Best practices for late entry learners into college academic upgrading programs

Annotated bibliography

Sarah Elaine Eaton, PhD

BowValley COLLEGE

Foundational Learning Centre

Academic Foundations, Bow Valley College

332 - 6 Avenue, SE, Calgary, AB, T2G 4S6

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Researcher: Sarah Elaine Eaton, PhD

Editor: Audrey Gardner, M.A.

Institution: Bow Valley College, Foundational Learning Centre

Tel: 1.403.476.1242

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Preamble

This annotated bibliography was completed by the Foundational Learning Centre, Academic Foundations, Bow Valley College, under the direction of Audrey Gardner, Coordinator, and Charles Pankratz, Dean, Academic Foundations.

We are grateful to the Adult Learning Knowledge Centre-Canadian Council on Learning (CCL) for their generous support of this project.

Introduction

This annotated bibliography covers a variety of topics related to late entry learners in college academic upgrading programs, including adult literacy, adult basic education and upgrading, adult education, best practices, aboriginal literacy, literacy among learners of English as a Second or other language, literacy for persons with disabilities, and workplace and essential skills.

According to the Ontario Literacy Coalition, "almost half of all Canadian adults (48%) have low literacy skills." (http://www.on.literacy.ca/tools/facts Retrieved March 17, 2009). The International Adult Literacy and Skills Survey (IALLS) conducted in 2003 by Statistics Canada showed that "Canadians with lower levels of literacy have lower rates of employment, and lower earnings, according to a new survey of literacy and numeracy among adults aged 16 and over." (Retrieved April 27, 2009 from http://www.statcan.gc.ca/daily-quotidien/051130/dq051130b-eng.htm)

The Saskatchewan Literacy Network describes IALSS as "an international survey that measured the literacy, numeracy and problem-solving skill levels of adults (Retrieved April 27, 2009 from http://www.sk.literacy.ca/facts/1-Lit%20and%20IALLS.pdf). Statistics Canada notes that "The main purpose of the survey was to find out how well adults used printed information to function in society." (Retrieved April 27, 2009 from http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4406&lang=en&db=imdb&adm=8&dis=2).

IALSS results offer a way to statistically compare literacy levels in Canadian provinces and territories and to compare Canada's literacy levels to that of other countries and it has become a key resource for those working in the field of adult literacy in Canada.

The need for improved literacy and essential skills (LES) among our adult population is greater now than ever before. There is a correlating need to improve the teaching practices and resources of teachers who work in the LES field.

The purpose of this document is to provide an annotated bibliography on best practices for late entry learners into college academic upgrading programs. It is intended for practitioners, administrators, and researchers and others with an interest in this field.

Scope and parameters

The literature reviewed has been limited Canada, and includes insights from the United States, Australia, New Zealand and the United Kingdom, as it was felt that these regions were similar in that they were primarily English-speaking, developed countries with large immigrant populations. It addresses literacy and essential skills in the adult context.

This work is aimed at those involved with publicly funded community colleges. While not all of the literature gathered comes from those sources, this report has been prepared with that audience in mind.

Bounded by a commitment to ensure the work was completed in a timely fashion, the study was further limited to work published in English. It is recognized that French is an important aspect of Canadian culture and that countries where other languages are spoken may also produce valuable resources, these are better left to those whose linguistic competence is greater than that of this researcher.

The range of literature considered in this project extends beyond the theme of best practices for late entry learners into college academic upgrading programs. Although that was the initial focus of the research, less documentation was available than originally anticipated. It was found that related themes, such as adult literacy in general, aboriginal literacy, access to education, student retention levels, program delivery, learner motivation, English as a Second Language, workplace learning and literature on disabilities and learning were all related to the theme of best practices in an integral way. The literature on these topics has added both depth and breadth to this project.

The annotations include reflections from the writer, as well as citations from other sources such as abstracts or quotations form the materials themselves. In many cases there was ample and accurate information provided and this is indicated by annotations that appear as quotations.

Definitions

It may be helpful to understand some of the terms of reference for this study. Words such as "literacy" are understood in different ways. The definitions presented here are not offered as absolutes, to the exclusion of all other possibilities, but rather as a way to show how the words are used by some who work in the field of adult literacy and essential skills.

College academic upgrading programs – Programs designed to build on basic literacy skills of participants in order to prepare them for the work force and higher education.

Late entry learners – The Canadian Council on Learning describes late entry learners as those "who have chosen to upgrade their formal education at a later stage in their lives. Possible knowledge exchange activities around Late Entry Learning include (but are not limited to): sharing promising practices, developing effective methods for welcoming late-entry learners, and disseminating relevant research findings to practitioners and learners." Canadian Council on Learning (http://www.ccl-cca.ca/NR/rdonlyres/5BE9FA38-C77B-4BE1-82E6-43066CBF9305/0/CallforProjectsOCT2008ENG.pdf)

Literacy – "the ability to understand and employ printed information in daily activities at home, at work and in the community - to achieve one's goals, and to develop one's knowledge and potential. *OECD and Statistics Canada, IALS definition of literacy*. http://www.cea-ace.ca/foo.cfm?subsection=lit&page=fra&subpage=wha&subsubpage=som)

Adult literacy practice - "a broad range of activities aimed to promote and develop people's abilities to read and write, and their opportunities for reading and writing." (Darville, 2003, p. 3)

Essential skills – The National Adult Literacy Data base states that "workplace Essential Skills are defined as the skills that people use to perform a wide variety of daily life and occupational tasks.

Workplace essential skills enable people at work to do the tasks required by their occupation, give them the basics to learn all other skills (job and life) and assist them to manage and adapt to the changing workplace environment.

