

# Network News

A Newsletter for the Tri-County Literacy Network serving the  
Municipality of Chatham-Kent, Essex and Lambton Counties

## How to Find Us

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### Office Hours:

Monday – Friday  
9:00 a.m. – 4:30 p.m.

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**2004 – 2005**

### Board of Directors

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Jennifer Wilson, President

Carol Sannes, Vice President

Walt Stechyshyn, Past President

Joan Iatonna, Treasurer

Trish Daubs, Secretary

Mary Genge

Jane Swan

Anne Marie Cosford

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### Executive Director

Andrea Dickinson

### Administrative Assistant

Tammy Campbell

### Need to Read Festival Coordinators

Su Morin and Tammy Campbell



**Andrea Dickinson** (Executive Director), **Su Morin** (Need to Read Festival Coordinator)  
& **Tammy Campbell** (Administrative Assistant)

“Change the World, One Person at a Time”

Light up the world with a smile.  
Make a difference, with your helping hand.  
The effects on that person will last a while.  
It could make a big difference, across our land.  
So make the change to that impressive style.

Submitted by a learner from the Organization for Literacy in Lambton

**We would like to take this opportunity to wish the very best to you and yours over the holiday season.**

**Please note that our office will be closed Monday December 20, 2004 to Friday December 31, 2004 and will reopen on Monday January 3, 2005.**

**We hope you have a happy, healthy holiday and we'll see you in the New Year!**

# WRITER'S SHOWCASE

## I'M NOT ALONE IN THIS WORLD (SPEAKING FROM THE BOTTOM OF MY HEART)

### GROWING PAINS

ONCE A BOY TURNING TO A MAN  
FOUND A WOMAN,  
DID ALL THAT I CAN.

WE HUNG AROUND, AND ALWAYS TOGETHER...  
WASN'T LONG AND IT WAS FOR WORSE OR FOR BETTER.  
TAKING BREAKS AT WORK  
ON A STACK OF SKIDS;  
BEFORE I KNEW IT,  
I'M THE FATHER OF KIDS.

LIFE GOES ON AND MONEY PROBLEMS BEGIN,  
WE START TO ARGUE BUT STAY WITHIN.  
MORE TIME GOES BY AND THE FIGHTS GET BIGGER  
THE NEXT THING I KNOW, WE SPLIT...  
GO FIGURE.

HARD FOR THE YOUNG KIDS TO UNDERSTAND  
WHY DADDY ISN'T HOLDING MOMMY'S HAND.  
WE DO OUR VISITS ACCORDING TO LAW  
AND WHENEVER I COULD, THE ODD PHONE CALL...

MY CHILDREN NOW HAVE ALL GROWN  
AND HAVE KIDS OF THEIR OWN.  
AS GRANDPA WATCHES LITTLE ONES LEARN AND PLAY  
AND JUST LOVES THEM MORE EVERY DAY.

I HOPE MY BOYS DO THE BEST THEY CAN  
AND BE LIKE ME; GO FROM BOY TO MAN.

WRITTEN BY: RICK MILLER, STUDENT  
LAMBTON-KENT DISTRICT SCHOOL BOARD  
WALLACEBURG SMALL GROUP SITE

First, I would like to thank my case workers, Chantal and Michelle, who had advised me to come to school. I have met my teacher, who has a good heart and is willing to help with any advice. And my new, good friends, such as Rick, Bob, Melissa and Ken and everybody in my class.

Since I have been here in Wallaceburg, everything has been so difficult for me, doing everything on my own. It is a lot better now, with all these friends and a teacher's help.

I got my car fixed with Rick's help and advice. Now I even have heat in my car! I am thankful for Rick, Bob and Ken, who are always nice to me and gave me a lot of advice. I also thank my teacher and the volunteer, Melissa, who have helped me find housing. Without their help, it wouldn't have been easy.

A man like me, who doesn't speak English very well, has a hard time doing things alone. All this help from my new friends and classmates makes my life better. I feel that I am not alone in this town now.

