

Aboriginal Literacy Tutor Training Program

Essential Skill Program or Initiative Elements	Description									
1. Title of Initiative	Aboriginal Literacy Tutor Training Program									
2. Delivery Organization (Name) <ul style="list-style-type: none"> Sector <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Not for Profit <input type="checkbox"/> First Nations, Métis, Inuit <input type="checkbox"/> Business <input type="checkbox"/> Other (specify) 	Literacy Victoria									
3. Contact Details	Ruth Derrick, Executive Director Literacy Victoria 930A Yates Street Victoria, British Columbia V8V 4Z3 Tel/Fax: 250.381.3755 Email: ruth@literacyvictoria.ca									
4. Website or Other Information Source	www.literacyvictoria.ca									
5. Funder(s) <ul style="list-style-type: none"> Amount of funding 	Community Adult Literacy Program BC Ministry of Advanced Education \$40,000.00									
6. Other Partners involved										
	<table border="1"> <thead> <tr> <th>Partner name</th> <th>Role</th> <th>Responsibilities</th> </tr> </thead> <tbody> <tr> <td>WILNEW Committee and its 10 communities on South Vancouver Island: Esquimalt, Songhees, T'Sou-ke, Pauquachin, Tsawout, Tsartlip, Tseycum, Malahat, Pacheedaht, and Scia'new</td> <td>In-kind advisor and partner in First Nations adult literacy and learning initiatives</td> <td>Collaborated with Literacy Victoria on addressing the literacy/Essential Skills needs required in each of their communities by adult learners; supported volunteer recruitment of peer tutors; supported open houses/information sessions; provided general advisory guidance</td> </tr> <tr> <td>Volunteers in communities</td> <td>Peer tutors for adult learners with low literacy skills</td> <td>After training offered by Literacy Victoria, peer tutors were matched with adult learners to offer learner-centered literacy/Essential Skill development either one-to-one and in small groups within communities</td> </tr> </tbody> </table>	Partner name	Role	Responsibilities	WILNEW Committee and its 10 communities on South Vancouver Island: Esquimalt, Songhees, T'Sou-ke, Pauquachin, Tsawout, Tsartlip, Tseycum, Malahat, Pacheedaht, and Scia'new	In-kind advisor and partner in First Nations adult literacy and learning initiatives	Collaborated with Literacy Victoria on addressing the literacy/Essential Skills needs required in each of their communities by adult learners; supported volunteer recruitment of peer tutors; supported open houses/information sessions; provided general advisory guidance	Volunteers in communities	Peer tutors for adult learners with low literacy skills	After training offered by Literacy Victoria, peer tutors were matched with adult learners to offer learner-centered literacy/Essential Skill development either one-to-one and in small groups within communities
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8. Location (Name of city, community, etc.)	Literacy Victoria is located in Victoria, BC; however, the scope of the Aboriginal Tutor Training program extended to the 10 First Nations communities on southern Vancouver Island									
9. <ul style="list-style-type: none"> Location Type 	<input checked="" type="checkbox"/> Urban <input checked="" type="checkbox"/> Rural <input type="checkbox"/> Fly-in (accessible only by air) <input checked="" type="checkbox"/> First Nations, Métis, Inuit community <input type="checkbox"/> Prison <input type="checkbox"/> Other:									