They are not the technical skills required by an occupation but are the enabling skills that are necessary in most occupations and that allow people to do their jobs successfully." Retrieved from: http://www.nald.ca/molson/skills.html

Annotated bibliography

Adult Literacy

This section explores adult literacy in general, including articles focused on women's literacy and best practices. The sources cited in this section offer a broad, general introduction to the topic.

(2000). *Issues and challenges in communicating*. Retrieved May 13, 2009, from http://www.nald.ca/library/research/issueche/cover.htm

> In surveying Canadians with lower levels of literacy, the study found that they want to be better informed on issues that are relevant to their everyday lives, and that a mere 14% indicated that they receive enough information from the government. The survey further revealed that over half (56%) of respondents use evening television as their main source of information, while relatively few of them (18%) get their information from newspapers. Furthermore, an overwhelming majority favour direct contact, with 81% identifying the telephone as their preferred means of communicating with government representatives.

ABC CANADA (2001). *Who Wants to Learn? Patterns of Participation in Canadian Literacy and Upgrading Programs*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/abc/whowants/cover.htm

> The recruitment and retention of adult learners in literacy and upgrading programs remain major challenges. As well, there is little nationally representative information about the experience of people who attempt to access literacy services but are unsuccessful.

> This document reports on a study conducted for ABC CANADA, in partnership with Literacy BC. It addresses some important questions at a national level, such as:
> - What percentage of those who attempt to access services ultimately enrol in programs?
> - What are the reasons some people do not enrol?
> - How long do people have to wait to start a program or begin meeting with a tutor?
> - What do people think about the programs?
> - What percentage of people drop out of programs?
> - What are the factors associated with dropping out?

- How can we increase enrolment and retention in literacy and upgrading programs?

ABC CANADA (2002). *Why aren't they calling? Non-participation in Literacy and Upgrading Programs: A National Study*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/abc/whyarent/cover.htm

"Only 5 to 10 per cent of eligible adults with low literacy skills ever enroll in literacy programs. This presents the literacy field with a startling and pressing question: Why, in the face of increasing public policy initiatives and highly visible outreach campaigns, are the majority of people with low literacy skills still reluctant to participate in literacy programs? Why are there Canadians without high school diplomas, who have never contacted literacy or upgrading programs?

This document summarizes the results of a national study on nonparticipation in literacy and upgrading programs."

"Only 5 to 10 per cent of eligible adults with low literacy skills ever enroll in literacy programs."

- ABC CANADA (2002).

Atlantic Provinces Economic Council (2006). *Report Card*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/card/cover.htm

The document "Report Card", published by the Atlantic Provinces Economic Council, is an overview of the IALSS, released in 2005.

The main themes of the document are:
- Labour Market Outcomes
- Industry Sectors
- Incidence of Low Proficiency

Benseman, Dr. John, & Tobias, Robert (2003). *"First Chance for a real education" - an impact study of adult literacy*. Retrieved May 14, 2009, from
http://www.nald.ca/library/research/first/cover.htm

> "This study has sought to map the impacts that two adult literacy programmes in New Zealand have had on their participants. In recognition of the fact that change achieved by education does not always happen immediately, the study has focussed on the experiences of students who have been out of the programme for some time. Its value lies in its demonstration of the diversity of impacts over the longer term."

Bryant, David G. (1998). *Literacy Needs/Resources Assessment In Lunenburg County*. Retrieved May 14, 2009, from
http://www.nald.ca/library/research/lunen/cover.htm

> "This publication was sponsored by the Lunenburg County Adult Learning Network, with support from the National Literacy Secretariat. The Lunenburg County Adult Learning Network is composed of volunteers who are interested in improving the knowledge and capabilities of residents of the County. The members of the Network realized that they needed knowledge of the spectrum of resources that is available for adults who are interested in increasing their language, arithmetic, and general knowledge skills.

> During the literacy needs assessment, 609 adults in 350 households were interviewed from different communities in Chester and Lunenburg Counties. They found that between 1991 and 1998 there was a 33% decrease in the number of persons who had less than a grade nine education. Also, there was an increase of 50% in the number with a university degree. This suggests that the education and skills level in the County have increased in the last seven years. "

Council of Ministers of Education, Canada in collaboration with the Canadian Commission for UNESCO. (2008). The Development and State of the Art of Adult Learning and Education (ALE) Report for Canada. Retrieved May 14, 2009 from: http://www.cmec.ca/Publications/Lists/Publications/Attachments/194/FINAL%20CONFINTEA%20VI%20EN.pdf

> "UNESCO asked member states to prepare reports on developments in adult learning and education since 1997, including the current state of the art and future challenges. This report is Canada's response to that request. The focus of the report is on policies, research, and effective practices in literacy, non-formal education, and adult and lifelong learning. The report addresses four major themes, and has an introductory demographic overview and a final section that looks at expectations for CONFINTEA VI and the future of adult learning and education. The four themes are: policy, legislation, and financing; quality of adult learning and education—provision, participation, and achievement; research, innovation, and good practices; and adult literacy."

Faris, Ron. (2006). Report on the CMEC Forum on Adult Literacy: June 19-20, 2006. Prince George, British Columbia. Retrieved May 14, 2009 from: http://www.cmec.ca/Publications/Lists/Publications/Attachments/101/Report-AVED%20final_EN.pdf

> "The 2006 CMEC Adult Literacy Forum, "Investing in Our Potential: Towards Quality Adult Literacy Programs in Canada," featured presentations that compared Canada's performance on international literacy tests to that of other countries and stressed the need for innovative, coherent, and long-term government efforts to strengthen adult-literacy provision at the community level, and the economic effects of improved literacy. The report also covers the workshops on workplace literacy, issues of measurement and evaluation of program success, quality provision, and the recommendations from the forum."

