

NEWFOUNDLAND AND LABRADOR LAUBACH LITERACY COUNCIL

Information Resource Material Package



This document was developed September 2006, through funding from the National Literacy Secretariat, Government of Canada and the Government of Newfoundland and Labrador.

NEWFOUNDLAND AND LABRADOR LAUBACH LITERACY COUNCIL

Vision

Newfoundland and Labrador Laubach Literacy Council is a key part of a provincial effort to help all people reach their full literate potential.

Mission

Newfoundland and Labrador Laubach Literacy Council is a provincial, non-profit, volunteer organization. We are committed to raising the literacy level of Newfoundland society. Our trained tutors work with people to improve their basic functional skills in reading, writing, speaking, listening, numeracy and other skills. Our programs are adapted to the goals of the student. Materials and organizational support are available through local Laubach councils.

What We Do

Newfoundland and Labrador Laubach Literacy Council is a registered, volunteer charitable organization that aids in the development of Laubach literacy councils in the province. We provide free, confidential tutoring to adults in reading, writing and numeracy skills. Training is provided to tutors in keeping with our national standards.

The NLLLC, in association with local Laubach Councils and Laubach Literacy of Canada,

- recruits and trains tutors
- recruits learners
- recruits and trains trainers
- provides ongoing support for our learners, tutors and trainers
- provides training through seminars, workshops and conferences
- promotes lifelong learning
- provides free resource materials
- supports all literacy programs endorsed by NLLLC

NEWFOUNDLAND AND LABRADOR LAUBACH LITERACY COUNCIL

Programs

The NLLLC, through its member councils, supports many programs.

- One-to-One private tutoring for adults
- Summer Reading for Fun
- Books for Babies
- English Speakers of Other Languages
- Literacy/Learning Centres

One-on-One Private Tutoring for Adults

Volunteer tutors are trained in the Laubach way to teach adult learners to read and write. Our primary materials are developed for adults with very low literacy skills, while supplementary materials are available for students at all literacy levels. Materials have been developed by Laubach Literacy and are available at the New Readers Bookstore.

The programs are directed by students' goals. We do not support standardized testing, instead encourage tutors and students to report progress through achievement of students' goals. Tutoring is confidential and free to adult learners. We are however; required to provide some personal information about the students to the provincial education department and to provide informal progress reports.

Normally, tutors and student meet for a couple of hours a week in a location suitable to both the tutor and student.

Summer Reading for Fun

The goal of this project is to provide supplementary reading, writing and numeracy activities to students from kindergarten to Grade 12. Both individual instruction and group sessions are used to achieve these goals. The focus is to create a summer learning culture; thus, bridging the gap from June to September. The project began in 1990 with eight sites and is continuing to grow in communities across the province.

The salaries for the tutors and the provincial payroll coordinator for the Summer Reading for Fun program are applied for under the Summer Career Placement program funded by Service Canada.

Pending funding, tutors and coordinators receive a 31-hour training seminar sponsored by the Newfoundland and Labrador Laubach Literacy Council and coordinated by the Executive Director. At this seminar, certified Laubach trainers provide information sessions to tutors on topics related to the daily operations of the program. Tutors learn about learning styles, math techniques, reading circles, reading strategies, writing tips, etc.

Councils are responsible for the appointment of their own volunteer Steering Committees who are responsible for hiring coordinators and tutors in the community and monitoring the day-to-day activities of their site. The community programs last from six to eight weeks depending on program funding and are provided free of cost to parents and their children.

Books for Babies

The Books for Babies program is based on the premise that positive attitudes towards literacy are formed at this early time. This program was piloted for two years in cooperation with Western Memorial Regional Hospital over ten years ago. The Books for Babies developed into an early literacy program that grew into a provincial program, with 40 sites and is continuing to grow.

New babies are presented with a package with books and learning materials. Each year, some sites follow this up with a package each birthday until they turn five years old.

English Speakers of Other Languages

This is an adaptation of the one-on-one adult tutoring program designed for those who are learning to speak English as their second language. Specific materials are available to tutors working with students with these unique needs.

Literacy/Learning Centres

Many councils support or form partnerships with literacy and learning centres province-wide. Often, these programs offer full-time, formalized learning environments for adults requiring literacy services.

Laubach Literacy of Canada

Laubach Literacy of Canada and the New Readers Bookstore are the Canadian face of an international movement started by literacy pioneer Frank C. Laubach.

As an American living in the Phillipines, Laubach developed a method of teaching adults to read and write in their own language. Since the 1930s, the Laubach Way to Reading (LWR) has used the slogan “Each One Teach One” because our way of teaching literacy skills is direct and personal.

Canada's first Laubach tutor training workshop was held in Lunenburg County, Nova Scotia in 1970. Laubach was incorporated as a national, charitable organization in 1981.

Laubach's national office is located in Ottawa. Our Board of Directors includes Member Representatives from all provinces with incorporated Laubach organizations. A National Student Representative also sits on the Laubach Board. The New Readers Bookstore, based in Saint John, New Brunswick, is a division of Laubach. It offers mail order publications of interest to literacy practitioners and adult students.

Recent statistics show that there are 5,500 trained tutors, 4,500 students and 133 Laubach literacy councils in Canada. Laubach Literacy of Canada has had longstanding ties to ProLiteracy Worldwide (formerly Laubach Literacy International).

Laubach Literacy of Canada believes that literacy is a basic human right. On the national front, as one of 7 national literacy organizations, LLC trains volunteer tutors who help Canadians learn to read and write. LLC also operates national bookstore that provides resources to Canadian literacy workers and to adult literacy students.

In the past 34 years, Laubach has made its mark on the national scene through collaboration with Ben Wicks' BORN TO READ series; workplace literacy projects; family literacy initiatives and Peer Youth Tutoring Clubs.

NEWFOUNDLAND AND LABRADOR

LAUBACH LITERACY COUNCIL

Information Resource Material Package

Constitution & By-laws



Bylaws of
The Newfoundland and Labrador Laubach Literacy Council Incorporated

Revised October, 2005

Vision Statement:

The Newfoundland and Labrador Laubach Literacy Council, Inc. is a provincial organization that assists individuals in reaching their literate potential.

Mission Statement:

The Newfoundland and Labrador Laubach Literacy Council, Inc. is a non-profit volunteer organization committed to raising literacy levels of society through programs adapted to the goals of the student.

Bylaw # 1

Every second year the Executive examines the current Bylaws six months prior to the Provincial Annual General Meeting. This is to keep the document current and applicable to future direction and plans of NLLLC.

Bylaw # 2

The Constitution and/or Bylaws may be amended at any Annual General Meeting of the NLLLC.

Bylaw # 3

Any motion to change the Constitution and Bylaws must refer to the applicable Article and Section. Failure to make such a reference will invalidate the motion.

Bylaw # 4

Any change to the Constitution and Bylaws requires an affirmative vote of at least two-thirds (66%) of the members present.

Bylaw # 5

Notice of the proposed amendment must be given to each member Council in writing, thirty (30) days prior to the meeting.

Membership

Bylaw # 6

There are five categories of Membership. They are Full Members, Member Councils, Associate Councils, Honorary Members, and Friends of NLLLC.

To be a Full member, an individual must be either a current

- ▶ Laubach student - confidentiality is respected and the student's name will not be disclosed without the student's consent
- ▶ Laubach tutor
- ▶ Laubach trainer
- ▶ Laubach volunteer, or
- ▶ member of a local Laubach Council.

A Member Council is a group or organization which adheres to the mission and vision and meets the standards of NLLLC. A member council shall consist of three or more members of a community that

- ▶ meets regularly to discuss and administer council business
- ▶ provides one - to - one tutoring for adult students in reading, writing or numeracy
- ▶ has a committee in good standing with NLLLC
- ▶ provides annual activity reports
- ▶ provides annual student statistical reports
- ▶ is fiscally responsible.

An Associate Council shall be a council in good standing with NLLLC which has a volunteer board and offers one or more of the following programs

- ▶ Summer Reading for Fun
- ▶ Books for Babies
- ▶ Tutoring for the General Equivalency Diploma
- ▶ Volunteer Library.

An Honorary Member is an individual or organization that NLLLC recognizes for its outstanding contribution to NLLLC.

A Friend of NLLLC is an individual or organization that makes a financial contribution to NLLLC.

Bylaw # 7

Only Full Members can vote at General Meetings of NLLLC.

Bylaw # 8

Membership year with the NLLLC runs from September 1 to August 31. Dues shall be \$2.50 per full member, per fiscal year. Councils shall submit annual dues to the Treasurer upon receipt of an invoice and no later than August 31 of each year. The minimum annual fee per council shall be \$25.00 and the maximum annual fee shall be no more than \$50.00.

Bylaw # 9

Non-voting membership remains with those individuals who provide financial support and/or assistance to Laubach councils and organizations.

Bylaw # 10

The NLLLC is a member Council of Laubach Literacy of Canada (LLC), and submits annual dues as assessed.

Bylaw # 11

The Executive, upon consultation with its members, can dissolve a council which behaves in a manner that could bring disgrace or tarnish the image of NLLLC or its associate councils.

The Executive, upon consultation with its members, may also request the resignation of any volunteer, who behaves in a manner that could bring disgrace or tarnish the image of NLLLC or its associate councils. If resignation of 'said volunteer' is not forthcoming, the member can then be formally terminated, by means of a registered letter, signed by at least two members of the Executive.

Directors and Officers

Bylaw # 12

Part A

The Executive for the NLLLC will consist of the following voting members.

- (i) President
- (ii) Vice - President
- (iii) Secretary
- (iv) Treasurer
- (v) Immediate Past-President
- (vi) Student Representative
- (vii) Provincial Training Officer

Part B

The Executive Director (ED) will be a member of the Executive in an advisory and non- voting capacity.

Part C

There shall be other standing and /or ad hoc chairs or committees as deemed essential by the membership in a non - voting capacity.

Bylaw # 13

All elected positions will be for a two (2) year- term. At the end of the term, members of the Executive can allow their name to be submitted for reelection for one other term.

The position of president is open to any member who has served at least one - year as a member of the Executive.

Bylaw # 14

No person will hold more than one Executive Position at a time. However, the position of Secretary and position of Treasurer may be combined to form one position.

Bylaw # 15

If an Executive position becomes vacant during the term of election, the President, in discussion with the rest of the Executive, has the authority to appoint a member in good standing to fill this vacancy until the next AGM. All positions except the seat of President may be filled in this manner. The seat of President will be filled by the Vice-President.

Duties of The Executive

Bylaw # 16

The President shall:

- ▶ administer and co-ordinate the objectives of LLC and NLLLC
- ▶ inform the Executive of all pertinent correspondence and respond where necessary
- ▶ call and preside at all meetings of the NLLLC
- ▶ assist in co-ordinating and maintaining the efforts of all member councils
- ▶ represent the NLLLC at all Provincial and National meetings, or name an official representative if unable to attend
- ▶ work as a NLLLC representative with other provincial literacy organizations or groups
- ▶ serve as an ex-officio member of all committees
- ▶ present an up - to - date written report at the Annual General Meeting and provide copies to those present
- ▶ be the deciding vote in a tie - vote situation
- ▶ transfer all relevant files and information to the incoming President
- ▶ complete and submit incorporation changes to St. John's following each AGM
- ▶ be one of three (3) signing officers.

