, New Brunswick E3B 6L8 (506) 474-0252
Fax: (506) 474-0253

5. Hawkins Neville Tenants Association Community Academic Services Program

30 Hawkins Street
Fredericton, New Brunswick E3A 1P3(506) 462-5134
Fax: (506) 453-5590

6. John Howard Society CASP

108 Smythe St, F'ton
(506) 450-2750

7. Kingsclear First Nation

Old RCMP bldg, Kingsclear
(506) 363-8016

8. Laubach Literacy Fredericton

Reading P.O. Box 552, Station A
Fredericton, New Brunswick E3B 5A6
(506) 458-1396
Fax: (506) 444-0992

9. Learning Disabilities Association of NB

100A-403 Regent Street
Fredericton, New Brunswick E3B 3X3 (506) 459-7852
Fax: (506) 455-9300

10. Learning, Laughter & Life Family Literacy Program

F'ton Family Resource Centre
678 Union St, F'ton
(506) 474-0252

11. Literacy Coalition of New Brunswick

1-800-563-2211
944 Prospect St.
Fredericton, New Brunswick E3B 9M6

12. Multicultural Association

123 York St, Suite 201
Fredericton, N.B. E3B 3N6
(506)-454-8292

13. Neil Squire Foundation

440 Wilsey Road, Suite 104
Fredericton, New Brunswick E3B 7G5 (506) 450-7999
Fax: (506) 453-9681 **Contact(s):** May Burrell Regional Manager

14. New Brunswick Community College

Smythe Street
Fredericton, NB
453-3641

15. St Mary's First Nation

(506) 459-2200 ext 111

16. The John Howard Society of Fredericton

108 Smythe Street, 2nd floor
Fredericton, New Brunswick E3B 3C4
(506) 450-2750
Fax: (506) 444-0081

17. UNB Early Childhood Centre - Parenting for a Literate Community Early

Childhood Centre, Faculty of Education, UNB Bag Service #45333
Fredericton, New Brunswick E3B 6E3 (506) 453-5024
Fax: (506) 458-7841

18. Union of New Brunswick Indians

370 Wilsey Rd
Fredericton, NB
(506) 458-9444

19. Youth Choices

390 King St Suite 207
Fredericton, NB
(506) 452-6796

Adult High School Diploma

Eligibility Requirements

1. Have not graduated from high school
2. Are at least 19 yrs of age. Exceptions may be made for those under 19 who have been out of school for at least one year or have the approval of the dept of Education or its designate
3. Have successfully completed the courses or credit requirements listed below:

<u>Math:</u>	1 course at the Gr 11 level
<u>English:</u>	1 course at the Gr 12 level
<u>Science:</u>	1 course at the Gr 11 or Gr 12 level
<u>History/Social Studies:</u>	1 course at the Gr 11 or Gr 12 level
<u>Optional Studies:</u>	3 courses at the Gr 11 or Gr 12 level

French: Outcomes for French as a Second Language (Foundation Program)

Computer Literacy: Outcomes listed in the Computer Literacy curriculum standard

- ⚡ A list of specific courses and acceptable alternatives is available in Guidance
- ⚡ Cost approximately \$25 to register. Register with Community College
- ⚡ Fredericton contact: Linda O'Brien – (506) 444-3492

GED (General Education Diploma)

Eligibility Requirements

1. Have not graduated from high school
2. Be at least 19 yrs of age
3. No longer enrolled in the public school system

The GED assessment is written several times throughout the year. It consists of 5 tests (Language Arts, Reading & Writing, Social Studies, Science and Math). Students must register at least two weeks prior to the test date. Cost: \$40. Contact: Gail Fox - (506) 453-8251)

There are also GED prep courses, academic support courses and night upgrading courses at the NBCC campuses. The Fredericton contact is Janet Ross - (506) 453-3641. For other campuses see <http://www.nbcc.nb.ca/index>.

NBCC Academic Studies

This program is offered on a continuous intake basis at NBCC - Bathurst, Campbellton, Edmundston, Miramichi, St. Andrews and Woodstock which includes the Fredericton location (English). This program has two intakes per year in September 2003 and February 2004 at NBCC-Saint John, Miramichi, and Moncton (English).