Grenier, S., Jones, S., Strucker, J, Murray, T.S., Gervais, G and Brink, S. (2008). International Adult Literacy Survey - Learning Literacy in Canada: Evidence from the International Survey of Reading Skills. Statistics Canada. Retrieved May 15, 2009 from: http://www.statcan.gc.ca/pub/89-552-m/89-552-m2008019-eng.pdf

> "This report uses data from a new study, the International Study of Reading Skills (ISRS), to address the issues raised above. The main purpose is to describe in depth the reading abilities of the least-skilled adult readers in society and to identify the basic reading profiles of these adults, based on their strengths and needs in reading. The goal is to supply policy makers, researchers and practitioners with new information useful for making decisions about how to plan and deliver appropriate and efficient reading instruction for different adult learners. As such, the current report only addresses the first of the six questions enumerated above."

Hale, S. (2003, Fall). Participation and Literacy: Reflections on Teaching Reading to Adults, A Balanced Approach, *Literacies* (2) 40-42. Retrieved March 6, 2009 from http://www.literacyjournal.ca/literacies/2-2003/practice/3/1.pdf

> This is a reflective piece on the book Patty Campbell's (2003) book, *Teaching Reading to Adults, A Balanced Approach.* Edmonton: Grass Roots Press. She comments specifically on the notion of participation, stating that, "Literacy learning is so tied to the choice to participate that if we try to separate them they split and splatter like silvery balls of mercury" (p. 40). She also notes that, "Bringing together the divergent elements of literacy education, like the necessity of phonics instruction or the naming of specific outcomes demonstrated by an authentic assessment, serves to remind us that in creating a balance of practice we may draw from many schools" (p. 41). This opinion article offers ideas for further reflection.

Hornberger, Chris, & Bartlett, James (2003). *Adult Literacy Programs in the Halifax Regional Municipality - Directory*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/Lit4Dis/RitReadC/cover.htm

> "This document is a companion to *"Literacy for Persons with Disabilities; The Right to Read...and Read Well"*. It is a directory of literacy organizations and programs in the Halifax, Nova Scotia area. Included are public and private programs where literacy is at least part of the program offering or where literacy is core to the program. Excluded are ESL programs, computer literacy programs and strictly employment-related programs.
>
> This alphabetical directory includes comprehensive information on specific literacy programs such as program description, location, contact information, registration information, cost, and wheel chair accessibility."

Legislative Assembly of British Columbia (2006). *Literacy Through Leadership : Outlining an Adult Literacy Strategy for British Columbians*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/litlead/cover.htm

> "In February 2006, the Government of British Columbia appointed the Select Standing Committee on Education to examine, inquire into and make recommendations regarding effective strategies to address the specific challenge of adult literacy. As part of this task, the committee was asked to conduct consultations to consider successful strategies from other jurisdictions on the promotion of adult literacy, and specific strategies to improve literacy rates among aboriginal people, English-as-a-Second-Language adults, and seniors. This report on the committee's work includes the committee's process, a BC demographic profile, lessons from other jurisdictions, proposals from BC, and the committee's recommendation to implement an adult literacy strategy for British Columbians."

Movement for Canadian Literacy (2006). *Standing up for Literacy*. Retrieved May 13, 2009, from http://www.nald.ca/library/research/repapr06/cover.htm

>"This is the (MCL) Movement for Canadian Literacy's submission to the federal Pre-Budget Consultations of April 2006. In their recommendations, they have highlighted areas that they believe the federal government can and should address immediately. MCL states that movement on these recommendations is a crucial first step to the creation of a broader, long-term pan-Canadian literacy strategy that will involve all levels of governments and sectors of society in tackling our literacy challenges.
>
>Recommendation 1: Recommend that the federal government position literacy as a policy and funding priority and resume its efforts to develop a comprehensive Pan-Canadian Literacy Strategy in cooperation with the provinces and territories and other stakeholders.
>
>Recommendation 2: Immediately assign additional federal funds to literacy, as recommended by the all-party Parliamentary Standing Committee on Human Resources Development and the Status of Persons with Disabilities in its 2003 report."

Northwest Territories (NWT) Literacy Council. (2003). Best practices in action: Best Practice Statements, Key Elements and Indicators. Retrieved March 17, 2009 from http://www.nald.ca/library/learning/nwt/val_doc/bpvalida.pdf

>"This document is the result the Best Practices in Action Project, undertaken by the Northwest Territories Department of Education, Culture and Employment, Aurora College and the NWT Literacy Council. The idea was to create a comprehensive framework of best practices which would encourage literacy providers to reflect on their practice and learn from others."

Pheasey, A., Fofonoff, A., Morgan, D., Malicky, G., Keam L, Norton, M and Park, V. (2000). *Learning About Participatory Approaches in Adult Literacy Education. Six research in practice studies*. Mary Norton and Grace Malicky, Eds. Edmonton. Learning at the Centre Press. Retrieved March 6, 2009 from http://www.nald.ca/ripal/Resourcs/learning/learning.pdf

> This book discusses the results of the Participatory Approaches in Adult Literacy Education/Research in Practice (PAALE/RiP) research project undertaken by the authors. It is a collection of six research reports, as well as chapters about participatory approaches and research in practice.