The Vice President

- ▶ assist the President in his or her duties, as requested
- ▶ act as President in the absence of that Officer
- ▶ become President for the balance of the term if the position becomes vacant due to resignation, illness or death
- ▶ transfer all relevant files and material to the incoming Vice-President

- ▶ perform other duties as designated by the Executive.

The Secretary shall:

- ▶ record and distribute clear, typewritten minutes of all meetings to the Executive, within ten (10) days of a meeting
- ▶ coordinate all aspects of the provincial meetings and teleconferences
- ▶ maintain accurate records and files
- ▶ inform the Executive of all pertinent correspondence
- ▶ if necessary, be combined with the position of Treasurer
- ▶ transfer all relevant files and material to the incoming Secretary
- ▶ perform other duties as designated by the Executive.

The Treasurer shall:

- ▶ maintain a bank account in the name of the NLLLC
- ▶ receive monies for deposit into the account of the NLLLC; deposits to take place within five (5) days of receipt of monies
- ▶ disburse monies for payment of Council expenses, when due
- ▶ maintain accurate, up-to-date, financial records and receipts
- ▶ present an up-to-date written financial report at the Annual General Meeting, and provide copies to those present
- ▶ file income tax forms, as well as any other necessary forms for the operation of a charitable organization
- ▶ be responsible for the issuance of tax deductible receipts
- ▶ be one of three (3) signing officers
- ▶ maintain availability of financial records
- ▶ deposit all funds into a financial institute as approved by the NLLLC
- ▶ be the receiver of annual dues for NLLLC
- ▶ be close geographically to the President. If this is not possible, should attempt to work hand in hand with an individual from that area so as to ensure swift and accurate transfers, deposits and exchanges of money, as well as prompt payment of bills.
- ▶ transfer all relevant files and material to the incoming Treasurer
- ▶ perform other duties as designated by the Executive.

The Past President shall:

- ▶ remain a voting member
- ▶ act as Nominating Chairperson
- ▶ act in an advisory capacity for new provincial members
- ▶ perform other duties as designated by the Executive.

The Student Representative shall:

- ▶ serve as a liaison between students and other Executive members
- ▶ listen to the concerns and challenges of the students
- ▶ seek out assistance to supply answers for the students concerns and challenges
- ▶ provide input to the Executive regarding needs and policy for students
- ▶ act as an advocate for adult students and literacy through Newfoundland and Labrador
- ▶ represent NLLLC whenever possible at National and Provincial meetings

- ▶ transfer all relevant files and material to incoming Student Representative
- ▶ provide a written report at the Annual General Meeting
- ▶ perform other duties as designated by the Executive.

The Provincial Training Officer (PTO) shall:

- ▶ be a certified trainer
- ▶ contact all ATT's and TT's in the province at least twice a year - September or October and January or February
- ▶ aid councils in securing trainers to conduct workshops/seminars
- ▶ attend and report to the National Training and Certification Committee meeting
- ▶ aid in the formation of new councils and dispensing of needed training materials or information
- ▶ present an up-to-date, written report at the Annual General Meeting, and provide copies to those present
- ▶ encourage trainers to participate in and facilitate supplementary workshops
- ▶ ensure all national training standards and policies are implemented. To this end the PTO has the jurisdiction to investigate and act upon discrepancies in standards.
- ▶ sign all training requests to Laubach Literacy of Canada
- ▶ be appointed / elected by the Province or Territory as the representative of ATT's and Trainers of that province
- ▶ transfer all relevant files and material to the incoming PTO
- ▶ perform other duties as assigned by the Executive.

Bylaw # 17

No member of the Executive will receive remuneration for performance of his / her duties. Reasonable expenses incurred in the attendance of meetings or for other duties on behalf of the NLLLC may be paid. Payment will be made to Executive positions only.

Bylaw # 18

Failure to attend three (3) meetings of the Executive during a term of office, without sound and valid reason, will be considered an automatic resignation. A written letter of resignation will be formally requested.

Bylaw # 19

There will be two (2) of three (3) signing officers on all banking and financial documents. The three signing officers shall be the President, the Treasurer and one other designated Executive member.

Bylaw # 20

NLLLC will act as a clearinghouse for all proposals submitted by Laubach Councils to government and other agencies. A letter of support, approved by the Executive and signed by two (2) Executive members or the Executive Director must accompany all recommended submissions.

Bylaw # 21

The Executive will meet four (4) times per year and at least one meeting shall be a face to face meeting at a time and place designated by the committee.

Annual General MEETINGS

Bylaw # 22

Proposals for funding of the Annual General Meeting of the NLLLC shall be submitted by the Executive of NLLLC.

Bylaw # 23

There will be an Annual General Meeting (AGM) held each year, at which time, written reports will be submitted by all NLLLC Executive members.

Bylaw # 24

Each year, during the AGM, a site and tentative date will be chosen for the following year's AGM and conference. The host council shall

- organize and plan the venue, meals, accommodations and workshop scheduling in conjunction with NLLLC
- open a separate account for the AGM and keep a separate ledger, up to date, of all money received and spent for the AGM
- submit funding proposals to local areas businesses and organizations upon approval from NLLLC
- make all payments regarding the AGM by cheque
- ensure all receipts for the AGM are kept in good order
- divide equally between the Host council and NLLLC all remaining funds from any conference or AGM
- submit an "in-house" audited report to NLLLC within 30 days of the AGM
- organize at least two face - to face - meetings with the ED
- follow the guidelines as outlined in the Conference Binder
- verify that all money raised and / or provided for the AGM is spent on the AGM..

Bylaw # 25

The ED shall act as liaison between NLLLC and the host Committee for the AGM and conference.

Bylaw 26

The Business session of the NLLLC Annual General Meeting is open to Laubach members and/ or invited guests of the NLLLC Executive.

PROCEEDINGS AT GENERAL MEETINGS

Bylaw # 27

Any other individual/organization may conduct a workshop, attend the Round Table discussion, and/or make a presentation to the membership at the NLLLC Annual General meeting or other function, upon providing a written outline of said presentation to the Executive of NLLLC within 60 days prior to the AGM or other function.

Bylaw # 28

Elections will take place at the Provincial AGM. A Nominations Chairperson will be in place sixty (60) days before the elections, as well, nominations may be made from the floor.

Bylaw # 29

Voting privileges, for the purpose of Election of Officers will be held to two (2) members and one (1) adult student per council. It is advised by the NLLLC that the student be selected beforehand so as to be made aware of who is running for election, and the qualifications of each candidate. If no adult students are available from a council for voting purposes, votes will be held to two (2) votes per council.

Bylaw # 30

If requested, a Council may attend the AGM elections and cast their votes via teleconference and fax. The financial responsibility for this hook-up will lie with the individual council.

Bylaw # 31

Information regarding upcoming vacant positions will be made available to all Councils as early as possible to allow those Councils who are unable to attend the AGM to make nominations and cast their votes.

Bylaw # 32

The fiscal year of the NLLLC will be from September 1 to August 31.

Bylaw # 33

An internal audit will be provided annually and a full-audit will be provided biannually by using the services of an external auditor, approved by the NLLLC.

Bylaw # 34

A quorum for the general membership of NLLLC represents two-thirds (2/3) of the members present. For the Executive meetings a quorum represents 50 percent plus 1 of the Executive Positions.

Duties of Councils

Bylaw # 35

Member councils are responsible for the financial integrity of the council and must keep accurate, up - to - date financial records. It is also the responsibility of each member council to submit reports when required. The schedule for required reports is as follows:

Statistics for Tutoring/Preparation Hours - to Provincial Training Officer by March 1

Annual Council Report - to the host council at least 30 days prior to the AGM.

Other designated reports, as requested by Executive - 30 days before Annual General Meeting.

Bylaw # 36

It is the responsibility of the NLLLC to ensure an accurate and up-to-date database of member councils is available.

Bylaw # 37

Newfoundland and Labrador Laubach Literacy Council, (NLLLC), local councils and affiliates shall issue letters of support to other agencies / groups/ individuals with the following guidelines:

- ▶ Obtain a full copy of the proposal.
- ▶ Present the proposal to local council or provincial council for approval.
- ▶ Obtain background of the agencies / groups / individuals to ensure potential for collaboration is sound and be conscious of the possibility of “conflict of interest”.

Bylaw # 38

Each member council must submit an annual financial statement to the Newfoundland and Labrador Laubach Literacy Council, (NLLLC), within four (4) weeks of local elections of officers.

Bylaw # 39

With regard to the “closure of” or “transfer of” a local council, initial contact will be made by the Executive Director and / or the Provincial President, to advise of process required.

Bylaw # 40

Upon closure of a Council, the NLLLC will become the depository for books, materials and monies acquired with the Laubach name while said council was in operation. Said materials and monies will be held for a period of six (6) months and will be returned if the Council regenerates. After a period of 6 months, the materials and monies become possessions of the NLLLC.

Bylaw # 41

Materials purchased with book grants are to be used for the sole purpose of tutoring students and training tutors. Councils who do not require the grant are to notify the Executive Director and /or the President so as to allow other Councils in need, to avail of additional grants. Councils are totally responsible for said materials.

Bylaw # 42

Councils are required to submit tutor stubs and registration fees to the development office, within 30 days, from completion of workshops.

Passed by the membership at the Annual General Meeting the 22 day of October, 2005.

NEWFOUNDLAND AND LABRADOR
LAUBACH LITERACY COUNCIL

Information Resource Material Package

Strategic Plan 2005-2010



LAUBACH
LITERACY OF
CANADA
ALPHABÉTISATION
LAUBACH DU
CANADA

NEWFOUNDLAND
LITERACY COUNCIL

AND LABRADOR LAUBACH
INC. STRATEGIC PLAN

2005-2010

The Newfoundland and Labrador Laubach Literacy Council (NLLLC) has been offering free literacy services since 1986 to people throughout the province. Our group has grown dramatically since then. In 1988, there were 10 councils and 300 trained tutors across the province. In 2004, there were 20 literacy councils having trained close to 1200 tutors. There are at least another 200 other volunteers who are council executive members and volunteers who fundraise and help deliver programs.

We are a part of Laubach Literacy of Canada. LLC is a national community-based program that is based on the work of Dr. Frank Laubach in 1930. Dr. Laubach wanted to teach adults to read and write in the Philippines. He coined the phrase: Each One Teach One. This continues to serve as our motto.

Since Laubach Literacy of Council held its first training workshop in Nova Scotia in 1970, Laubach volunteers have helped countless thousands across Canada improve their literacy skills.

Setting

In the Fall of 2002, NLLLC began an informal planning process in consultation with some of its membership and identified five main goals.

They are:

- Review and update the Newfoundland and Labrador Laubach Literacy Council Strategic Plan.
- Strengthen provincial Laubach Literacy Councils.
- Continue to work towards financial independence for NLLLC.
- Build on NLLLC's current provincial awareness campaign
- Provide ongoing training and support for NLLLC's certified Tutor Trainers (TT) and Apprenticing Tutor Trainers (ATT).