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<ul style="list-style-type: none"> • Scope of Program 	<input type="checkbox"/> National <input type="checkbox"/> Provincial/territorial <input checked="" type="checkbox"/> Local – southern Vancouver Island, BC <input type="checkbox"/> Special interest group (in-house program)
10. Target Audience <ul style="list-style-type: none"> • Age 	<input checked="" type="checkbox"/> Youth (15-25) <input checked="" type="checkbox"/> Adult <input checked="" type="checkbox"/> Other (specify): families of adult learners
<ul style="list-style-type: none"> • Gender 	<input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Female <input type="checkbox"/> Other (Specify):
<ul style="list-style-type: none"> • Group 	<input checked="" type="checkbox"/> First Nations (on reserve communities) <input type="checkbox"/> Inuit <input type="checkbox"/> Métis
11. Participant Eligibility Criteria:	n/a
12. Year Program/Initiative Started	2008
13. Year Program/Initiative Ended <ul style="list-style-type: none"> • Why did the program end? 	2012 Refocus of the literacy/learning needs of the partner communities, as well as their ability/capacity to now take the lead in service delivery.
14. Description of Initiative <ul style="list-style-type: none"> • Overview 	During the four-year Aboriginal Literacy Tutor Training program, Literacy Victoria provided First Nations communities on Southern Vancouver Island (BC, Canada) and their citizens with holistic, culturally relevant Literacy and Essential Skills learning support, free of charge. The program focused on the intake/assessment of adult learners, the recruitment and training of volunteer tutors to provide culturally relevant peer literacy support for their fellow adult community members, and continuous updating of SENĆOŦEN and Coast Salish- related literacy resources for use by learners and tutors. The program goal was to help develop community capacity and in-house knowledge for improving literacy/Essential Skills, and providing learning supports, through trained volunteer tutors/coaches within each community.
<ul style="list-style-type: none"> • Topics covered 	As part of the Aboriginal Literacy Tutor Training Program, learning topics included: <ul style="list-style-type: none"> • tutoring foundational reading, math, computer and Essential Skills learning opportunities • use of technology to achieve learning goals, as well as to find and retain employment • creating e-portfolios • effects of trauma on learning • establishing boundaries • Fetal Alcohol Syndrome Disorder (FASD) and learning • digital literacy • civic and health literacy • learning along with your children

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<ul style="list-style-type: none"> Duration of program (# of sessions) 	The Aboriginal Tutor Training Program was ongoing throughout the year
<ul style="list-style-type: none"> length of each session 	<p>Tutor training sessions varied from 4 hours to 1 day in length</p> <p>Tutor may receive informal in-service training as needed once he/she is matched with a learner</p>
15. Number of times offered per year	Ongoing
16. Number of participants per intake	Intake was ongoing throughout the year, with a total of 80 volunteer tutors, and over 90 learners
17. Completion rate (%)	100%
18. Which Essential Skills are covered (check all that are covered)	<input checked="" type="checkbox"/> Reading Text <input checked="" type="checkbox"/> Document Use <input checked="" type="checkbox"/> Numeracy <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Oral Communication <input checked="" type="checkbox"/> Working with Others <input checked="" type="checkbox"/> Thinking Skills <input checked="" type="checkbox"/> Computer Use <input checked="" type="checkbox"/> Continuous Learning
19. Main Objectives	<ul style="list-style-type: none"> to enhance the ability of Aboriginal communities to address the literacy/Essential Skills needs of adult community members; to enhance the ability of Aboriginal learners to participate in an increasingly technology-based society; to enhance the employability of Aboriginal learners who may be either unemployed or underemployed; to provide traditional tutor supports to increase the effectiveness of a positive learning relationship with learners; to build health and civic literacy within First Nations communities.
20. Does the program include special emphasis on: (check all that apply) <ul style="list-style-type: none"> Use of SENĆOFEN and Coast Salish- related literacy resources Involvement of Elders and language apprentices pertaining to oral traditions and Aboriginal ways of knowing Peer tutoring by Aboriginal community members 	<input checked="" type="checkbox"/> Culture <input checked="" type="checkbox"/> Language <input checked="" type="checkbox"/> Tradition
21. Type of Intervention: (Check more than one if applicable)	<input checked="" type="checkbox"/> Awareness Building <input checked="" type="checkbox"/> Assessment of skills <input checked="" type="checkbox"/> Development of Learning Plan <input checked="" type="checkbox"/> Training or Skill Development <input checked="" type="checkbox"/> Tool Development <input type="checkbox"/> Other:
22. Type of delivery approach: (check all that apply)	<input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar, discussion