WRITTEN BY: NOI LEANG-VAN, STUDENT  
WALLACEBURG SMALL GROUP LITERACY  
PROGRAM

## Women and Literacy – International Overview

Recently I was invited to present to the Zonta Club on Women and Literacy. This provided Tammy and I an interesting opportunity to do some research on the subject. Since the goal of Zonta International ([www.zonta.org](http://www.zonta.org)) is the advancement of the status of women worldwide, we researched the importance of literacy (and education) in the advancement of the status of women.

We discovered a website on Women In Literacy (<http://womeninliteracy.org/facts.html>) which set the context of women's unique challenge:

“In every country of the world, women have less access than men to education and economic resources, and face overt and subtle discrimination in the workplace, home and society at large. Yet despite these inequalities, women bear a disproportionately heavy burden for the health and welfare of their families, maintenance of their homes and generation of household income. They are most profoundly affected by environmental degradation and domestic and social violence.”

Worldwide information based on our research ([http://www.sil.org/literacy/wom\\_lit.htm](http://www.sil.org/literacy/wom_lit.htm)) stated that 2 out of 3 illiterate adults in the world are women and 2 out of 3 of the children not in school today are girls. Further, 1 out of 3 women in the world cannot read or write. In developing countries, populations with the lowest literacy rates have the poorest health status. The relationship between literacy and health is particularly strong when female literacy is studied. As the literacy level of women increases, women's personal health and empowerment, as well as the health and empowerment of women's families increase:

- educated women are more likely to use health clinics and return to the clinic if their children's health does not improve
- educated women tend to begin their families at a later age and have fewer, healthier children
- a 1% rise in women's literacy is 3 times more likely to reduce deaths in children than a 1% rise in the number of doctors
- for women, 4 to 6 years of education led to a 20% drop in infant deaths
- women with more education generally have better personal health and nutrition
- the families of women with some education tend to have better housing, clothing, income, water and sanitation
- literate women are more likely to be involved in their children's schooling and share more activities with their children such as reading, arts and crafts and visits to the library which, in turn, positively impacts on the literacy abilities of their children

Literacy empowers people to take charge of their lives by providing the tools.

With regards to women, a large body of research has established a strong link between literacy and social development such that the greatest social benefits come from the extension of basic education/improved literacy for girls and women. Literacy is seen as a means for women to participate on equal terms in the process of social development and change. It is seen as the foundation of sustainable development and, thus, the reduction of poverty and improved employment. In other words, focusing on improving women's literacy can have significant benefits for women and for society.

Andrea Dickinson, Executive Director

## Literacy Promotion Awards 2004

As part of International Literacy Day, the Tri-County Literacy Network would like to recognize individuals' contributions to literacy in the tri-county area of Chatham-Kent, Sarnia-Lambton and Windsor-Essex. On an annual basis, one individual from each county or municipality will be recognized for his/her promotion of literacy.

### *Chatham-Kent Recipient*

This year, in Chatham-Kent, we would like to recognize the contributions of Michelle Evanitski.

Michelle Evanitski is an Employment Resource Worker for Ontario Works in Chatham-Kent. Two years ago Michelle was assigned to co-facilitate the monthly Designing Your Future literacy workshops with a literacy practitioner from the Lambton Kent District School Board. The literacy learners soon discovered that Michelle is one of those special individuals who does not just do her job, she injects it with passion and compassion, energy, optimism, humour and enthusiasm. Both peers and clients have responded and grown because of her infectious, positive attitude and motivational skills. As a result of her belief in others, learners are excited to help as volunteers in many areas, they have the courage to apply for jobs and present themselves for interviews, and more importantly, their self-esteem is apparent to themselves and to others

Michelle has sincerely set herself the goal of taking on literacy as her own battle. Aware of how great a role literacy skills play in a person's life, career and success, Michelle has taken it upon herself to ask all the relevant questions, attend informative workshops to educate herself, and present herself as a knowledgeable 'friend of literacy.' Because of these things, she is very capable in offering assurance and hands-on assistance to support learners' efforts and the attainment of their goals.