Meanwhile, changes across the country made this the ideal time to create a new strategic plan. Similar growth was happening right across the country. Laubach Literacy of Canada (LLC) was getting bigger and bigger. In 2003, they decided that it was time to stop and look at what they were doing. In fact, our major funding agency, the National Literacy Secretariat (a division of Human Resources Skills Development Canada) told LLC that they had to take a serious look at what they were doing. A private company, Diane Abbey-Livingston & Associates of Toronto, was hired. LLC learned that many people in the organization were unsatisfied. LLC was told that they were not meeting the needs of the volunteers and students in the most effective way.

Many things were addressed in this assessment, including the way provincial boards were members of LLC. Prior to this, all volunteers and students in each province were part of the national organization. Money coming from provincial governments to cover the salaries for provincial staff was being sent to LLC where they administered all payroll. This, along with other things, caused LLC to rethink their relationships with the provincial organizations.

It was decided that NLLLC would stand as an independent entity. Although we continue to be part of LLC, we are doing much more on our own. We have hired an Executive Director to replace the LLC's field services coordinator position that previously existed. We are handling the payroll, etc. for this position within our board.

All volunteers and students in Newfoundland and Labrador are no longer members of LLC. We are all part of NLLLC, which is part of LLC. We have elected one representative from Newfoundland and Labrador to sit on the LLC board.

External Environment

Yvon Laberge, a literacy expert in Alberta (author of the Laubach Literacy of Canada, Environmental Scan, Background Document for Strategic Planning Exercise), told LLC how the literacy field is expected to look into the future.

Laberge expects that federal funding for literacy will become more of a priority for the federal government. Federal departments will realize the important link between literacy and employment. However, government is expected to be very cautious about the money they allocate. Money will be available for special needs groups like youth, Aborigines and immigrants. Funding will be allocated for specific projects and organizations will have to prove to government that their money has been well-spent. There will be a lot of competition for this money.

Volunteers are going to continue to play essential roles in the delivery of literacy programs. However, many volunteer issues have been identified. Challenges faced by volunteer groups include volunteer retention and burn-out, volunteer training, and volunteer-tutor accountability.

Strategic Plan process

Through the development of a strategic plan, NLLLC needs to answer the following questions that can only be done through a strategic planning process:

- What is the fundamental mission of our organization?
- What is our organization's reason for being?
- What are our deeply held values and guiding principles?
- What are the opportunities and the threats that we will encounter in the future?
- What must be the action plan to adopt for the next few years?

From a process of reflection and introspection, NLLLC needs to:

- Anticipate changes in its environment
- Highlight the threats and opportunities that exist around our organization
- Develop strategies for taking advantage of the opportunities and avoiding the identified threats

We need a management tool that helps us to:

- Define the orientations and strategic objective of our organization
- Define the priorities to meet and the optimum actions to be undertaken in the short and medium term
- Identify the concrete means for coordinating policies and activities within our organization

We need a means of communication and internal motivation that allows us to:

- Inform our volunteers of the issues that our organization is confronting
- Help our volunteers to understand, assimilate and accept our organization's orientations and strategic objectives

We need a process of systematic questioning of the external environment in order to:

- Understand the trends that have an impact on our environment
- Identify the organizations that are driving the trends in the delivery of literacy instruction and our sector in general
- Evaluate the way in which these trends influence the dynamics of threats and opportunities for our organization
- Make it possible to confirm the value of our current positioning or to determine a future repositioning of our organization

We need a tool for dialoguing with various stakeholders that are in contact with NLLLC in order to:

- Inform them of our strategic choices, projects and priorities
- Come to an agreement with them regarding the development perspectives of our organization and the priorities to adopt
- Demonstrate to them that our organization is playing an active part in the development of literacy initiatives
- Develop, with them, partnerships based on a judicious analysis of our strengths and our needs

Clientele

Primarily, NLLLC exists to meet the needs of our current students and to identify potential students. Our programs must be tailored to meet the needs of our students, and must bring accessible programs to all those who need it.

To carry out our programs, we rely on our second set of clientele-volunteers. Volunteers occupy many positions including tutors, tutor trainers and board members, and in fund-raising and promotional capacities. In order to provide quality services to our students, we must learn to recruit and retain volunteers by making them feel valued and making their work fun.

Finally, we realize that our program can benefit from forming partnerships with like-minded organizations. We have to identify what groups have similar goals, and how we can form mutually-beneficial relationships.

Our Strengths

Our organization recognizes that we have much strength. We know that we are fortunate to have many dedicated volunteers who work hard to achieve success.

We must first identify our strengths in order to create building blocks for our future. These strengths will provide the foundation where we will stand as we try to overcome our challenges.

Our strengths include:

Student strengths

- Programming is available in many areas of the province. We are able to work with students who live in smaller areas where other programming is not available.
- Work is individualized for each student, thereby allowing students to work specifically on their goals.

- Tutoring is free, one-on-one and confidential. No student is refused based on economic means, and students rest assured that their involvement in the program is kept secretive.
- Tutors are flexible in their work with students. Tutors arrange meetings with students based on work schedules and family commitments, thereby allowing students to avail of our programs with the least impact on their lives.

Volunteer strengths

- We are proud of the commitment of our dedicated volunteers. Volunteers make huge time commitments to ensure that programming is available to all those who need it.

Tutor strengths

- As of 2004, close to 1200 tutors have become trained tutors. Many more have gone on to build on that training. Although we have lost some tutors, most of these 1200 currently work with students, have worked with students or will work with students in the future.
- Laubach Way to Read materials have been developed to facilitate adult learning. All tutors have access to these materials at no cost to them.
- Time and time again one-on-one tutoring has been very successful. Be it singing in the church choir, learning to understand materials required for work or attendance in an education program, students are meeting their goals.
- Tutors implement successful individualized learning plans that are in tune with the needs of the students.
- Tutors make tremendous time commitments in developing lessons, and carrying out these lessons. Most often, tutors devote 6 hours weekly to work with their students. Tutors are also flexible with their time, meeting the needs of the learners.

Provincial Board strengths

- Regions from Labrador to Stephenville, River of Ponds to St. John's are represented on the board.
- Continuous funding from both the federal and provincial governments has allowed for implementation of a skilled paid staff person for over a decade.
- The provincial board and community councils have been able to communicate through the distribution of newsletter three times a year.
- Important partnerships have been developed in this province. Partnerships including that with The College of the North Atlantic, provincial library systems, the provincial public school system and regional economic development boards have allowed our program to flourish.
- There is a great deal of cooperation at board level. Volunteers work together for a common goal- the improvement of the province's literacy skills.

Council strengths

- Volunteers work well together and report little conflict.
- Councils are deemed important in their respective communities, having earned respect and admiration.
- Community councils are good at public relations and raising their community profile.

- Most councils hold effective monthly planning meetings.
- In a time when people are moving away from smaller communities, councils are continuing to report considerable growth.
- Councils conduct short/long-term planning, and independent budgeting and fundraising. Most groups have gained the independence to seek incorporation and government funding.

Challenges we face

The NLLLC recognizes that we face many challenges in sustaining our program. These challenges are unique for each member category. Here are some of the challenges that have been identified.

Student issues:

- We are not in every community in this province, so programming is not accessible to all students who need it. Many students do not drive or do not have access to vehicles, so travel is not an option. Also, with tutoring happening in private homes, buildings are not accessible to students with special needs.
- Many students are not aware of our programs.
- Supplementary learning materials are not readily available to student/ tutor pairs.

Volunteer issues:

- Volunteers feel overworked. Tutoring time commitments are enormous. Add the time required to fundraise and carry out other board activities, and volunteers are feeling exhausted.
- In serving such a large geographic area, tutors often work with students completely void of contact with other tutors. Keeping tutors feeling connected is a huge challenge.

Provincial Board issues:

- Provincial board members are not always committed enough to carry out the work required. Strength and ability of board members continued to be a challenge.
- The board has little profile within and outside the organization.
- There are a lack of sufficient policies and standards surrounding board operations.
- There is a lack of resources for board.
- Board members are concerned about liability issues. They are unsure of their insurance/liability issues surrounding their involvement on the board. This is scaring other people from joining the board.
- It is difficult to attract new members to the board.

Council Board issues:

- Boards are operating on very small budgets, which are made up solely of fundraised dollars. Boards need more resources but cannot figure out how to get them.
- Boards are finding it difficult to recruit and retain volunteers.
- There are feelings of isolation at the community board level. Boards feel they have no support from the other councils, provincial board and other literacy groups.

- Boards are frustrated with provincial and national bureaucracy.

Tutor issues:

- Tutors receive an initial 12 hour training. They feel they need more training as they continue to work with students.
- Tutors do not feel equipped to carry out student assessment and monitor student progress.
- There is a lack of resources available to tutors.
- Tutors do not feel equipped to deal with the changing need of the student. Often now, students have underlying problems contributing to their low literacy skills. Tutors do not feel comfortable dealing with these problems.

NLLLC Strategic Plan 2005-2010

Towards the development of a Strategic Literacy Plan for volunteers

Objective # 1 *Strengthen all provincial community Laubach Literacy Councils.*

Action

- Identify active NLLLC councils
- Recruit new volunteers and retain current volunteers
- Create volunteer incentives
- Encourage independence including incorporation
- Develop definition of active literacy councils
- Develop check list of effective councils
- Ensure provincial bylaws include definition and checklist
- Explore different categories of council membership and or associate membership (National Quality Standards)
- Conduct leadership training and council orientation
- Develop a generic NLLLC operational information handbook
- Review and revise current handbooks in conjunction with the staff person
- Review LLC's volunteer screening package with an eye to implementation
- Improve communication between councils and provincial executive
- Explore province-wide partnerships
- Improve presence in the respective communities through public relations training
- Increase awareness amongst students through learner-directed awareness initiatives

Objective # 2: *Increase availability of programming to students*

Action

- Make potential students aware of our services.
- Make resources and training available to all students
- Increase tutor presence in more areas of the province
- Adapt programming to changing needs of the students
- Ensure resources are in place for use by all student/tutor pairs

Objective #3: *Offer services to students while maintaining the integrity of our programs*

Action

- Continue to adapt program to learners' specific needs and goals
- Maintain students' trust through securing confidentiality
- Ensure that students who are inappropriate for our Laubach programs are directed to other services

Objective #4: *Continue to work towards financial independence for NLLLC.*

Action

- Submit a proposal to NLS for one (*two*) weekend planning session(s) for the provincial board to do financial planning
- Seek provincial and federal funding partners
- Find partners to provide the materials and resources we cannot
- Generate a financial plan for NLLLC
- Provide board training on finances

Objective # 5: *To provide ongoing training and support for NLLLC's certified Tutor Trainers (TT) and Apprenticing Tutor Trainers (ATT).*

Action

- In-service current TTs and ATTs in the new training module
- Provide annual in-service to ensure all trainers remain up-to- date either through the provincial conference or through a separate weekend training
- Increase the provincial training team by the building of regional training teams
- Provide NLLLC trainers with a comprehensive trainers package
- Design and implement policy(ies) surrounding cost recovery for tutor training workshops

Objective #6: *Increase community and provincial profile.*

Action

- Seek funding from government, non-governmental and corporate agencies with regard to an awareness of the Laubach method, materials, programs and councils
- Give councils the tools they need to promote their work in their own community
- Develop volunteer recognition awards which can be profiled in the media
- Ensure NLLLC promotes one literacy event or literacy day a year, i.e. International Literacy Day, Literacy Action Day, Family literacy Day, etc.
- Celebrate victories through the media
- Make a concerted effort to promote NLLLC through all forms of the media using external funding
- Create a video or audio tool to promote NLLLC and its role of supporting adult literacy in NL.
- Create and distribute additional NLLLC promotional material

Objective #7: *Decrease feelings of isolation*

Action

- Use technology to keep councils connected
- Develop regional councils which could meet several times throughout the year
- Ensure staff person visits each council at least once a year
- Ensure publication and distribution of at least 2 issues of the provincial newsletter during the next five years.