Perry, Joan B. (n.d) . *Attrition in the Minto Literacy CASP*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/attritn/cover.htm

> "The scope and nature of attrition encountered in adult literacy programs was explored in context of the Minto Community Academic Services Program (CASP), a New Brunswick community-based program offering academic and intermediate adult upgrading services.

> Studies in ABE programs, attrition statistics, CASP reports, and the Minto CASP program's student termination list were reviewed in an effort to better understand attrition. The program's origin and outcomes were explored in the hope of finding strategies for student retention."

Perry, J. (n.d.) Best practices for adult literacy. Literacy Coalition of New Brunswick. Retrieved March 10, 2009 http://www.nb.literacy.ca/pubs/Best1/Literacy.pdf

> A comprehensive document outlining provincial, federal and global perspectives on adult literacy best practices and adult learning theory, followed by sections on best practices for different contexts.

Perry, J. (n.d.) Best practices in the adult setting. Literacy Coalition of New Brunswick. Retrieved March 10, 2009
http://www.nb.literacy.ca/pubs/Best2/Setting.pdf

>A guide for educators, complete with practical activities and exercises. A valuable resource for practitioners.

Rasmussen, Jean, & Dunaway, Jo (1999). BC Framework of Statements and Standards of Best Practices in Family Literacy. Retrieved March 31, 2009, from http://www.nald.ca/library/research/framwork/cover.htm

>"This Framework is intended as a guide to promote good practice and provide support and information to the many individuals and groups involved in family literacy."

Saskatchewan Literacy Network (2001). Best Program Practices. Retrieved March 17, 2009, from http://www.nald.ca/library/learning/selfeval/toc.htm

>"This document is the result of Task Force efforts and input from the field. It represents a Best Program Practices foundation for adult literacy in Saskatchewan and provides an opportunity for programs to reflect on their current initiatives, identify strengths and plan further improvements."

SPR Associates Inc . (2008). Acquiring Literacy Skills: A Comparison of Provincial and International Results from PISA and IALSS: Final Report. Retrieved May 14, 2009 from:
http://www.cmec.ca/Publications/Lists/Publications/Attachments/116/literacy-skills-comparison-2008.en.pdf

>"Using data from the Program for International Student Assessment and the International Adult Literacy and Skills Survey, this study compared Canada's performance on literacy tests across jurisdictions and with those of other countries. The report also looks at the effects of student intake characteristics, school context and educational practices, and minority- and majority-language groups."

Sticht, Thomas G. (1999). *Testing and Accountability in Adult Literacy Education.* Retrieved May 14, 2009, from
http://www.nald.ca/library/research/sticht/testing/cover.htm

> "Recent national and international surveys of adult literacy skills have raised questions about workforce readiness for international competitiveness. This report provides information on the design and evaluation of workplace literacy programs to improve workforce readiness, and an overview of concepts about the nature, uses and abuses of standardized tests in program evaluation and accountability. This is not a "how to do it" guidebook. Rather, it discusses concepts and issues and provides bibliographic resources for those readers who want to learn more about how to design, develop, and evaluate literacy programs in the workplace and other contexts.
>
> Workplace literacy or basic skills programs are programs offered at a given workplace and generally are aimed at preparing employees for performing job-linked literacy and numeracy tasks, such as filling our requisition forms in a clerical position or preparing to learn statistical process control. However, much of the discussion is applicable to other types of programs for workforce education and lifelong learning, family literacy, academic literacy and other aspects of basic skills education (reading, writing, mathematics, English as a Second Language-ESL)."

"Workplace literacy or basic skills programs are programs offered at a given workplace and generally are aimed at preparing employees for performing job-linked literacy and numeracy tasks, such as filling our requisition forms in a clerical position or preparing to learn statistical process control."

Thomas G. Sticht, (1999).

Sticht, Thomas G. (2006). *New Poll Indicates Canada Meets Acceptable Goal for Adult Literacy*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/sticht/may9-06/1.htm

> "This article entitled "New Poll Indicates Canada Meets Acceptable Goal for Adult Literacy" by Thomas G. Sticht gives us his thoughts on the new national poll by the Canadian Council on Learning (CCL) which indicates that Canadians think that it would be acceptable if 80% of adults could meet most everyday reading requirements."

Sticht, Thomas G. (2006). *Theoretically You Can't Teach Adults to Read and Write: But Just Keep On Doing It*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/sticht/06june/1.htm

> "The author writes on "Why is it so hard to get funding for adult literacy education"?
>
> He explains that innumerable studies, reports, TV shows, and statistical surveys in most of the industrialized nations of the world declare that their nation is being brought to its economic knees because of widespread low basic skills (literacy, numeracy) amongst the adult population. But repeated calls for funding commensurate with the size of the problem go unanswered. Why?"

Adult Basic Education (ABE), Adult Upgrading and College Entry Programs

(2000). *Designing Our Future - Women's Learning, Education & Training in Canada, 2000 & Beyond*. Canadian Congress for Learning Opportunities for Women (CCLOW). Retrieved May 13, 2009, from http://www.nald.ca/library/research/Cong_rep/Cover.htm

> "This is a report of a conference on women's learning, education and training in Canada which took place March 2-5, 2000 and was hosted by the Canadian Congress for Learning Opportunities for Women (CCLOW), in collaboration with the National Women's Reference Group on Labour Market Issues (NWRG). The conference brought together a diversity of women from across Ontario and the rest of Canada to discuss the status of women's learning, education and training in this country and to strategize for the future."