Michelle is dedicated to being a bridge and never a barrier to learners' journeys. She proves this over and over by going the extra mile and always adding her personal touch. For example, if she enlists their aid as a garden worker then she is out there, side by side with them, digging in the dirt. She is also a practical, helpful and knowledgeable ally to colleagues working in the literacy field.

### *Sarnia-Lambton Recipient*

This year in Sarnia-Lambton, we would like to recognize the contributions of Henry Lariviere.

Henry Lariviere has been a learner with the Alternative and Continuing Education Centre in Sarnia since October 2003. After being injured on the job, the W.S.I.B. planned retraining for him. On his own initiative, Henry independently investigated a literacy program for this and felt that the Alternative and Continuing Education Centre in Sarnia would be accommodating and helpful toward his new life goals.

Despite discouraging educational experiences in elementary and secondary school due to learning disabilities, Henry has been happy to have had success in upgrading his English and math skills. In six months he progressed to working on high school English and math credits, with Literacy and Basic Skills program support.

Henry's enthusiasm for the literacy upgrading program has been expressed to his family and friends, who have noted his increased independence and confidence with written material. Henry promotes the program actively to neighbours and acquaintances who are similarly involved with the W.S.I.B. Henry has offered to be interviewed by the local newspaper as a promotional feature for the program. He frequently has ideas for the program with respect to fund raising and how to raise the profile of literacy and the program in the

community. During a program visit from the Ministry representative, Henry felt it was important to report to her in writing about his personal satisfaction with the help he has received from the Literacy and Basic Skills program, and its potential benefits to others who are in the same situation he is in.

Henry sets a positive example to other students with his self-motivation, goal setting, his ability to advocate successfully for himself, his self-confidence, time management and positive attitude.

### **Windsor-Essex Recipient**

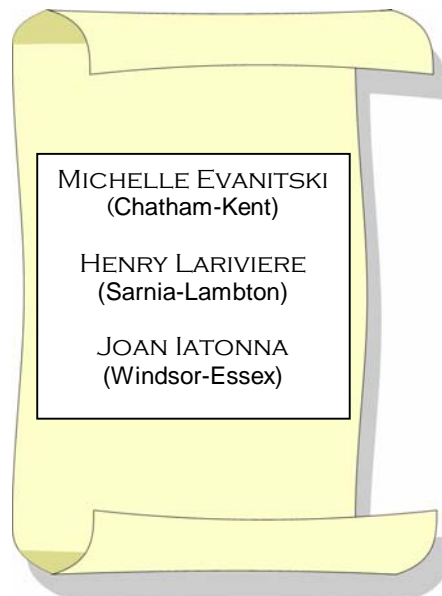
This year, in Windsor-Essex, we would like to recognize the contributions of Joan Iatonna.

Joan Iatonna has worked in the literacy field since 1987. As Supervisor of the Literacy Basic Skills program at the Unemployed Help Centre in Windsor she has conducted the intake and assessment of all literacy clients, provided counseling assistance and information and referral services, as well as performed statistical reporting and administrative duties.

Her association with the Tri-County Literacy Network began in 1997. She is in fact one of the founding members of the Network. Over the intervening years, she has served in the capacity of President, Past President and Treasurer.

Over the years, Joan has patiently mentored all the teachers she has supervised at the Unemployed Help Centre, as well as hired and mentored both the past and present executive director of the Network. In addition, she has been a role model for all her colleagues in the field, freely contributing her time and talents, whenever and wherever she perceived a need.

In terms of having an impact on learners' lives, the list is endless. Joan's involvement has always extended beyond the classroom. She is one of those people who go the extra mile to ensure that each person's whole needs as a human being are adequately met.