Objective #8: *Increase access to resources and materials*

Action

- Seek funding to purchase materials
- Develop partnerships to borrow materials
- Train tutors to seek materials in non-traditional places

Objective #8: *Review and update the Newfoundland and Labrador Laubach Literacy Council Strategic Plan.*

Objectives:

- Ensure the current Executive Committee reviews and updates the NLLLC Strategic Literacy Plan at every AGM

NEWFOUNDLAND AND LABRADOR
LAUBACH LITERACY COUNCIL

Information Resource Material Package

Literacy Statistics



Literacy Statistics in Newfoundland and Labrador

For the first time in 2003, the International Adult Literacy and Life Skills Survey (IALSS) measured the literacy proficiency among all provinces and in the territories in Canada, including an over sampling of urban aboriginal population in Manitoba and Saskatchewan and the North.

**and Labrador performance
population 16-65.**

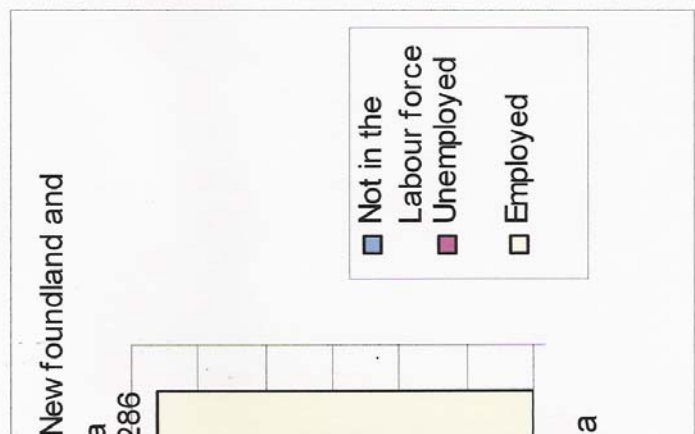
12	Total	
Number	%	Number
119,000	50.4	189,000
27,000	42.8	40,000
168,000	38.4	243,000
173,000	50.4	258,000
1,700,000	48.6	2,500,000
2,100,000	42.2	3,400,000
200,000	39.7	290,000
162,000	33.0	203,000
544,000	35.0	753,000
600,000	34.7	1,000,000
4,000	30.9	6,000
7,000	42.6	11,000
3,000	72.0	9,000

12

Total 8,849,000

Performance and employment

People not in the labour force scored on average 1.5 points higher than employed people and the unemployed people and their counterparts in the Atlantic.



Low literacy performance

Level 1 and 2 and Labrador

20
of them were non-
ants.
ere male and 47% were
ere employed
ere unemployed
ition:
% less than high school
% had completed high
ool
% had post-secondary
cation
tongue:
glish for almost all of them

24
Source: IALSS, 2003

meracy	Problem Solving
271	267
267	262
290	284
308	297
meracy	Problem Solving
255	266
266	275
290	297
307	309

NEWFOUNDLAND AND LABRADOR
LAUBACH LITERACY COUNCIL

Information Resource Material Package

Forms



LAUBACH
LITERACY OF
CANADA
ALPHABÉTISATION
LAUBACH DU
CANADA

Statistics Form

Council Information

Council Name: _____

Council Address: _____

Council Phone Number: _____

Council Fax Number: _____

Council E-mail Address: _____

Volunteer Information

Board members: _____, _____, _____,
_____, _____, _____,
_____, _____, _____

Number of active tutors: _____
Any other volunteers? _____

Student Information

Number of student/tutor pairs: _____

Total number of students: _____ Male: _____ Female: _____
Ages of students? Under 30 _____ 30-55 _____ 55 and over _____
Number of returning students: _____

Is there any other information you would like to share?

Year: _____

Thank you for your cooperation.

The Department of Education, Government of Newfoundland and Labrador requires that all the literacy programs that receives funding from them, complete the following forms. The Schedule B-1 is required when a student begins work with our program, while student assessment forms are due three times a year and exit forms are to be completed when a student leaves our program.

SCHEDULE B-1

PERSONAL INFORMATION

The disclosed information will be used strictly for the purposes of research, statistical analysis, program audit and delivery, and improving Government educational programs.

Name (initial and full surname) _____

Gender _____

Date of birth or age _____

Residence (town/community) _____

If you have any questions about the collection or use of this information, please contact the Director, Adult Learning and Literacy Division, Department of Education, P.O. Box 8700, St. John's, NL, A1B 4J6; telephone (709)729-1738.

Organization _____

Organizational representative _____ Date _____

Student Information and Status Report One-to-One Tutoring Programs

Student ID# If the ID# has not yet been provided by the Dept., please attach the completed Schedule B-1.

Section A: Complete Section A only if a “Student Information and Status Report” form was not submitted for this student for the previous report.

Began Classes (date):

Community of Residence

Student's Financial Support (e.g., HRSDC, HRLIE, employed part/full-time)

Education History (e.g., last grade completed, other courses)

Learning Disability (e.g., diagnosed LD, suspected LD, accommodations offered)

Additional Pertinent Information

Section B: Section B must be completed.

Progress Report

Number of hours student was tutored each week _____

Date of Assessment:

Assessment Tool:

Assessment Results:

Notes:

REMEMBER: Use the same tool consistently, for each assessment period.

Organizational Representative _____ Date _____

Student Exit Form

This form must be forwarded (faxed, but the original mailed) to the Program Consultant, Department of Education, no later than 2 weeks after the student's last day in class.

Student #

Began Classes (date):

Ended (date):

Reason for leaving:

Comments:

Organizational Representative *

Date

**NEWFOUNDLAND AND LABRADOR
LAUBACH LITERACY COUNCIL**

Provincial Board of Directors
NOMINATION FORM

Your name of council (if applicable) _____

Address: _____

Telephone: _____ Fax: _____

Email: _____

I wish to nominate (nominee's name, council and contact information)

_____ for
the position of provincial _____ with NLLLC.

Reason for nomination: _____

Signature: _____

Does the nominee accept this nomination? Yes No

Nominee's Signature _____ Date _____

Return to: Newfoundland and Labrador Laubach Literacy Council
Box 822, 141 O'Connell Drive Corner Brook, NL A2H 6H6
P: 1-800-863-0373 Fax: 709-634-2126
laubach@nf.aibn.com

Elections will take place at the NLLLC Annual General Meeting and Conference.

Susie Day Volunteer of the Year Award Nomination Form

Name _____
Address _____

Postal Code _____ Telephone _____
Council _____

1. Approximately how many hours per month does this person volunteer for literacy?

2. What position does this person hold on your council or is this person a volunteer at large?

3. How long has this person been involved with literacy? Please specify in terms of weeks, months or years.

4. How has this person contributed to literacy?

5. List in order any literacy activities this person has participated in or positions this person has held.

6. Other comments:

7. Please attach any newspaper articles or letters of support that confirm your nomination.

Signature of the Nominator: _____

Student of the Year Award

Nomination Form

Deadline:

Name _____

Address _____

Postal Code _____ Telephone Number _____
Council _____

1. This award will be presented to the student who has made significant progress in learning. Please detail the progress of the student to date.

2. Why did this student come forward for help?

3. List all volunteer activities in which the student has participated.

4. How has the student's learning changed their home, work and everyday lives?

5. Please include any newspaper articles or letters of support that will assist this nomination. If you have any further comments please add another page.

Signature of the nominator _____

NEWFOUNDLAND AND LABRADOR
LAUBACH LITERACY COUNCIL

Information Resource Material Package

Tutor Information



LAUBACH
LITERACY OF
CANADA
ALPHABÉTISATION
LAUBACH DU
CANADA

Newfoundland

Literacy Council

and Labrador Laubach

Tutors

To become a Laubach tutor, one must attend a training workshop where he/she will be introduced to an approach that has a proven record of success. All tutor training is done by a team of certified and apprenticing Laubach trainers.

The tutor training workshop takes 10-15 hours. It may be held on two consecutive weekends, or over the course of 3 or 4 weekday evenings. The cost of attending a workshop is low (it covers photocopying and rental of space).

Tutors who take the basic literacy training may decide to specialize in areas such as math. The needs in the community will affect the kind of training one may want to take after basic tutor training is over.

This training gives tutors the tools they need to work with adult students. The tutoring workshop provides an overview of the Laubach Way to Read materials. An overview of supplementary materials and exercises is also provided. Through this training, tutors come to understand the cycle of illiteracy and gain a sensitivity to the adult non-reader.

TO THE NEW TUTOR

Placement Procedures

You are ready to begin an experience that can be exciting, rewarding, frustrating, challenging and gratifying. You are important to your student. You are his hope and his example. He usually comes to his first lesson full of doubts and fears. You have an hour or two to put him at ease, to teach him something new, and to show him he can succeed at something, to make him want to come again. We want to stress as much as possible the importance of this first lesson.

You are also important to your local Literacy Council – and ultimately to The Newfoundland and Labrador Laubach Literacy Council and to Laubach Literacy of Canada. You are our only link to your student. We depend on you to use the material correctly, to prepare the lessons adequately, to meet regularly with your students, and to keep accurate records of his progress.

In your tutoring venture you have the support of your local council. We will do whatever we can to ensure a smooth transition from workshop training into your new tutoring situation. Here are the procedures you are asked to follow. Please read it through carefully and follow it as you begin your tutoring experience.

Procedures

1. Get your student assignment from the student-tutor coordinator. She may suggest an appropriate tutoring place.
2. If you plan to tutor in a literacy centre, check on possible times and dates for your tutoring sessions.

3. Contact your student immediately by phone or in person. This is your responsibility. If for any reason you do not get in contact with him within one week of the assignment, call the student-tutor coordinator.
 - a. Set a date for the first lesson. Be sure you are both clear about the date, time and place.
 - b. Arrange to get the student's book and take it to the first session.
4. Have and ENJOY your first lesson. It is a good idea to keep a notebook on each student, beginning with the first session. Keep a running record of his strengths, his special needs, what to review, and any supplemental subjects covered or materials used.
5. Begin keeping a tutoring calendar. Explain to your student that you are keeping a record of the tutoring sessions. Explain that the Council must report its local volunteer tutoring hours to obtain funding. You will also need this information when applying for Senior Tutor Certification. We recommend that you plan to meet twice a week to make it easier for the student to retain the material from one session to the next. This should also allow the student to move fast enough to see progress and to be motivated to continue. The record of tutoring hours should be turned in to the office or the student-tutor coordinator on a regular basis.
6. Report to the student-tutor coordinator that the first lesson has taken place.
7. Any time tutoring stops, even temporarily, report it to the student-tutor coordinator. If a tutor must interrupt tutoring for more than two weeks, a substitute tutor should be secured.
8. When you have completed forty hours of tutoring, fill out the application form for Senior Tutor Certification and send it to the Council office or the student-tutor coordinator to receive your Senior Tutor Certificate.
9. If you have any problems, or if you wish to share your joys, talk them over with the student-tutor coordinator or the office staff.