(2001). *Exploring Adult Literacy*. Retrieved May 14, 2009, from http://literacy.kent.edu/cra/new.html

> "Exploring Adult Literacy is an evolving electronic journal intended to address the needs of adult literacy practitioners in adult basic education, family literacy and workplace literacy. This is a peer reviewed journal. Their goal is to provide practical, but research-based short articles on new ideas in the field as well as position papers, lesson plans, reviews, and an interactive forum for adult literacy providers. Articles and reactions are posted upon completion of the peer review process

> EAL is a peer reviewed interactive journal developed by the Adult Learning Division of the College Reading Association. Readers are encouraged to respond and add to articles. Online access to full articles is free. Authors and readers are literacy tutors, volunteers and researchers. Submission guidelines are provided.'"

(2001, October). *Summary of "Best Practices" Literature Review*. Research Department. Rancho Santiago CCD.

> "A sampling of nine successful programs collected here is the result of an extensive literature search of college and university programs that are considered models of "best practices" for educational achievement. These programs were found to be the most closely aligned with positive PFE goal outcomes. Based on traditional and non-traditional teaching and learning strategies, one or more of these examples may be helpful to you as you design and ultimately evaluate the effectiveness of your PFE-funded program." It should be noted that a variety of abbreviations such as "PFE" are used in this document, but not explained.

(2002). OECD Thematic Review on Adult Learning in Canada, Country Note. Organization for Economic Cooperation and Development. Retrieved May 14, 2009 from
http://www.cmec.ca/Publications/Lists/Publications/Attachments/23/adult.note.pdf

> "The Country Note is a report prepared by external experts who reviewed the adult-learning systems in Canada over a 10-day period in 2002, as part of the Organisation for Economic Co-operation and Development's (OECD) Thematic Review on Adult Learning. The document contains the experts' analysis and recommendations on improving participation, program provision, pedagogy, and policy effectiveness and coherence."

(2002). OECD Thematic Review on Adult Learning in Canada, Background Report. Organization for Economic Cooperation and Development. Retrieved May 14, 2009 from
http://www.cmec.ca/Publications/Lists/Publications/Attachments/25/adult.appendices.pdf

> A companion to the OECD Thematic Review on Adult Learning in Canada, Country Note. Organization for Economic Cooperation and Development, noted above "this thematic review presents information collected by survey, interviews, and document review on the political, social, and economic structure of Canada and the policies and organization of Canadian adult-learning systems. The review also provides information on participation, programs, funding, and an assessment of effectiveness."

ABE Florida (2005). *ABE Florida - 2005*. Retrieved May 13, 2009, from
http://www.nald.ca/library/research/abe-teachers/cover.htm

> "This document would be of interest to those involved in the adult basic
> education field. The materials included in this resource guide have been
> designed to enhance adult basic education programs and contribute to
> program accountability. The guide contains nine chapters with the following
> headings:
> - Teaching the adult learner
> - Strategies for cooperative learning
> - Strategies for developing multiple intelligences
> - Classroom management
> - Learning disabilities
> - Gaining recognition for your adult and community education program
> - Retention strategies
> - Test of adult basic education
> - Sunshine state standards"

Adult Learning Knowledge Centre andWork and Learning Knowledge Centre
(2008). Reaching for the Tipping Point in Literacy, A pan-Canadian invitational
roundtable, 4-5 February 2008. Ottawa, Canada.

> "On February 4 and 5, 2008, theWork and Learning Knowledge Centre and
> the Adult Learning Knowledge Centre, initiatives of the Canadian Council on
> Learning (CCL), organized an invitational, bilingual, pan-Canadian
> roundtable—Reaching for the Tipping Point in Literacy. More than 80
> experts met in Ottawa for an informed and insightful dialogue about how to
> achieve improvements in the area of literacy. Participants included
> representatives from the literacy movement, community-based
> organizations, business, labour, policy-makers, and researchers."

Asera, R. "Change and Sustain/Ability: A Program Director's Ref lections on Institutional Learning." Strengthening Pre-collegiate Education in Community Colleges (SPECC). Stanford, Calif.: The Carnegie Foundation for the Advancement of Teaching, 2008. Retrieved May 4, 2009 from:
http://www.carnegiefoundation.org/dynamic/downloads/file_1_651.pdf

> "The first section of this paper describes the [Strengthening Pre-collegiate Education in Community Colleges (SPECC)] action research design and the ways we worked with participating colleges. The second section focuses on four characteristics of change/ability that emerged over the course of the project—faculty leadership, knowledge of students, availability of data, and redefined professional development. These were qualities that made it possible for the campus initiatives to develop successfully. Next, the concept of sustain/ability [is examined] including strategies such as constructing the campus story and infrastructural flexibility and imagination that campuses used to weave innovations into the campus culture and climate. The conclusion looks at the power of community to support and maintain institutional learning at all levels."

Bond, L. "Toward Informative Assessment and a Culture of Evidence." A report from Strengthening Pre-collegiate Education in Community Colleges (SPECC). Stanford, Calif.: The Carnegie Foundation for the Advancement of Teaching, 2009. Retrieved May 4, 2009 from:
http://www.carnegiefoundation.org/dynamic/downloads/file_1_657.pdf

> "Strengthening Pre-collegiate Education in Community Colleges (SPECC) was a three year multisite action research project directed by The Carnegie Foundation for the Advancement of Teaching. Undertaken with The William and Flora Hewlett Foundation as funding partner, the program focused on teaching and learning in basic skills mathematics and English at 11 California community colleges. This report discusses the myriad ways in which the participating colleges have used both traditional measures of student performance, such as class grades and course completion, as well as more innovative forms of assessment and data collection to improve pedagogical practice and to enhance student learning."

