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2010 to 2015 Strategy Guidance Letter A-105 Adult Literacy

United Way Windsor-Essex County
300 Giles Blvd. East, Windsor, ON N9A 4C4

A. Priority Area: Supporting basic needs and independence

B. Strategy Area of Focus: Adult Literacy. **Strategy Definition:** Adult literacy strategies that emphasize family reading and functional literacy in everyday tasks, while building on family strengths and respecting diversity of family background.

C. Priority Population

All strategies that receive funding must serve the following population (s):

- Families in which parent(s) possess low literacy levels;
- Families with low income; and/or
- Families with no high school certificate.

D. Intended Outcome: Families with low-income, low-literacy and/or no high school certificate improve functional literacy skills and emphasize family reading. **Outcome Definition:** Parents (caregivers) with low-income, low-literacy and/or no high school certificate will achieve and maintain a desired literacy level to function in everyday tasks, to pursue their own educational goals, and to support their children's literacy development. The intended outcome focuses on *Adaptation* as described by Torjman's (2007) Resilience Framework.

E. Strategy Paths

To be considered for funding, strategies must address all Strategy paths, as indicated below:

Strategy paths	Potential results
Improved literacy skills	<ul style="list-style-type: none">• Number of literacy program participants reporting that they are able to read and support their family's literacy development.
Attained educational goals	<ul style="list-style-type: none">• Number of literacy program participants reporting that they are pursuing their own educational goals.



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F. Preferred Strategy Components

In addition to the required components, preference will be given to those strategies that are able to demonstrate Preferred Strategy Components, as indicated below:

Preferred Strategy Components— (policies, practices and/or activities)	Examples
Individualized service plans that meet client needs and show evidence of client involvement in program development, delivery and evaluation.	<ul style="list-style-type: none"> • Conduct ongoing program evaluations to assure program effectiveness • Services provided are determined by client needs and priorities • Sensitive to issues of diversity • Operate from an accessible, identifiable location that facilitates access to other learning opportunities
Appropriate staff	Staff: <ul style="list-style-type: none"> • Have relevant post secondary training • Regularly keep up-to-date with developments in the field • Have developed skills & knowledge in family literacy programming
Volunteer tutor supports	<ul style="list-style-type: none"> • Provide orientation, training and recognition for volunteer tutors
Provide relevant family support services	<ul style="list-style-type: none"> • Conduct flexible, learner-centered assessments • Assistance with children • Networking opportunities • Former participants assist current participants
Demonstrates effective collaboration with other programs and services to achieve maximum client self-sufficiency	<ul style="list-style-type: none"> • Has written protocols for linking families to needed resources provided by other agencies • Ensures community linkages and collaborative activities.
A wide range of reading material emphasizing functional literacy is available	<ul style="list-style-type: none"> • E.g., picture books, cookbooks, magazines, do-it-yourself books



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F. (cont'd) Preferred Strategy Components for all strategies

Preferred Program Components for all strategies	Examples
Staff/volunteers are trained and well-prepared	<ul style="list-style-type: none"> • Staff and volunteers have relevant training, knowledge and skills • Staff keep up-to-date with current developments in the field, including promising and evidence-based practices • Volunteers are provided with strong supervision including screening, orientation and recognition.
Client-centered	<ul style="list-style-type: none"> • Active efforts to be inclusive and to connect with client populations in program planning, delivery, evaluation • Services provided are determined by participant needs and priorities • Operate from an accessible, identifiable location that facilitates access to other participant opportunities.
Diversity is acknowledged and respected	<ul style="list-style-type: none"> • Sensitive to issues of diversity, transportation and childcare • Staff must be culturally competent and aware of diversity issues. • Staff and volunteers reflect the community
Monitor progress and evaluate outcomes	<ul style="list-style-type: none"> • Conduct ongoing program evaluations to ensure program effectiveness • The evaluation includes various methods for measuring potential results as outlined in the strategy paths • Willing to participate in organized learning communities with other strategy partners.
Maintaining success	<ul style="list-style-type: none"> ▪ Measures will be taken to encourage continue positive results after initial implementation ▪ E.g., by offering “booster” sessions; providing follow-up resources; tying the strategy with activities of other relevant community groups & programs.
Demonstrate effective collaboration and partnerships	<ul style="list-style-type: none"> • Involve a range of community partners • Leverage resources and support from an array of stakeholders, e.g., other not-for-profit organizations,



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	<p>private or public sector organizations, and other groups.</p> <ul style="list-style-type: none"> • Written memoranda of understanding with other organizations to ensure that roles and responsibilities are clear.
Integrated and coordinated approach	<ul style="list-style-type: none"> • Strategy is linked with other community services, group, and initiatives in an effort to enhance services.
Standard safety policies	<ul style="list-style-type: none"> • Protocols are in place that ensure the safety of children/youth and address family situations of abuse and neglect • Conduct screenings for family violence issues & provide participant links to appropriate services. • Establish specific policies of what constitutes acceptable and non-acceptable interactions, e.g., standards of volunteer behaviour
Accessible / affordable / wrap around services that are place-based, strength-based & family-focused	<ul style="list-style-type: none"> • Delivered in accessible locations with availability of transportation • Emphasis that builds on individual and family strengths

Recommended Resources:

ABC CANADA Literacy Foundation: www.abc-canada.org/en/adult_literacy

International Adult Literacy Survey: www.statcan.gc.ca/dli-ild/data-donnees/.../ials-eiaa-eng.htm

National Adult Literacy Database: <http://www.nald.ca>

The Office of Literacy and Essential Skills: www.rhdcc-hrsdc.gc.ca/eng/.../oles/olesindex_en.shtml

ReWORKing Welfare (2000). *Steady work and better jobs: How to help low-income parents sustain employment and advance in the workforce.*