“The greatest thrill I have ever had is to see the joy in a person's face when he first learns to read,” Dr. Frank Laubach has written. “I would rather see that than eat.”

May your “Each One Teach One” experience also be thrilling. Happy Tutoring!

TUTOR JOB DESCRIPTION

Role: To help an adult non reader acquire reading, writing, speaking, listening, numeracy, and other life skills needed to function successfully in society. This is usually done through a one-to-one relationship that emphasizes personal attention.

Basic training: A twelve-hour (or ten-hour) LLC approved Literacy Tutor Workshop.

Place of work: Tutor’s home, student’s home, Literacy Council office, or any mutually agreeable location: community centre, library, school, church, etc.

Hours: Twice weekly, one to two hours each lesson.
A half hour of preparation time required for each hour of lesson time.

Duration: A minimum of one-year commitment.

Duties:

1. Contact the student to arrange the time and place of the lessons.
2. Notify the office or student-tutor coordinator when the first tutoring session has taken place.
3. Meet regularly and punctually with the student (summer excepted).
4. Maintain the student’s confidentiality always.
5. Provide encouragement and support, assisting the student to develop a positive self-image and enthusiasm for learning.
6. Set goals with the student and frequently evaluate progress toward them.
7. Prepare lessons to meet the individual needs and interests of the student.
8. Inform the appropriate person (office) if any problems in tutoring or student-tutor relationship arise.

9. Keep accurate records of hours tutored and student progress.
10. Complete quarterly written reports and send in to the office.
11. Notify the office if tutoring terminates even for a short period.
12. Keep yourself up to date on literacy issues by reading newsletters and attending seminars and meetings.

Characteristics: A tutor should be dependable, interested in people, sensitive to others, a good listener, literate (professional training not necessary), flexible, patient, optimistic, friendly, nonjudgmental, open-minded, and have a sense of humour.

Benefits:

1. Personal satisfaction in helping someone grow.
2. Deepened understanding of values and lifestyles different from your own.
3. Broadened imagination for creative problem-solving.

NEWFOUNDLAND AND LABRADOR LAUBACH LITERACY COUNCIL

Information Resource Material Package

Training Information



BASIC LITERACY TUTOR TRAINING

Once a council has established a group of volunteers who wish to be trained as literacy tutors, a Basic Literacy Tutoring workshop can be planned. Contact must be made with the provincial office or the Provincial Training Officer. Trainers will be identified while the council must take the responsibility of organizing the workshop.

ORGANIZING THE WORKSHOP

A. THE WORKSHOP CO-ORDINATING TEAM

1. Workshop co-ordinator

Once the council has determined the need for a workshop, one person generally co-ordinates and oversees all preparations for it. This person will act as the main liaison

with the training team, set the time lines, and recruit people to help with specific tasks such as:

- Site selection and room arrangements.
- Publicity to recruit both students and tutors.
- Budgeting and setting of fee (if applicable).
- Fund-raising, as needed.
- Ordering books and preparing workshop folders.
- Registration of tutors.
- Refreshments during “break times”.
- Hospitality for out-of-towners if needed.
- Matching of tutors with students.

Experience has proven that no matter how many times one handles workshop details, it is easy to overlook something important. The Workshop Checklist has been prepared to provide an overview of the total operation, to clarify exactly what is needed, and to outline the jobs to be assigned. It is particularly useful for long-distance arrangements between an out-of-town trainer and the workshop co-ordinator.

The workshop co-ordinator should arrange a planning meeting at least six weeks in advance of the workshop to confirm “who” is doing “what”, and a post-workshop evaluation session to assist in making changes for future workshops.

2. Registrar(s)

It is highly recommended that trainees pre-register (and pay the workshop fee if applicable) in advance of the workshop. The fee may be refunded later if the person cannot come. Pre-registration saves time at the workshop, encourages some commitment on the part of the trainees, and ensures that adequate seating space and materials are available. The ideal size of a workshop is ten to twenty-five participants.

Usually the first people the trainees see at workshops are the registrars. Their friendliness and organization will give trainees their first impressions of your program and set the tone and atmosphere of the workshop. It may be advisable to have two registrars at the door (especially if fees are to be collected) to facilitate the registration process.

The following is a list of the registrar’s duties:

Before the workshop

- a. Prepares a registration (and attendance) list with the names and addresses of the trainees. Trainees who need to complete their tutor workshop or tutors who want a “refresher” should be indicated on the list.

- b. Ensures that all trainees know the workshop location (with directions if required), the times of the workshop, any reading preparation suggested, mealtime arrangements, etc. This may be done by telephone, by letter, or during an orientation session.
- c. Maintains a “waiting list” of prospective trainees once the maximum number of registrants has been reached. If space becomes available, these people should be contacted immediately. Otherwise, they should be notified of the next workshop.
- d. Has name tags ready for all trainees, plus a few extra on hand in case of errors. The first name should be printed in LARGE letters with a black felt-tip pen so it can be read from the front of the room. The surname can be printed in smaller letters below it. If pins or plastic holders are used, the name tags can be removed and reused at subsequent sessions.
- e. Has receipts ready for trainees who have prepaid. It may be necessary to have a receipt book and a cash float at the door if all trainees have not prepaid the fee.

At the workshop

- a. Sets up the registration table at the entrance to the workshop room. A sign to indicate “Registration for Literacy Workshop” will help to direct people to the right place. All needed materials (name tags, marker pen, workshop folders, books, registration list, cash box, and receipt books) should be on hand.
- b. Greets the trainees as they arrive.
- c. Checks each person’s name and address, collects the workshop fee if not prepaid, and issues the trainee’s receipt.
- d. Hands out name tags, workshop folders, and whatever books are included in the fee.
- e. Directs the trainees to places where they can hang coats, get coffee, and sit down.

Possible additional duties:

- a. Records attendance at each session. If it is inconvenient for the registrar to return for each session, one of the assistant trainers may be asked to perform this duty.
- b. Collects Tutor Data Sheets as they are completed and gives them to the student-tutor co-ordinator.

- c. Completes Tutor Certificates before the last session and gives them to the lead trainer to sign.

After the workshop

- a. Gives any money received at the workshop to the treasurer or designated person with a note of accountability.
- b. Prepares a list of names and addresses of new tutors in triplicate. A copy should be sent to your provincial organization and one kept for your own files.
- c. Prepares a summary of tutors who volunteered on their tutor data sheets to help the local Council in some capacity. This summary could also be done by the student-tutor co-ordinator.

3. Supplies person

- a. Orders books, pamphlets, or other supplies required by the trainees, as well as any training materials needed for the trainers.
- b. Assembles workshop folders prior to the workshop. The information to be included is available from the PTO.
- c. Ensures that required books and materials are delivered to the workshop.
- d. Precounts and distributes books on loan. It is a good idea to attach a note to these books saying "Please return as you leave". These books should then be recounted when returned.
- e. Ensures that new tutors know how to borrow books from the Council in the future.

4. Hostess(es)

The workshop schedule calls for a fifteen-minute refreshment break every one and one-half hours. The hostess is responsible for providing drinks and light snacks for the trainees during these times and for socializing with them. The hostess may also be responsible for hospitality for out-of-towners (e.g., accommodation arrangements and lunches for trainers).

5. Student-tutor co-ordinator

This person has the important task of matching student and tutor at the end of the workshop. The co-ordinator should attend at least one session of the workshop to become acquainted with the trainees, and to obtain the Tutor Data Sheets. She may

wish to post an annotated, but anonymous, list of students waiting for tutors. It is a good idea for the co-ordinator to talk to the trainees during the workshop about the matching process and placement procedures.

6. Others

Other members of the local council will undoubtedly be involved in workshop organization. The publicity committee should publicize the workshop three to four weeks in advance and continue to recruit students. The treasurer will be involved in workshop budgeting, setting of the fee, and possible fund-raising. The secretary may be asked to send thank-you's for donations of money, services, or facilities, and notes of appreciation to guests. Other helpers may be needed as well to fulfill specific tasks (e.g., set-up and clean-up).

WORKSHOP CHECKLIST

Sponsoring Group: _____

Dates and Times of Workshop: _____

Workshop Co-ordinator: _____ Phone: _____

Lead Trainer: _____ Phone: _____

Number of Trainees Expected: _____ Number of Trainers: _____
(Minimum and Maximum)

ROOM ARRANGEMENTS

	Who Responsible?	Tick when Completed
1. Suitable Room Booked.	_____	_____
Is location accessible?	_____	_____
Is there adequate space?	_____	_____
Is the environment suitable?	_____	_____
Is there free wall space?	_____	_____

Can supplies be stored? _____
Are washrooms available? _____

Location: _____

2. Needed Equipment Obtained. _____
Tables and chairs for trainees _____
Tables for teaching and displays _____
Table for registration _____
Chalkboard _____
Easel and flipchart _____
Other: (VCR, TV, projector, etc.) _____

3. Access to Room Arranged. _____
Time needed: _____
Pick up keys from: _____

4. Signs Made to Direct Trainees. _____

5. Volunteers Recruited to Help. _____
Set-up of Room: _____
Clean-up of Room: _____

- If the set-up is to be completed before trainers arrive, the lead trainer should attach a diagram of the room arrangement wanted.

RECRUITMENT AND PUBLICITY

1. Press Release Sent. _____
Radio _____
TV _____
Newspapers _____

2. Letters Sent to Community Groups: _____

3. Posters or Flyers Distributed. _____

4. Speaking Engagements Arranged. _____

5. Other: _____

REGISTRATION AND FEES

Fee Set: \$ _____

- | | | | |
|----|--|-------|-------|
| 1. | Fees Collected from Trainees. | _____ | _____ |
| 2. | Registration List Prepared. | _____ | _____ |
| 3. | Trainees Notified of Workshop Details. | _____ | _____ |
| 4. | Name Tags Prepared. | _____ | _____ |
| 5. | Receipts Prepared. | _____ | _____ |
| 6. | Extra Supplies Obtained. | _____ | _____ |
| | Blank Name Tags _____ | | |
| | Marker Pen _____ | | |
| | Cash Float _____ | | |
| | Receipt Book _____ | | |
| 7. | Volunteers Recruited to Help. | | _____ |
| | Registrations: | _____ | |
| | Attendance at each session: | _____ | _____ |
| | | _____ | _____ |
| | Selling books: | _____ | _____ |
| | | _____ | _____ |
| 8. | Tutor Certificates Completed. | _____ | _____ |

SETTING UP YOUR WORKSHOP ROOM

1. Site selection

When selecting a workshop site, the following should be considered:

a. Size of room needed

A general meeting room (25' by 40') will usually provide sufficient space for tables and chairs for twenty trainees, a display area, and a refreshment table. More space will be needed if more trainees are expected or for small-group practice of charts. Rooms which are too large, however, may create a cold, unfriendly atmosphere.

b. Availability of needed equipment

The workshop facility should have:

- Enough movable tables that trainees will not feel cramped working.
- Comfortable chairs.
- Extra tables for registration, displays, refreshments, and trainers' materials.
- Chalkboard and/or flipchart and easel.

c. Wall space

Generally, eight feet of wall space is required at the front for mounting charts and/or teaching posters. It is also useful to have other wall space or bulletin boards for displaying posters.

d. Environmental conditions

- Is there adequate lighting and ventilation?
- Is the room temperature adjustable?
- Is there any extraneous noise?
- Are there sufficient electrical outlets for the coffee urn, audio-visual equipment, etc.?

e. Parking availability and access

Easy access from cars to the workshop room with a minimum number of stairs is required for elderly or handicapped volunteers and for trainers with books and equipment.

f. Accessibility to washroom and kitchen facilities

To save time at breaks, it is essential to have washroom facilities close by. Kitchen facilities, although not mandatory, simplify refreshment preparations.

g. Storage area available

If a storage area is available for equipment and supplies between sessions, much of the carrying of books and materials can be avoided.