Bossort, Patty, Cottingham, Bruce, & Gardner, Leslie (1994). *Learning to Learn.*
Retrieved May 14, 2009, from
http://www.nald.ca/library/research/pat/L2L/cover.htm

"The purpose of this study was to examine the long-term impact of ABE on students' lives. The study was funded by the 1992/93 B.C. literacy cost-shared program and sponsored by the Adult Basic Education Association of B.C. and Northwest Community College.

The research methodology included personal interviews in three regions of B.C. with 44 former students who had been away from their last ABE course for at least one year. The students were diverse in age, ethnic origin, and gender and had attended a college, school district, or community-based literacy or ABE program for at least three months. The students volunteered to participate in the study and came forward as a result of local advertising and contacts made by the researchers with instructors and tutors.

Over 90% of participants in the study reported positive impacts from their ABE experience. The study was designed to determine the "essence" of the positive impacts of ABE by uncovering patterns and similarities in the students' stories. The study found that the essence of a positive ABE experience is one that expands the possibilities for informed choice and action in life. "People are learning to learn.....even more importantly, people have learned that they have learned."

The report concludes with a discussion of the implications of the study's findings for planning and delivering ABE/literacy resources.
One of these implications is the economic benefit to society of ABE in facilitating healthier personal and family lifestyles and greater and more informed participation in social relationships of all kinds."

> **"The essence of a positive [Adult Basic Education] ABE experience is one that expands the possibilities for informed choice and action in life. 'People are learning to learn.....even more importantly, people have learned that they have learned.'"**
>
> - **Patty Bossort, Patty, Bruce Cottingham, and Leslie Gardner (1994)**

Brauchle, Ken. (2003, March). Best Practices in Assessment: a report to Chapman University from the assessment subcommittee of the WASC Self Study Committee.

> This document offers recommendations for Chapman University for a new assessment model. The recommendations must 1) be mission driven, 2) value learning as a system, 3) measure outcomes to improve processes, 4) be universal across the institution and acknowledge the unique needs of diverse programs, 5) be faculty driven and stakeholder owned, 6) be open, honest and useful, and finally 7) view assessment as a process, not a project.

Bueschel, A.C. "Listening to Students about Learning." Strengthening Pre-collegiate Education in Community Colleges (SPECC). Stanford, Calif.: The Carnegie Foundation for the Advancement of Teaching, 2008. Retrieved May 4, 2009 from: http://www.carnegiefoundation.org/dynamic/downloads/file_1_620.pdf

> This work "focuses on how listening to students talk about learning can help them become more active partners in their own education, more engaged in the classroom, and better positioned to succeed." The report expands upon the primary finding of a study that revealed that "Perhaps the most common message from our interviews with …students … is that students care about their educational experiences".

> **"Perhaps the most common message … is that students care about their educational experiences "**
>
> - **Bueschel (n.d.)**

Cheeseman, Patti Lyn, & College Sector Committee for Adult Upgrading (2007). *Provincial Models of Program Integration.* Retrieved May 14, 2009, from http://www.nald.ca/library/research/models/cover.htm

> "In 2006, Ontario's College Sector Committee for Adult Upgrading was funded to develop models of integration for the training and support of clients in the college sector in that province. This report presents the final phase of the project undertaken by this committee, entitled the "Provincial

Models of Program Integration Project." The primary focus of the Models Project was to promote integration of academic upgrading, Job Connect, pre-apprenticeship and apprenticeship programming in colleges. The project was also intended to provide front line program deliverers in these program areas with a greater understanding of the services available to their clients."

College Sector Committee for Adult Upgrading. *Best Practices in Managing the Classroom to Improve Student Commitment*. Retrieved March 06, 2009, from http://www.collegeupgradingon.ca/projrprt/RthruR/bestprac/cover.htm

This document discusses best practices in managing the classroom to improve student commitment in Ontario college LBS programs. The best practices are listed in three sections; each is organized under the area or individual having the greatest control of those practices. These sections are: institution controlled; practitioner controlled, and; shared control.

College Sector Committee for Adult Upgrading . Bringing the Research Together: Developing a Comprehensive Retention Strategy. Retrieved March 31, 2009, from http://www.collegeupgradingon.ca/projrprt/RthruR/bringing/cover.htm

"The lists of best retention practices in this document were created by incorporating key findings, recommendations and retention strategies from several LBS/NLS projects in which Ontario LBS college programs participated. Included are lists of additional strategies and suggestions, based on input from practitioners during regional training events."

College Sector Committee for Adult Upgrading (2001). Prepared for Success. Retrieved April 01, 2009, from http://www.collegeupgradingon.ca/projrprt/prepared/cover.htm

"This is a report on a project designed to demonstrate the effectiveness of preparatory programs in preparing students in Ontario for post secondary studies and to highlight the supports identified by learners that colleges provide to enhance student success. Data was gathered from community colleges province-wide."

College Sector Committee for Adult Upgrading (2005). *Prepared for Success 2004-2005: A Study of the Success of Adult Upgrading Graduates in the First Semester of Post Secondary*. Retrieved April 01, 2009, from
http://www.collegeupgradingon.ca/pubres/prepard2/cover.htm

> This is a follow up to the initial study published in January 2001 which was funded by the National Literacy Secretariat and the Ministry of Training, Colleges and Universities. This 33-page report examines first-semester results.

College Sector Council Committee for Adult Upgrading (2006). *Innovative Approaches … and Promising Directions*. Retrieved May 14, 2009, from
http://www.nald.ca/library/research/innovatv/cover.htm

> "In an effort to examine the practices and structures currently in place in Academic Upgrading Programs on which future initiatives can be built, the College Sector Committee for Academic Upgrading (CSC) launched the Innovative Approaches and Promising Directions project with the support of the Ministry of Training, Colleges and Universities (MTCU).