## LOOKING BACK – A YEAR IN REVIEW

### ANNUAL REPORT OF THE BOARD OF DIRECTORS

The past year has been a time of great change for the Tri-County Literacy Board of Directors. It is a testament to the dedication and teamwork of its Directors that the Board managed these changes with ease, optimism and a great deal of creativity. During this fiscal year, we held six board meetings in total, one of which was conducted on-line to approve the **move of our office** from Wellington Street to Heritage Road in Chatham in March 2004.

The Tri-County Literacy Network Strategic Planning process that commenced in 2002-2003 was continued in 2003-2004 with the Board and staff participating in a **Strategic Planning** Retreat. Robb MacDonald facilitated this meeting in September 2003. As a result of this Retreat, the Board approved our **new vision, mission and slogan** at the November 2003 Board meeting. Board members and staff are to be congratulated for their effort, enthusiasm and commitment that ensured the success of this worthwhile project. With this foundational work completed, we were able to launch our new web site in December 2003. Also, with the development and approval of our new logo, we were able to produce our new brochure for May 2004. The new brochure features our new slogan, "Linking Literacy to Life", as contributed by Jane Swan. I would like to take this opportunity to gratefully acknowledge the creative and dedicated contributions of Mary Genge and her firm, Hughes Creative, with regards to our new website, logo and brochure.

Additionally, in September 2003, we welcomed Tammy Campbell as the **new Administrative Assistant**. It was clear from the beginning that Andrea and Tammy would make a formidable team in the promotion of literacy in the Tri-County area.

With regards to the promotion of literacy, we were very fortunate to receive funding from the **Ontario Trillium Foundation** this year to assist us in **expanding the Need to Read Festival into Sarnia-Lambton and Windsor-Essex** for May 2004. Su Morin and Tammy Campbell, Coordinators of the Need to Read Festival, are to be congratulated for their teamwork and highly developed organizational skills that enabled this expansion to occur smoothly and professionally. Congratulations to Su and Tammy, along with the festival committee, for their work in successfully expanding the festival. A tremendous amount of 'behind the scenes' work occurs to keep the festival running smoothly and effectively.

This brings me to the contributions of our Executive Director, Andrea Dickinson.

Andrea has once again done an extraordinary job of providing leadership, guidance, and counsel throughout the tri-county region. I believe her energy, humour, and enthusiasm have greatly contributed to the ongoing success of the Network and the positive recognition it continues to receive. She is to be commended for her seemingly boundless energy and continued dedication.

In closing, **I would like to thank the many individuals (Tri-County Literacy Network staff, Ministry of Training, Colleges and University staff, board members, program providers, volunteers, tutors, learners, and community members) who have contributed to the continuation and ongoing success of the Tri-County Literacy Network. Without your involvement, values, and hard work, none of what we do would be possible. Thank you one and all for another successful and productive year.**

Sincerely,  
**Jennifer Wilson**  
**President**

## LOOKING BACK – A YEAR IN REVIEW

### ANNUAL REPORT OF THE EXECUTIVE DIRECTOR

During the past year (April 1, 2003 to March 31, 2004) the Tri-County Literacy Network has continued to respond to the demands of the **Ontario Works Initiative** and the **MTCU Workforce/place Strategy** while continuing to fulfill the ongoing responsibilities of the Network. This was achieved through the hard work, dedication and passion of numerous individuals and organizations that value and pursue the promotion of literacy in our community. I would like to express my sincere gratitude to all of you. We live in a better world as a result of your caring and committed efforts.

The **mission of the Tri-County Literacy Network** is the promotion of literacy as an important part of life-long learning. We provide support to adult literacy programs and develop community partnerships with other promoters of learning in Chatham-Kent, Sarnia-Lambton, and Windsor-Essex. During the Tri-County Literacy Network strategic planning sessions of 2002-2003, increased public education was one of the top strategic priorities identified for the next three years.