Program Overview

This program is designed to provide students with knowledge of selected academic subjects at the high school level. It focuses on developing, improving and upgrading skills in English, French, mathematics, social studies, science and computer literacy.

The skills obtained are the equivalent to those acquired following the completion of specific courses at the Grade 11 and/or 12 level in New Brunswick high schools.

Admission Requirements

Prerequisites

Prerequisites for admission of applicant to the program:

Successful completion of:

° The high school program of studies at the Grade 9/10 level, or Intermediate Academic Studies, or the equivalent through a recognized adult educational activity.

(Note: Certain subject areas may require prior completion of specific prerequisite courses. Testing may be required to determine proper placement of applicants.)

Selection Criteria

When the number of applicants exceeds the number of openings in this program, applicants will be selected on a first-come, firstserved basis.

NBCC Correspondence Service

NBCC-Moncton

The New Brunswick Community College (NBCC) Correspondence Service offers secondary and post-secondary courses. Based at NBCC-Moncton, this service is available to students enrolled in the NBCC network, public high schools, and the general public. The courses may be used as credits for a high school diploma, a New Brunswick Adult High School Diploma, a prerequisite for a post secondary institution, or for personal development.

Registration Process

A registration form may be obtained by contacting the Correspondence Service at 506-856-2195. You may also register online at <http://www.moncton.nbcc.nb.ca/correspondence>

Courses Available

☞ Secondary

- English;
- Mathematics;
- Chemistry;
- Physics;
- Biology;
- Accounting;
- Law;
- Geography.

☞ Post Secondary

Correspondence offers selected courses from the following NBCC programs:

- Business Administration;
- Civil Engineering Technology;
- Electronics Engineering Technology;
- Human Services;
- Mechanical Engineering Technology

**SOURCES AND BACKGROUND
READING MATERIAL**

The following is an eclectic list of references, books, articles and websites that have been used for background material in preparing these workshops/reference guide. It is by no means exhaustive but is merely a starting point for investigation and study of the topics and ideas discussed.

Helpful Internet Sites

www.nald.ca National Adult Literacy Database – a great place to start. Lots of info.

<http://www.nb.literacy.ca/> - Literacy Coalition of New Brunswick. Source of NB info

www.literacy.ca - Movement for Canadian Literacy

<http://www.nald.ca/ripal/index.htm> Research in Practice in Adult Literacy in Canada

http://www.abc-canada.org/media_room/ - ABC Canada

<http://www.nald.ca/nls.htm> - National Literacy Secretariat

<http://www.gnb.ca/index-e.asp> - Gov't of NB

<http://www.phac-aspc.gc.ca/ph-sp/phdd/determinants/determinants.html#education>
Health determinants

<http://www.familit.org/ncfl/> National Family Literacy, USA

<http://www.vifamily.ca/> Vanier Institute on the Family

<http://www.napo-onap.ca/en/index.html> National Anti Poverty Association

www.eastendliteracy.on.ca/clearlanguage Clearer Communications

<http://www.thefreedictionary.com/> free dictionary, etc

General References

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- Literacies Researching practice, practising research*. A journal published twice yearly about research and practice in Canada. Edmonton. www.literacyjournal.ca
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International Adult Literacy Survey and its Implications

The IALS survey : <http://www.hrsdc.gc.ca/en/hip/lld/nls/Surveys/indexsurv.shtml>

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Picard, Andre. *Canada's illiteracy rate is enough to make you sick*. Globe & Mail. Sept. 16/04 pg A19. 2004

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Connecting Literacy to Community. Volumes 1-4. Bow Valley College. Calgary Alberta 2002

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Kretzmann, John and John L. McKnight. *Building Communities From Inside Out*. ACTA Publications. Chicago. Ill. 1993

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Clear Communications

Baldwin, Ruth. *Clear Writing and Literacy*. Ontario Literacy Coalition. 2000

Fédération canadienne pour l'alphabétisation en français (FCAF) *Towards Clearer Communications* Forum information. Fredericton. 2004

Industry Canada. *Towards Effective, Accessible Communications*. FCAF.

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