> The focus in this project was on conducting extensive primary research. This was accomplished by gathering practical information from managers and frontline delivery staff at all 24 colleges through focus group discussions led by a small team of consultants. The team also made a commitment to systematically collect input from students currently enrolled in Academic Upgrading Programs."

College Sector Committee for Adult Upgrading (2008). Pathways to College. Retrieved April 01, 2009, from
http://www.nald.ca/library/research/csc/pathways08/cover.htm

> "This report examines the pathways to college taken by students who do not have an Ontario Secondary School Diploma or equivalent and have delayed entry to college education."

College Sector Committee for Adult Upgrading, & Goforth, Dee (2003). *LBS College Program Policies and Procedures*. Retrieved May 14, 2009, from
http://www.collegeupgradingon.ca/projrprt/PandP/1.htm

> "This document outlines the research and conclusions drawn concerning the policies and procedures in place in Literacy and Basic Skills (LBS) Programs in Ontario colleges. The goal of this initiative was to identify areas of consistency across current LBS college policies and procedures and develop samples that reflect that consistency."

College Sector Committee for Adult Upgrading, & Goforth, Dee (2003). *The Others: Who Are They?*. Retrieved May 14, 2009, from
http://www.collegeupgradingon.ca/projrprt/others/1.htm

> "The number of Literacy and Basic Skills (LBS) students in Ontario colleges categorized as "Other" has risen dramatically, by 89%. There was little data about this growing number of students. Having a demographic profile of "Others" and information about their specific training needs would help LBS programs provide the right mix of support services and programming.
>
> This report outlines a research project to develop a profile of the "Others", analyze their needs and identify issues related to classroom management."

Contact North (2002). *Building Basic Skills for Adults in Small Remote Communities*. Retrieved May 14, 2009, from
http://www.nald.ca/library/research/alphaplus/bbsasrc/cover.htm

> "Residents of many rural and remote communities throughout Canada are not within realistic reach of face-to-face basic skills training, yet they are often in the most acute need of such training. These individuals are at a real disadvantage as literacy programs and tutor support are rarely available in these communities. The research project presented in this paper, entitled Building Basic Skills for Adults in Small Remote Communities, researchers examined the feasibility of developing and assessing literacy and numeracy skills at a distance using audiographics and teleconferencing technology. The target group for this project was primarily adults whose opportunities were severely limited by their current need for literacy upgrading.
>
> This report includes an executive summary, introduction, description of the project, project findings, conclusion, and several appendices."

> **"Residents of many rural and remote communities throughout Canada are not within realistic reach of face-to-face basic skills training, yet they are often in the most acute need of such training. These individuals are at a real disadvantage as literacy programs and tutor support are rarely available in these communities."**
>
> - **Contact North (2002).**

Council for Adult and Experiential Learning. (2005). Principles in practice: Assessing Adult Learning Focused Institutions.. Chicago, IL

"The ALFI Initiative was launched in 1999 when CAEL partnered with the American Productivity & Quality Center (APQC) to conduct a benchmarking study of six highly adult learning focused colleges and universities. The published results of this study, Best Practices in Adult Learning: A CAEL/APQC Benchmarking Study, was a first step toward identifying and disseminating new models for providing the best possible educational experience for adult learners (Flint & Associates, 1999). CAEL then transformed findings from the benchmarking study into principles of effective practice that were further tested by focus groups of adult learners, educators, employers, union representatives, policy makers, and others interested in adult learning. These Principles of Effectiveness for Serving Adult Learners provide a framework for colleges and universities in developing programs and policies that help adults reach their educational goals. The Principles provide the foundation for CAEL's work in building institutional commitment to and capacity for meeting the needs of adults. The Principles also form the backbone of what CAEL calls the Adult Learning Focused Institution (ALFI)."

Fernandez, Philip (1999). *Research Into Providing Literacy/Upgrading Programs For Youth Who Have Dropped Out Of School*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/youth/cover.htm

> "This is a special project of Frontier College. Strong literacy skills are a predictor of success in school and in the workplace. Many Canadian youth (aged 16-24) who have dropped out of school have low literacy skills. Even if they wish to return to school, they have to overcome a number of barriers which contribute to their low-literacy skills in the first place.
>
> The purpose of this research was to identify those elements which would contribute to creating effective and successful programs for youth who have dropped-out of school. Two groups of youth, one from Toronto, Ontario, and the other from St. John's, Newfoundland, were interviewed using focus groups to collect "oral testimony". This report discusses what the youth said and looks at the implications of the data collected. Based on this discussion, it makes recommendations regarding program design and policy."

> **"Many Canadian youth (aged 16-24) who have dropped out of school have low literacy skills. Even if they wish to return to school, they have to overcome a number of barriers which contribute to their low-literacy skills in the first place."**
>
> - **Philip Fernandez (1999)**

Folinsbee, Sue (2008). *Report on the Integration of College Academic Upgrading Programs*. Retrieved March 06, 2009, from http://www.nald.ca/library/research/csc/integration/cover.htm

> "This is a report on research that has been conducted on the integration between college Academic Upgrading programs and Pre- Apprentice, Pre-Trades and Apprenticeship programming in Ontario, Canada. This research is part of a larger College Sector Committee (CSC) project entitled "Supporting Apprenticeship and Pre Apprenticeship Programming through College Academic Upgrading Programs." The full report is available on line.