2. Signs

Neat, highly visible signs should be used to:

- a. Direct trainees to the workshop room from all points of access. Nothing is so frustrating as becoming lost.
- b. Identify the registration area.

- c. Welcome the trainees. The first impressions of your council and of the workshop will be lasting ones.
- d. Direct trainees to the washrooms. This avoids embarrassing questions.
- e. Indicate “No Smoking” and “Smoking” areas.

3. Room arrangement

The lead trainer should direct other helpers to set up the room in a way which creates a warm, friendly workshop environment, promotes discussion, and maximizes learning. Everything should be set up before the first trainee arrives, so that you are relaxed and pleasant, not rushing about. Set-up usually takes about an hour. Care should be taken to protect floors and furniture during moving.

a. Front of the room

When deciding where the front of the room should be, consider:

- The traffic flow. Try to arrange the seating so that the main doors and washroom exits are at the rear or side of the classroom.
- Window placement. Avoid having trainees face windows because of bright light and outside distractions.
- Placement of chalkboards (or wall space). If permanent chalkboards will be used, they should be easily viewed by all trainees. Wall space is needed at the front for charts and teaching posters.
- The shape of the room. Generally, the atmosphere is warmer and friendlier if the distance from the back to the front is less than the distance from side to side.
- Any obstacles to vision. Wherever possible, avoid any obstacles, such as pillars in a church basement.

b. Seating arrangement

A good seating arrangement enables all trainees to see and hear clearly and promotes discussion.

TUTOR DATA SHEET

DATE: _____

NAME: Mr., Mrs., Miss, Ms. _____

HOME ADDRESS: _____

PHONE: Home _____ Office _____ Postal Code _____

AGE: (Circle one) Under 25 26-35 36-45 46-55 56-65 Over 65
May we call you at work? _____

Areas of work experience: _____

Special skills or interests: _____

Have you ever taught adults? _____

Do you speak another language? _____ If so, what? _____

Do you have access to a car? _____ Other transportation? _____

Can you begin to tutor immediately? _____ If not, when? _____

Available for tutoring: Daytime _____ Evenings _____ Weekends _____

Preferred days for tutoring: _____

How many times can you tutor each week? _____

Do you prefer tutoring in: Your home _____ Student's _____
Other place _____ Doesn't matter _____

Do you have a student you are planning to tutor? _____

In what geographic area(s) are you willing to tutor? _____

Is there a particular type of student you would prefer? _____

Is there any type of student you would prefer not to tutor? _____

Are you willing to commit yourself to tutoring for a year? _____

Can you volunteer in any other area for the Council? Executive ____ Publicity ____ Typing ____
Phoning ____ Newsletter ____ Refreshments ____ Fund-raising ____ Public Speaking ____

Would you be interested in taking further training to become a tutor-trainer? _____

NEWFOUNDLAND AND LABRADOR LAUBACH LITERACY COUNCIL

Information Resource Material Package

Summer Reading for Fun



SUMMER

READING FOR FUN

Summer Reading for Fun is a program which employs students to tutor younger students who are having difficulties in school. Tutors provide free one-on-one tutoring to students referred by their teachers, in the areas in which they are struggling.

A volunteer steering committee is formed in each community. This committee is responsible for hiring the students, finding a site and resources, and overseeing the site operations. If funding is available, all tutors come to Corner Brook for training. Money may be available for site materials, although we encourage sites to build partnerships in the community to get the supplies they need.

Salary for the tutors comes from the Summer Career Placement program of Human Resource and Skills Development. Applications for this funding program are completed by the provincial office, in coordination with the host council. A provincial payroll coordinator is hired who administers payroll for all employees.

The goal of the Summer Reading for Fun Program is to create a summer learning culture by providing supplementary reading, writing and numeracy activities to students from Kindergarten to Level III.

Salaries for the tutors and the payroll coordinator are accessed through

- the Summer Career Placement (SCP- federal) Program funded by Human Resources Development Canada (HRDC)
- the Student Works and Services Program (SWASP – provincial)

The key people involved with SRF:

- Provincial staff person
- Steering Committees - volunteers

- Payroll Coordinator
- Tutors

The Provincial Staff Person:

- Finds Program Funding
- Contacts Revenue Canada
- Co-ordinates all aspects of training
- Hires and trains a Payroll Coordinator (student)
- Provides ongoing consultation to the tutors, volunteer steering committees and to the payroll coordinator

The Payroll Coordinator:

- oversees all duties relating to the payroll
- responds to all questions and correspondence
- ensures remittances to Revenue Canada are complete
- completes T-4's, ROE's, etc.
- compiles statistics for the program

The Steering Committees duties include:

- hiring the tutors
- selecting a site
- advertising for the program (letters to schools & parents, PSA's to radio, cable & newspapers, etc.)
- providing training information to the hired tutors
- visiting the site at least once a week

The SRF Tutors

- Manage and oversee the Centre
- Recruit children into the program
- Meet with the Steering Committee regularly
- Organize various events. (i.e., open house, weekly activities, media coverage, closing events, etc.)
- Tutor students
- Complete stats reports bi-weekly
- Submit a final project report

Partnerships

- Community Councils
- Schools
- Economic Development groups
- Outreach offices
- College of the North Atlantic

Setting Up a Site

- Each site has its own Steering Committee which oversees the day to day operations of the site. Tutors who encounter problems should first contact the community Steering Committee. If the Steering Committee is unavailable or they cannot solve the problem they should call the Corner Brook office.
- Tutors are encouraged to meet with the community Steering Committees to organize details of location, registration, publicity, weekly meetings, etc.

- Tutors should check the site location to ensure it meets the criteria of safety.
- Two days only are permitted for set - up and registration. Tutors need to develop a schedule of one - to - one tutoring and group activities. The schedule should be displayed and they should allow ample time for preparation.
- Quality programming is more important than large numbers of students. Group activities should be a maximum of 90 minutes. Allow 30 minutes before and after the group activity for preparation and clean-up. Only **five children per tutor** should be accepted for group activities to a **maximum of 20 children** per centre. Children ages four to five should be accepted for group activities only, **not one-on-one tutoring**.
- Encourage tutors to advertise and organize registration. Tutors should announce registration on the radio, on local cable stations and in the newspaper through Public Service Announcements. Publicize the program through visits to the recreational organizations and educational institutions throughout town and publicize through "word of mouth".
- Some of the documentation required includes: Medical Release forms, Registration forms and Statistical Reports which must be sent to the provincial office every two weeks.
- Create a 'wait list' if needed. If a child cancels two consecutive sessions without a good reason, then you should select another child from the 'wait list'.
- During the final week of the program, request that parents complete the parent questionnaire . Allow two days only for site closure.
- The coordinator must write a final report with a summary of successes, challenges and recommendations for the future to be sent to the Head Office in Corner Brook. A copy should be submitted to the Steering Committee. Please remember these reports will be photocopied and sent to your local MP who funded this program. The report need not be long, but check your spelling and sentence structure and include all pertinent information. The Final Report, one per site, is usually completed by the site coordinator. The following items to be included in the final report.
 - ▶ cover page with the name of the program, town, who completed the report and the date
 - ▶ names of the tutors with the number of weeks and hours each week
 - ▶ number of children who were involved in the program
 - ▶ success stories (i.e., comments from parents & teachers are welcome, good Steering Committees, etc.)
 - ▶ challenges (i.e., not enough money to buy materials, etc.)
 - ▶ group activities
 - ▶ community sponsors (i.e., space donated, books, materials, anyone who helped in any way, etc.)
 - ▶ recommendations for future programs in your area
 - ▶ pictures, if you have extra
 - ▶ send a copy of your report to your Steering Committee and to the Field Service Office in Corner Brook.

Do's and Don't's of Summer Reading for Fun Tutoring

Do's:

- Find out the student's name and age
- Give the student options to do at the site

- Ensure it will be fun
- Engage the student in a fun activity (i.e. game), to interest them
- Keep the student's self-esteem in mind
- Let students know that tutors are there to help
- Introduce yourself by your first name and tell them a little about yourself
- Show new students around the site with enthusiasm and notice which books catch their eye
- Ask what game they have played before
- Begin increasing a student's self-esteem by praising their reading skills
- Be friendly and encouraging by showing them you care
- Smile
- Let students know you are interested by asking questions about themselves (i.e. hobbies, interests, favorite T.V. show, music, sports, etc.)
- Give students some idea of what they will be doing for the summer
- Try duet reading to find their level
- Ask the student how their summer is going
- Ask the student to choose an activity or game they would like to do
- Thank the student for coming and tell them you enjoyed seeing them and you hope they can come back because there's an enjoyable summer planned
- Explain the program is not like school
- Allow them time to talk

Don't's:

- Don't be too formal
- Don't be too critical
- Don't play games that make the student over active
- Don't embarrass the child in front of his/her peers or parent
- Don't begin tutoring immediately
- Don't combine age groups
- Don't assume that the child wants to be there
- Don't make decisions for the child (i.e. let them choose the materials needed)
- Don't praise the child too much
- Don't laugh when they make mistakes
- Don't test or pressure them into doing something they feel uncomfortable with (i.e. reading aloud)
- Don't be aggressive
- Don't be late
- Don't be negative
- Don't rush them out
- Don't overwhelm the child with work
- Don't do or say anything that will lower their self-esteem
- Don't present yourself as a teacher
- Don't be rude or ignore the child
- Don't choose an activity for the child without knowing their interests
- Don't let the child out of your sight
- Don't let the child leave without saying goodbye and asking them how their day went
- Don't order them around

- Don't wear dress clothes or shirts with nasty comments
- Don't criticize them if they don't know the answer to something

SRF Personnel Interview

1. Tell us about yourself. (education, special interests, . . .)
2. What do you know about Laubach Literacy of Canada? _____ Literacy Council?

Give general information. Are there any questions?

3. How do you perceive your job as a Summer Reading for Fun tutor?
4. Why do you want to become a tutor? /work with children?

or

How will this job benefit your career goals?

5. How would you interest a child in reading?
6. How would you make your site more inviting to children?

or-for the tutors from past years

What improvements would you like to see in the program?