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	<input checked="" type="checkbox"/> Personal reflection-awareness training <input checked="" type="checkbox"/> Project/Theme Based <input checked="" type="checkbox"/> Skill practice by participants in sessions <input type="checkbox"/> Skill practice by participants in work place <input type="checkbox"/> Interview/consultation with stakeholders <input type="checkbox"/> Other:
23. Staff/Practitioner Training and Background	<p>Agency staff: Advanced knowledge and experience in: First Nations community-building, adult learning principles, adult Literacy/Essential Skills (LES) curriculum, facilitation and planning, LES intake and assessment tools, serving in a liaison role with social workers, education liaison, mental health workers etc.</p> <p>Tutors: tutors were First Nations and members of the communities they serviced – they were trained in topics listed above</p>
24. Tools and Resources Used to Implement program (e.g., assessment tools, video tapes of practice, etc.)	<p>Learning resources include: Smartboard (for on-line instructional videos/seminars/exercises as well as instruction), Adult Literacy benchmarks (BC), CAMERA assessment (Communications and Math Employment Readiness Assessment), learner/tutor reports (print and digitized), informal surveys and feedback.</p>
25. Difficulties or Barriers encountered	<ul style="list-style-type: none"> • reaching isolated learners in several communities was an ongoing challenge. Through outreach, increased awareness of the program and its benefits was created at numerous community events. Continuing to connect with typical learner referral sources (such as social workers, school liaison officers, etc.) proved helpful too. • many of the Aboriginal volunteer tutors struggle with the same barriers as learners, including poverty and lack of childcare. Supports for bus tickets, child minders, and snacks/food for participants were therefore made. • gathering culturally relevant learning resources for tutors and learners is often with the support of community Elders, and SENĆOŦEN language instructors and apprentices. However, the Elders are often very busy, and many of the resources are not created for low literacy learners. ‘Plain languaging’ of existing resources was one way to address these issues, demonstrating respect and flexibility for the time demands many Elders faced, as was ensuring that food was offered as part of a meeting, as well as a small gift.

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26. Monitoring and Evaluation Mechanisms. Please provide details on how you assess the following:	
<ul style="list-style-type: none"> Achieving general program goals 	<ul style="list-style-type: none"> interim and year-end reports to Ministry of Advanced Education monthly reports to the Literacy Victoria Board of Directors weekly and less staff level discussions/meetings annual report to LV stakeholders on project activities
<ul style="list-style-type: none"> Tracking program adherence by participants 	<ul style="list-style-type: none"> charting the number of tutor/learner matches created and ended feedback from community tutors/learning coaches and other community members
<ul style="list-style-type: none"> Tracking program adherence by Staff 	<ul style="list-style-type: none"> discussions/feedback in one-to-one and team meetings
<ul style="list-style-type: none"> Assessing participant skill attainment 	<ul style="list-style-type: none"> individual learning plans/e-portfolios BC benchmark assessments semi-annually CAMERA assessments at intake/exit
<ul style="list-style-type: none"> Assessing participant knowledge acquisition 	<ul style="list-style-type: none"> learner/tutor monthly and quarterly reports
<ul style="list-style-type: none"> Assessing changes in participant attitudes 	<ul style="list-style-type: none"> learner self-assessment through surveys and informal feedback
<ul style="list-style-type: none"> Program Impact including key results or outcomes 	<ul style="list-style-type: none"> review of the Aboriginal Tutor Training course by the Learners' Network Advisory Committee participants, with follow-up suggested adjustments data analysis of goal achievement, further training follow-up, employment results discussions with community leaders and members with continuous improvement in place
27. Lesson Learned	<p>The Aboriginal Literacy Tutor Training Program sought to meet the need for holistic, culturally relevant literacy programming that Aboriginal learners and community leaders clearly identified. A request to Literacy Victoria by the WILNEW committee of 10 communities for literacy assistance initiated the program.</p> <p>Core goals of the program were to build Aboriginal community capacity and in-house knowledge in reaching and supporting Aboriginal non-participant/ low literacy learners in culturally appropriate ways. We utilized a train-the-trainer model with tutors in community to achieve these goals. Confidentiality and privacy were initial concerns for some initial participants. However, respectful interaction in safe learning environments, as well as reinforcement of privacy principles with the trained tutors allayed many of these concerns.</p> <p>It was also helpful to take a family approach when tutoring that included parent learners, as well as their children, so that mutual affirmation of learning pathways for each family member could be realized.</p>

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28. Reporting (what and to whom)	<p>Monthly project activity updates to the Literacy Victoria Board of Directors</p> <p>Weekly project activity and financial updates to the Literacy Victoria Executive Director and staff</p> <p>Annual project activity update to the Literacy Victoria membership in person and via the Annual Report</p> <p>Ongoing informal discussions and feedback with Aboriginal community members and leadership</p> <p>Annual benchmark data and program results reporting to the funder (Ministry of Advanced Education)</p>