We developed community partnerships with other promoters of learning in the tri-county region through a variety of approaches. As a result of these partnerships, we worked towards increased public education and the promotion of literacy. Through the work of the **Need to Read Festival** organizing committee, about 2,000 people in Chatham-Kent celebrated the fourth Need to Read Festival on May 1, 2 and 3, 2003. Plans for the fifth festival also commenced during this period. As a result of Ontario Trillium Foundation funding, the part time Need to Read Festival Coordinators were hired to expand the Need to Read Festival to include Sarnia-Lambton and Windsor-Essex during Education Week on May 1 to 8, 2004.

For the first time, we also expanded the **Literacy Promotion Award** from Chatham-Kent to include Sarnia-Lambton and Windsor-Essex in Fall 2003 as part of our recognition of International Literacy Day. The Network increased the profile of literacy in the community by working closely with key stakeholders including the Sarnia-Lambton Training Board as well as Ontario Works and Job Connect offices in Windsor-Essex, Chatham-Kent and Sarnia-Lambton. Other forms of promotion included presentations, excellent media coverage of our events and stakeholder meetings in Sarnia-Lambton, Windsor-Essex and Chatham-Kent.

We provided support to adult literacy programs in a number of ways. At the Local Planning and Coordination level, the Network facilitated the development of literacy service plans for Chatham-Kent, Sarnia-Lambton and Windsor-Essex. These **Literacy Service Plans** help to link programs and services to better serve the needs of learners. Each group also created a work plan for the year. Professional development of literacy staff was an important aspect of the work plans as **five workshops** were offered throughout the tri-county area on the information management system (IMS), FOCUS (Finding, Organizing, Challenging, Understanding, Self), common assessment and Self Management and Self Direction (one of the limited sponsored workshops offered through the Ontario Literacy Coalition). During this time, we also planned the Train Ontario workshop, a workforce training session sponsored by the Ministry of Training, Colleges and Universities and National Literacy Secretariat, for the tri-county region for June 4, 2004. As a result of the FOCUS training, Ontario Works, Lambton Kent District School Board, Chatham-Kent Council on Adult Basic Education and Job Connect have worked cooperatively in providing a literacy component to the Ontario Works Going Places sessions held throughout Chatham-Kent. Lambton College, Ontario Works and Job Connect have implemented a FOCUS program in Sarnia-Lambton. As well, St. Clair College is exploring a modified FOCUS program for Windsor-Essex learners.

All Tri-County Literacy Network field development projects were completed by March 2003. The **“Agricultural Based Workplace Development” full proposal** was submitted to the Ministry of Training,

Colleges and Universities and the National Literacy Secretariat in March 2003. We updated and resubmitted this proposal in May 2004.

Representation of the Tri-County Literacy Network continued at the **Ontario Literacy Coalition's Advisory Roundtable** (a vehicle for communication with other Networks, the Ontario Literacy Coalition and the Ministry of Training Colleges and Universities). As well, a satisfaction evaluation of the Network by the membership resulted in positive feedback with predominantly 4s and 5s out of 5 on all core services of the Network.

The **Ministry of Training Colleges and Universities** has continued to indicate their positive satisfaction with our services. Many thanks are extended to Laura Hamilton, our Ministry of Training, Colleges and Universities Field Consultant, for her ongoing support and encouragement.

**Thank you to the Board, staff, membership, programs, volunteers and community members who have supported and contributed towards the work of the Network. I look forward to another exciting year of working together to fulfill our goals.**

Respectfully submitted,  
**Andrea Dickinson**  
**Executive Director**

**LOOKING FORWARD TO 2005**

**CELEBRATE FAMILY LITERACY DAY**

Family Literacy Day is recognized nationally on Thursday, January 27, 2005.

For information on events in **Sarnia-Lambton**, please contact the Organization for Literacy in Lambton at (519) 332-4876.

For information on events in **Chatham-Kent**, please contact the Ontario Early Years Centre at (519) 358-1451.

For information on events in **Windsor-Essex**, please contact the Windsor Public Library at (519) 255-6770.