7. What type of activities would you use with you students?
8. What skills do you have to offer this position?
9. What other characteristics or qualities can you bring to this position?
10. Situation question:

An outraged parent, due to an injured child, claims that the project is a waste of money, staff are not doing their jobs, and they are going to contact the people responsible for the project. What would you do if faced with this situation?

or

You have a totally inattentive child. You try to interest the child in many different ways, but nothing seems to work. What do you do?

or

In the next cubicle is a tutor whose sessions are noisy and you find it is disrupting your teaching sessions. How would you handle this?

11. If you are chosen as a tutor, training will take place at _____. In which areas do you feel you need training?
12. If you are chosen as a tutor with SRF, we will ask you to sign a contract stating that you plan to attend a secondary institution in the fall of _____. Is there any reason why you would hesitate to sign such a contract?
13. Do you have any questions?

COMMENTS

TOTAL POINTS

Letter To Schools

Date

Dear Teachers:

The _____ Literacy Council is pleased to announce its annual Summer Reading for Fun program. This program is an initiative of Laubach Literacy of Canada and is funded under Summer Career Placement through the local HRDC offices. The Reading for Fun Program involves one - on - one sessions each week, as well as planned activities that includes all areas of language arts development and math tutoring. This program is open to all students ages 4 to 18 and is designed to bridge the gap between June and September. The tutors are not qualified teachers but trained post secondary students who will ensure this is a fun program.

If your school has any student who has difficulty in some areas of his/her school work, this one-on-one program may benefit that child. Please inform the student(s) of this program in his/her report card. To assist us in providing help for each student, a letter of recommendation outlining that child's specific area(s) of weakness would be appreciated.

Registration will take place on _____ at
between _____. Your letter of recommendation would be greatly appreciated.

For further information please contact one of the following Steering Committee members:

E-Mail address: _____

Fax #

Sincerely,

School Referral

STUDENT'S NAME:

GRADE:

NAME OF SCHOOL:

I recommend _____ for the Summer
Reading for Fun

Program sponsored by the _____ Literacy Council.

_____ would benefit from tutoring in the
following subject area(s):

SUBJECT AREA	COMMENTS

This is a confidential report to the _____ Literacy Council tutor
program and will not be shared with any other individual.

TEACHER'S SIGNATURE

Parent Letter

Date:

Dear Parents/Guardians:

We welcome your child to the Summer Reading for Fun program. We are here to help your child with reading, writing, and math. Each child will receive two 50-minute sessions per week.

Each year we have a wait list of students wishing to take part in the program. Since we want to take as many students as possible, we have had to make a few rules:

- 1) If your child misses **TWO** sessions in a row without notice, your child will be dropped from the program. If your child cannot make a session, please call the Reading for Fun Centre at before his/her session.
- 2) It is up to the parent/guardian to make sure that your child is picked up at the end of each session. Tutors are not responsible for your child outside of their lesson time.
- 3) Our tutors would like to remind you that they are students and are not trained to meet the needs of children with behavioural problems. If your child falls in this category, we ask that you notify the tutor and the Steering Committee. Should any difficulties arise, the Literacy Council may ask you to withdraw your child from this program.

We look forward to working with your child over the next few weeks.

Sincerely,

Program Coordinator

Parent Letter 2

Introduction to the SRF Program

Dear Parents \Guardians:

The _____ Literacy Council is pleased to announce its Summer Reading for Fun Program. This program is open to all children ages 4 to 18. Students will receive one - on - one tutoring throughout the summer. Group activities are also arranged on a weekly basis. Tutors will be hired and trained for this program.

A "wait list" will be started when all tutors' slots are full. Children with letters of recommendation will take priority over any other student.

Parents may register in person only at _____, on _____ from _____. Please bring your child/children with you so that he/she can meet the tutors. **No phone registrations will be accepted.**

For more information about this program, please contact

Sincerely,

Chairperson, Steering Committee

Medical Form

Child's Name:

Address

Date of Birth

MCP #

Should an inability to contact me occur, I hereby consent for medical examination and/or treatment by _____ and/or members of its medical/dental staff, to my child while attending the Reading For Fun Centre.

Although it is understood that the tutors will endeavour to provide the maximum supervision possible, those tutors are in no way responsible for injuries to my child or loss of property.

Parent's or Guardian's Name

Home Phone # _____ Work Phone #

Parent's or Guardian's Signature

Date

Registration Agreement

Child's Name:

Parent/Guardian's Name:

I will not hold the _____ Literacy Council responsible for any injuries or loss of my child's belongings that may occur during the Summer Reading for Fun Program taking place during July and August _____ in _____.

It is my responsibility to ensure that my child is dropped of and picked up at the end of his/her session. The tutors are not responsible for my child outside the scheduled sessions.

I also realize that the tutors in the Summer Reading for Fun Program are not trained to deal with severe behavioural problems and that if necessary, children with such behavioural problems will be dropped from tutoring sessions.

If my child is unable to attend a session, I will call the Reading for Fun Centre at _____ before his/her session. I understand that if my child misses **TWO** sessions in a row and the tutors were not called before the scheduled sessions, my child will be dropped from further tutoring sessions.

I have read, I understand, and I agree to abide by, each of these rules that have been set before the start of the Summer Reading for Fun Program _____ in _____.

Signature: _

Date:

Reading for Fun Statistics

To be completed by the site coordinator biweekly

Only one report per site should be sent to the Field Services office.

Site: _____ Completed by:

Week Ending:

One to One Tutoring-Column I Column II

Number of Students Total Hours

1. **1 hr\wk.** _____ X 1 hour =

2. **2 hrs\wk.** _____ X 2 hours =

3. **3 hrs.\wk.** _____ X 3 hours =

Total Add 1+2+3

Group Activities Column I Column II

Number of Students Total Hours

1. Preschool Activities

2. Other Group Activities

Total Add 1+2

Waiting Lists and Absentees

1. Number of children cancelled this week due to vacation, illness, etc.

2. Number of children replaced from the waiting list this week

3. Number of children still on the wait list.

Steering Committee Form

Name of Council:

Name of President

Address:

Telephone:

Fax:

Site Address:

Telephone:

E-Mail Address:

Fax :

Steering Committee

Please Print

Name:

Address:

Telephone:

E-Mail Address:

Fax:

Name:

Address:

Telephone:

E-Mail Address:

Fax:

Name:

Address:

Telephone:

E-Mail Address:

Fax :

Payroll Earnings Record

Employee Name:

Date:

Wage Rate:

Gross Wage:

Plus:

4% Vacation Pay:

Equals:

Less:

CPP:

EI:

Income Tax:

Total Deductions:

Net Pay:

Issuers' Initials:

Coordinator Evaluation of Tutors

1. Was the tutor willing to participate in all activities? Elaborate.
2. Describe the tutor's interaction with his/her students.
3. How did he/she interact with others in the tutoring team?
4. Was the tutor always punctual? If not, Why not?
5. Did the tutor respect your position as coordinator? Explain?
6. What did you like about working with this tutor?
7. Do you have any suggestions for improvement?
8. Given the opportunity, would you work with this tutor again?
Explain.

Additional Comments:

Tutor's name:

Site:

Parent Questionnaire

1. Do you feel your child(ren) learned something from this program?
2. Would you put your child(ren) in this program again next year? Why or why not?
3. How did you hear about this program?
4. Do you have any suggestions that could make this program better for next year?
5. Other Comments:

Tutor Evaluation of Coordinators

1. Was the coordinator effective as a leader?
2. Did the coordinator respect your position? Explain.
3. What team-building strategies were used by the coordinator?
Elaborate.
4. Did the coordinator keep you informed of events, situations, contact with steering committees, etc. . . . ? Explain.
5. Describe the coordinators interaction with his/her students.
6. Was the coordinator always punctual? If not, why not?
7. Do you have any suggestions for improvements?

Given the opportunity, would you work with this coordinator again? Explain.

Additional Comments:

Coordinator's name: _____ Site:

NEWFOUNDLAND AND LABRADOR LAUBACH LITERACY COUNCIL

Information Resource Material Package

NLLLC Council Contact Information



LAUBACH
LITERACY OF
CANADA
ALPHABÉTISATION
LAUBACH DU
CANADA

NATIONAL

119 Ross Avenue, Suite 201
Ottawa, Ontario
K1Y 0N6

OFFICE

Tel.: 613-759-4949
Fax: 613-759-4948
Toll free: 1-888-248-2898

e-mail: info@laubach.ca

Executive Director: Gay Hamilton
e-mail: ghamilton@laubach.ca

Development Officer: Angela Cummings
Email: acummings@laubach.ca

Volunteer & Student Support Officer: Cheryl Ledgerwood
e-mail: clledgerwood@laubach.ca

Office Coordinator: Elaine Quehl
e-mail: equehl@laubach.ca

NEW READERS BOOKSTORE

119 Ross Avenue, Suite 205
Ottawa, Ontario
K1Y 0N6

Toll free: 1-877-634-1980
Tel: 613-759-8780
FAX: 613-759-8782
Toll free fax: 1-866-634-0944

e-mail: newreadersbookstore@laubach.ca

Purchasing and Sales Manager: Don Reeves
dreeves@laubach.ca

PROVINCIAL EXECUTIVE

President and LLC provincial board representative:
Monnie Moores
51 Sutherland Drive, Grand Falls-Windsor, NL A2A 2G2
(709)489-4639
Monnie.moores@nf.sympatico.ca

Past President
Mata Mangal
Box 643, Grand Falls-Windsor, NL A2A 2K2
(709) 489-2664
m_mangal@nf.sympatico.ca

Vice-President/Treasurer
Wanda Parr
2 Lakeview Road, Kippens, NL A2N 3B8

(709) 643-6137
wandaparr@yahoo.com

Provincial Training Officer
Lillian Moores
2 Haig Road, Grand Falls-Windsor, NL A2A 2A5
(709) 489-5516
lillian.moores@cna.nl.ca

Secretary
Denise Russell
Box 1, Port Hope Simpson, NL A0K 4E0
(709) 960-0247
drussell@nf.sympatico.ca

Publicity
Vacant

Newfoundland and Labrador Laubach Literacy Council
Executive Director: Melanie Callahan
141 O'Connell Drive, Box 822 Corner Brook, NL A2H 6H6
laubach@nf.aibn.com
P: (709) 634-5081 Toll Free: 1-800-863-0373 Fax: (709) 634-2126

LITERACY COUNCILS

Battle Harbour Literacy Council:

Coordinator: Marilyn Rumbolt B-709-921-6226
Box 142, Mary's Harbour, Labrador NL A0K 3P0
Marilyn Rumbolt – Coordinator e-mail: bhlc@nf.aibn.com www.nald.ca/bhlc

Bay St. George Literacy Council:

Chair: Beverley F. Hulan, B-709-643-2487
Laubach Learning Centre, The Harmon Building
Suite 209 – 58 Oregon Dr.
Stephenville, NL A2N 2Y1
e-mail: bsgliteracy@hotmail.com **website:** www.envision.ca/webs/bsgliteracy/

Bayshore Adult Literacy Council:

Alwyn Kean, Box 181 Harbour Grace, NL A0A 2M0 H-709-596-2998

e-mail: akean@nf.sympatico.ca **website :** www.nald.ca/balc/

Bonavista Literacy Council:

vacant

Bonne Bay Literacy Council:

Jenny Nicolle, Box 351, Rocky Harbour, NL A0K 4N1
jinny_nicolle@yahoo.com

H-709-458-3377

Burin Peninsula Laubach Literacy Council:

Carol Ann Farrell, Box 1308, Marysown, NL A0E 2M0
e-mail: bpl@nf.aibn.com

B/FAX: 709-279-1176
H-709-279-2231

Marystown "Learn for Tomorrow":

A branch of Burin Peninsula Laubach Council, Carol Ann Farrell,
Adult Learning Centre, P.O. Box 1308, Marystown, NL A0E 2M0
e-mail: bpl@nf.aibn.com

B & FAX: 709-279-1176
H-709-279-2231

Clarenville Literacy Council:

Brenda Reid., College of the North Atlantic, Clarenville Campus
69 Pleasant St., Clarenville, NF A5A 1V9
e-mail: Brenda.Reid@cna.nl.ca

709-466-6900

Exploits Area Literacy Council:

Barb Fifield, Literacy Centre, 28 Earl St.,
Grand Falls-Windsor, NL A2B 1E9
barb@nl.rogers.com

H-709-489-5930

Hope Literacy Council:

Ann Strickland, Box 324, Milltown, NL A0H 1W0
e-mail: nasl04@gmail.com

H-709-882-2038

Humber Literacy Council:

Maureen Kennedy, Box 822,
Corner Brook, NL A2H 6H6
e-mail : humberliteracycouncil@yahoo.ca

H-709-639-8748
B-709-634-4888
FAX: 709-632-2126

Labrador White Bear Literacy Council:

Benita Penny, Box 99, Port Hope Simpson, NL A0K 4E0
e-mail: b_penny@hotmail.com

B-709-960-0430

Lake Melville Literacy Council:

Martha MacDonald, Box 221, Postal Station "B", Goose Bay,
NL A0P 1E0

H-709-896-8219

Long Range Literacy Council:

Jacqueline Payne, Box 222, Cow Head, NL A0K 2A0H: 709-243-2858

Open Book Literacy Council:

Anne Hughes, 1 Prince Phillip Dr, Box 1693, St. John's, NL A1C 5P7 B-709-758-7428

e-mail: a-hughes@nf.sympatico.ca Website: www.nald.ca/openbook H-709-753-7287

e-mail: openbook@cna.nl.ca

Partners in Learning:

Sheila Downer, Box 73, West St. Modeste, Labrador, A0K 5S0

H-709-927-5570

cap_learning_center@nf.sympatico.ca

FAX: 709-927-5755

Website: www.nald.ca/pil/index.htm

Reading -Writing Literacy Council:

Sharon Mirault,, General Delivery, Sop's Arm, NL A0K 5K0

H-709-482-2050

e-mail: careerasscentreinc@nf.aibn.com

FAX : 709-482-2061

The Tri-Town Literacy Council:

Viola Sampson, Box 16, River of Ponds, NL A0K 4M0

H-709-225-5281

B-709225-3221

NEWFOUNDLAND AND LABRADOR
LAUBACH LITERACY COUNCIL

Information Resource Material Package

External Organizations Contact Information



LAUBACH
LITERACY OF
CANADA
ALPHABÉTISATION
LAUBACH DU
CANADA

EXTERNAL

Alcoholics

Alcoholics Anonymous is a fellowship of men and women who share their experience, strength, and hope with each other that they may solve their common problem and help others to recover from alcoholism.

St. John's Intergroup/Central Office 3 Blackmarch Road St. John's, NL A1C 5T9 Phone Number (709) 579-6091

Web-Site: <http://www.alcoholics-anonymous.org>

CONTACTS

Anonymous

Canadian National Institute for the Blind

CNIB is a nationwide, community-based, registered charity committed to research, public education and vision health for all Canadians. CNIB provides the services and support necessary for people to enjoy a good quality of life while living with vision loss.

St. John's/East Service Centre 70 Boulevard St. John's, NL A1A 1K2 Phone Number 1-800-334-2642

Web-Site: <http://www.cnib.ca>

Education, Department Government of Newfoundland and Labrador

Cindy Christopher

Division of Adult Learning and Literacy, Department of Education

Box 8700, West Block Confederation Building St. John's, NL A1B 4J6 Phone Number: (709) 729-6185

Web site: www.ed.gov.nl.ca

Learning Disabilities

Learning Disabilities Association of Newfoundland and Labrador Inc. (LDANL) is a not-for-profit charitable organization dedicated to the advancement of education, employment, social development, legal rights, and general well-being of people living with learning disabilities.

Learning Disabilities Association of Newfoundland and Labrador Inc. 66 Kenmount Road, Suite #204 St. John's, NL A1B 3V7 Phone Number (709) 753-1445

Web-Site: www.nald.ca/ldanl

Media

Newspapers

The Western Star

E-mail : newsroom@thewesternstar.com

Telephone : (709) 637-4668

Serving Corner Brook and area

The Telegram

E-mail : business@thetelegram.com

Telephone : (709) 364-2323

Serving the entire province

The Advertiser

E-mail: editor@advertisernl.ca

Telephone: (709) 489-2162

Serving Grand Falls-Windsor and area

The Aurora

E-mail: editor@theaurora.ca
Telephone: (709)944-2957
Serving Labrador City and area

The Beacon
E-mail: info@thebeaconnl.ca
Telephone: (709)227-5240
Serving Gander and area

The Charter
E-mail: editor@thecharter.ca
Telephone: (709) 227-5240
Serving Placentia and the Cape Shore

The Compass
E-mail: editor@thecompass.ca
Telephone: (709)596-6458
Serving Trinity and Conception Bay

The Georgian
E-mail: editor@thegeorgian.ca
(709)643-4531
Serving Bay St. George

The Labradorian
E-mail: editor@thelabradorian.ca
Telephone: (709)896-3341
Serving Happy Valley-Goose Bay area

The Norwester
editor@nortwester.ca
Telephone: (709)673-3721
Serving Baie Verte and area

The Northern Pen
info@northernpen.ca
Telephone: (709) 454-2191
Serving Northern Peninsula and Southern Labrador

The Packet
editor@thepacket.ca
Telephone: (709)466-2243
Serving Clarenville and area

The Pilot
editor@thepilotnl.ca
Telephone: (709) 535-6910
Serving Lewisporte and area

Southern Gazette
editor@southerngazette.ca
Telephone: (709) 219-3188
Serving Marystown and area

Radi:
CBC
www.cbc.ca/nl
St. John's telephone: (709) 576-5225
Gander telephone: (709) 256-4311
Grand Falls-Windsor: (709) 489-2102
Corner Brook: (709) 637-1151
Happy Valley-Goose Bay: (709) 896-2911
Labrador City: (709) 944-3616

VOCM
feedback@vocm.com
Telephone:(709) 726-5590

Television

CBC: As above

NTV:
newsroom@ntv.ca
Telephone: (709)772-5015

Mental Health

The Canadian Mental Health Association (CMHA) Newfoundland and Labrador Division is a voluntary, charitable organization established in 1964 to promote understanding of mental health and mental illness through education, advocacy and community development.

Canadian Mental Health Association Newfoundland and Labrador 81 Kenmount Road St. John's,
NL A1B 3P9 Phone Number 1-866-509-3937

Web-Site: <http://www.cmha.ca/bins/index.asp>

(Canadian) Paraplegic Association

This organization works to assist persons with spinal cord injuries and other physical disabilities to achieve independence, self reliance, and full community participation.

CPA Newfoundland and Labrador, Corner Brook Office 9 Main Street CIBC Building, Suite 304
Corner Brook, NL A2H 6G7 Phone Number (709) 632-9909

Web-Site: <http://www.canparaplegic.org/nf/index.tpl>

School Councils

The Newfoundland and Labrador Home and School Federation provide leadership, representation and services to all parents. Its principal goal is to achieve excellence in education for all children in Newfoundland and Labrador. The Federation provides parents with a voice on educational issues and encourages parental involvement at all levels of education.

Newfoundland and Labrador Federation of School Councils
P.O. Box 23140 St. John's, NL A1B 4J9
Phone Number 1-877-739-4830

Web-Site: www.nlfsc.ca

Service Canada Centres

The goal of Service Canada is to provide better, one-stop service to more Canadians in more communities, delivered with the right service attitude. Over time, it will bring federal services and benefits together making it easier for Canadians to get more of the help they need in one place, whether by phone, Internet or in person.

Service Canada Centres across Newfoundland and Labrador

Price Chopper Building, 4-10 High Street P.O. Box 849 Port Aux Basquest, NL A0M 1C0 Phone Number (709) 695-5005/5014

133 Carolina Avenue P.O. Box 690 Stephenville, NL A2N 3B5 Phone Number (709) 643-8076

1 Regent Street P.O. Box 2004 Corner Brook, NL A2H 6J6
Phone Number (709) 637-4231/4232

P.O. Box 100 Rocky Harbour, NL A0K 4N0 Phone Number
(709) 458-3207/3206

Viking Mall P.O. Box 99, St. Anthony, NL A0K 4S0 Phone Number (709) 454-1002

23 Broomfield Street P.O. Box 3010, Stn. B, Happy Valley, NL A0P 1E0 Phone Number (709) 896-6299

500 Vanier Avenue Labrador Mall, Labrador City, NL A2V 2W7 Phone Number (709) 944-3655

130 Main Street P.O. Box 670, Springdale, NL A0J 1T0
Phone Number (709) 673-5815/5813

4A Bayley Street, Suite 100, Grand Falls-Windsor, NL A2A 2T5
Phone Number (709) 292-5121

McCurdy Complex P.O. Box 347, Gander, NL A1V 1W7
Phone Number (709) 256-6541

130-140 Ville Marie Drive Postal Service #160, Marystown, NL
A0E 2M0 Phone Number (709) 279-5614

50 Manitoba Drive, Clarenville, NL A5A 1K5 Phone Number
(709) 466-8202/8204

The Babb Building, Harvey Street P.O. Box 1900, Harbour Grace, NL
A0A 2M0 Phone Number (709) 596-9138/9131

Placentia Mall P.O. Box 339, Placentia, NL A0B 2Y0 Phone Number
(709) 227-4011

223 Churchill Avenue P.O. Box 8548, Pleasantville, St. John's, NL
A1B 3P3 Phone Number (709) 772-6393/2556

Web-Site: <http://servicecanada.gc.ca/en/home.html>

Women Centres of Newfoundland and Labrador

Women's Centres aim to help all women take control and improve the quality of their lives. They provide referral services, support, advocacy, and action information and public awareness, meeting space, library, short term housing, community outreach and more.

Women Centres of Newfoundland and Labrador

Gander Status of Women
Phone Number (709) 256-4395

Corner Brook Status of Women
Phone Number (709) 639-8522

St. John's Status of Women
Phone Number (709) 753-0220

Grand Falls-Windsor Status of Women
Phone Number (709) 489-8919

Bay St. George Status of Women
Phone Number (709) 643-4444

Labrador West Status of Women
Phone Number (709) 944-6562

Transition House Crisis Line for all areas
Toll-Fee 1-866-634-4198