Please visit **ABC CANADA'S** website at  
[www.abc-canada.org](http://www.abc-canada.org)  
for general information about this day.

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**NEED TO READ FESTIVAL**

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We are currently planning events for the tri-county region for April 30 to May 7, 2005.

For further information please contact the  
Tri-County Literacy Network  
(519) 355-1771 or toll free 1-877-333-4833



## Resource Library – New Resources

Available through the Tri-County Literacy Network office. Please contact us at (519) 355-1771  
or toll free at 1-877-333-4833.

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1. **Literacy: The Hidden Problem #290**  
(Consumers Association of Canada – Nov. 2003)  
Two (2) learners share their stories (12-minute video)
2. **What Difference Does It Make #291**  
(Alpha Route – Sept. 2003)  
Study – literacy learners' perspectives on web-based learning with Alpha Route.
3. **Oral Communications Skills Checklist (CD) #292**  
(NLS/MTCU – Literacy Network Northeast – Nov. 2003)  
Report – assessment tool for numeracy and both written and oral communication.
4. **Business Results Through Literacy #293**  
(HRDC – Canadian Manufacturers and Exporters – 2003)  
Guidebook about improving business results and ensuring a successful future.
5. **New PLAR for Mature Student Policy (CD) #294**  
(CESBA – Fall 2003)  
Prior Learning Assessment Policies effective Feb. 1, 2004
6. **Putting Literacy in Ottawa on the Map (CD) #295**  
(Kim Falcigno – Ottawa-Carleton Coalition for Literacy – 2003)  
Data to facilitate community planning especially outreach and program delivery.
7. **Reaching the People Who Need It Most – Summary Report #296**  
(Goforth Consulting – College Sector – Mar. 2004)  
This report documents the process, barriers and opportunities of E-PD
8. **Job Readiness – An Instructors Guide #297**  
(Becky Groulx – Apr. 2004)  
Self-management and Self-direction, Workforce Essential Skills and Computer and Internet Use
9. **Strategies for Successful Learning CD (Phases 1 & 2) #298**  
(Peel Halton Dufferin Adult Learning Network – Apr. 2004)  
Easy-to-use resource to help literacy practitioners develop teaching strategies.
10. **VIDEO – Project READ (PSA 3x30 Various Closing) #299**
11. **Literacy – What Difference Does It Make (Video) #300**  
(Mohawk College – May 2004)  
This video highlights the importance of literacy and literacy programs.
12. **Skills That Work – Resource book and CD #301**  
Literacy Link South Central – May 2004  
A resource that combines workplace materials and activities to enhance learner's employability.

13. **Need to Read Festival 2004 - (Pat Hatt Presentation) #302**  
(Learning Disabilities Association Presentation – COGECO Taping 2004)
14. **Workplace Communications (Workwrite) #304**  
(Karen Geraci – June 2004)  
Workplace document templates – model workplace situations
15. **Learning Works: Establishing the Foundation #305**  
(QUILL – Train Ontario Workshop – June 2004)  
Building practitioner capacity to serve learners with employment-related goals.
16. **P.S.A.'s #306**  
(Project READ – June 2004) 3x30 Various Closings
17. **Family Literacy Kit #307**  
(OLC – Kingston Literacy – June 2004)  
Practical kit created to assist those interested in starting a family literacy program.
18. **Mooving Forward #308**  
(Goforth Consulting – College Sector – July 2004)  
Conference Report.
19. **Factors of Success in Community-Based Literacy Program PHASE I #309**  
(Joseph E. Casey/C. Drummond – July 2004)  
Research Project Overview – Phase 1.
20. **Learning Disabilities “From The Inside Out” #310**  
(Pat Hatt – 2004) Teaching Demo.
21. **Learning Disabilities Training – PHASE II #311**  
(Literacy Link South Central – August 2004)  
Screening Tools, Strategies and Employment.
22. **Mapping Literacy in the Community (Thames Valley Area) #312**  
(Literacy Link South Central – August 2004)  
Report includes: maps and analysis of literacy programs, community services and demographics
23. **What Goes Here: Practitioners Study the Student/Practitioner Relationship #313**  
(Trent Valley Literacy Assoc. – September 2004)  
The culmination of journaling, discussion on student/practitioner relationships
24. **Guide to Workforce Literacy (SKILLS AT WORK SERIES) #314**  
(Alpha Plus – September 2004)  
Provides background and research on workforce literacy
25. **Guide to Blended Learning (SKILLS AT WORK SERIES) #315**  
(Alpha Plus – September 2004)  
Focus – how to bring the best resources, technology and practices from e-learning to adult setting
26. **Practitioners Guide to Workbooks 1&2 (SKILLS AT WORK SERIES) #316**  
(Alpha Plus – September 2004)  
Practitioners guide – for adult learners with employment goals – for use with literacy program or tutor
27. **Workbook 1: Assess Your Skills (SKILLS AT WORK SERIES)**  
(Alpha Plus – September 2004)  
For adult learners with employment related goals to use in their literacy program or with their tutor
28. **Workbook 2: A Day On The Job (SKILLS AT WORK SERIES) #318**  
(Alpha Plus – September 2004)  
For adult learners with employment related goals to use in their literacy program or with their tutor

29. **2002/2003 Field Development Projects Bulletin #319**  
(Alpha Plus – September 2004)  
For Anglophone, Deaf, Francophone and Native literacy streams
30. **Children’s Academic Services is Sarnia-Lambton #320**  
(Organization for Literacy in Lambton – July 2004)  
Directory of academic services for students/parents or education providers in Lambton County
31. **TOWES – Canada’s Essential Credential #321**  
(Lambton College/Job Connect – November 2004)  
Information package re: nationally accepted test that measures workplace essential skills
32. **Essential Skills Training (CD) #322**  
(QUILL – 2002)  
A power point presentation for employers with presentation handouts (PowerPoint and WORD 2000)
33. **Employer Toolkit (CD) #323**  
(United Kingdom – Department of Education and Skills –2002)  
To improve literacy and numeracy at work
34. **LLOTS Trainer Supplement (CD) #324**  
(Laubach Literacy Ontario – 2002)  
Practitioner Training Strategy Project – PHASE 3
35. **Early Bird – Early Bird in Action #325**  
(Hamilton Literacy Council - September 2004)  
Research Study – Beginnings in Reading Development – CD accompaniment
36. **Early Bird – Train the Trainers Guide – Facilitators #326**  
(Hamilton Literacy Council – September 2004)  
Guide written for trainers/facilitators who have received training in the use of Early Bird – CD accompaniment
37. **Early Bird – PHASE II – Focusing on the Parent #327**  
(Hamilton Literacy Council – September 2004)  
Linking the Early Bird Family Literacy Program to LBS
38. **Train Ontario – Building Practitioner Capacity to Serve Learners with Employment Related Goals #328**  
(QUILL – November 2004)  
5 Elective Sessions – Handouts and/or presentation notes included as well as follow up notes
39. **Learning Works – Establishing the Foundation (CD) #329**  
(QUILL – November 2004)  
CD- Power Point Presentation formats for Anglophone/Francophone/Native/deaf Participants
40. **Learning Works – Evaluation and Final Report #330**  
(QUILL – November 2004)  
Evaluation and Final Report – Train Ontario
41. **Supporting Learning, Supporting Change #331**  
Katrina Grieve (OLC) – August 2004  
Report – Program approaches to building self-awareness and self-direction
42. **Supporting Learning, Supporting Change #332**  
Katrina Grieve (OLC) – August 2004  
Guide – Developing and approach to helping learners build self-awareness and self-direction
43. **Building Support and Developing Partnerships for Workplace Literacy**  
Mary Ellen Belfiore (OLC) – June 2004  
Workplace literacy in Ontario – a three way partnership project