Folinsbee, Sue (2008, August). Online Learning for Adults: Factors that Contribute to Success: A Literature Review. College Sector Committee for Adult Upgrading. Retrieved June 23, 2009 from:
http://www.nald.ca/library/research/csc/litreview/litreview.pdf

> "The Academic and Career Entrance (ACE) Program was approved for delivery in July 2004, at all 24 colleges in Ontario by the Colleges Branch of the Ministry of Training Colleges and Universities. It replaces the College Entry Level programming called Basic Training for Skills Development – Level 4 (BTSD 4) approved in the mid 1960s. ACE is a Grade XII Equivalent program for the purpose of entry to college and apprenticeship programming. The Apprenticeship Branch accepts ACE as Grade XII equivalent. It is the level of programming generally accepted by colleges for admission to college-level post secondary programs.... The key question this review seeks to answer is how to ensure that the ACE Online program is successful and effective."

Germain, Sandra, Report on Successful Community Based Efforts to Recruit and Retain Late-Entry Learners into Colleges and Universities (2009). Adult Learning Knowledge Centre (Fredericton, Canada: 2009).

> "The research project is intended to identify and catalogue First Nations community based initiatives across Canada that target late-entry learners. The focus is on recruitment strategies that target First Nation persons and identifies post-secondary institutions that have been successful in assisting students make the transition to student life and culturally appropriate pedagogy."

Goforth Consulting (2006). *Provincial Models of Program Integration*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/finalrep/cover.htm

> "Academic Upgrading programs are moving forward on the One Stop initiative in a variety of ways. Phase 1 of the Provincial Models of Program Integration project showed considerable activity between Academic Upgrading programs and a whole range of college and community programs, services and service organizations available to them. Because the project focuses on developing closer linkages with Job Connect and Pre-Apprenticeship/Apprenticeship programs, it was important to quantify these linkages and examine them in greater detail.

> Surveys were conducted with both Academic Upgrading program managers (or program co-ordinators and leads) and front line deliverers to gather information for the study."

Government of Ontario - Ministry of Training Colleges and Universities (2005). *Ontario Learns*. Retrieved May 14, 2009, from
http://www.nald.ca/library/research/onlearn/cover.htm

> "In May 2004 the Adult Education Review was launched at the request of the Minister of Education and the Minister of Training, Colleges and Universities. The goal of the review was to propose a policy framework for adult education and recommend actions that would not only support but also improve adult education in Ontario.
>
> The ministry elicited the views of the stakeholders in adult education through meetings, through paper submissions, and through a website set up for this purpose. They gathered information on the adult education programs currently funded by the two Ontario ministries and those in other jurisdictions. In addition, they examined the literature in the field of adult education.
>
> Their review focused on the specific programs that help adults access further education and training, gain or keep employment, or participate more fully in the life of their community."

Gross, Connie, & Koersen, Suzanne (2004). *Training the Rural Workforce: Essential Skills Applications for Rural Economic Development and Sustainability*. Retrieved May 14, 2009, from
http://www.nald.ca/library/research/trainr/cover.html

> "In this paper, we address the issue of accessible essential skills training for the rural workforce. As such, we apply the Rural Lens (a strategic tool identified by the Canadian Rural Partnership) to essential skills practices in order to create a model for innovative essential skills applications that work within a rural framework. Using these ideas, we will demonstrate the need for programming that uses a rural-specific approach to develop and sustain a skilled rural workforce. We will also demonstrate that this type of training results in a sustainable, skilled workforce that in turn results in macroeconomic development for rural areas.
>
> We are part of an educational team that works at the Taber Campus of the Lethbridge Community College (LCC). In recent years, budget cuts threatened program closure. Looking for sustainability, we called upon students, colleagues and other community stakeholders to help find a

solution. These stakeholders took action, and demonstrated that it was important to keep educational opportunities alive in our community. We then sought ways to revitalize our campus. Thus began our search for an appropriate model for rural training."

Hennessey, Sandra, & Glass, Barb (2008). Successful Transitions… To College Post-secondary and Apprenticeship Programs. Retrieved April 01, 2009, from http://www.nald.ca/library/research/csc/transitions/cover.htm

"This project provides a glimpse into what [adult upgrading] teachers know are meaningful, "milestone" accomplishments and/or behaviours which are indicative of learners' readiness to transition from [adult upgrading] into either a college program or apprenticeship training."

Hoddinott, Susan (1998). *Something to Think About - Please Think About This: Report on a National Study of Access to Adult Basic Education Programs and Services in Canada*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/stta/cover.htm

"This is the final report of a study undertaken in January 1996 by the Ottawa Board of Education (now the Ottawa-Carleton District School Board) under the direction of Joyce White, Manager of ABE/ESL programs.

The preliminary research phase clearly indicated the need for a re-assessment of current approaches to Literacy and Adult Basic Education. The second phase of the research, as discussed in this report, focused on conducting a thorough examination of Literacy policy and practice in Canada. The key questions guiding the research were whether Canadian adults in need of literacy level upgrading have reasonable access to programs and whether they can be assured that the programs they have access to can enable them to achieve their educational goals and, thus, better prepare them to pursue their employment aspirations."

Holbrow, Bill (2001). *A Study of Potential Incremental Success Factors Among Basic Education and Employment Preparation Students*. Retrieved May 13, 2009, from http://www.nald.ca/library/research/bowvalle/cover.htm

The purpose of this exploratory and descriptive study was to examine the concept of incremental success factors in the lives of adult basic education students. The study determined that incremental success factors exist for

students who have pre-high school academic standing and are enrolled in either academic upgrading or employment preparation programs. Further, incremental success factors could be used to assess progress towards the outcomes of such programs. As well, a set of incremental success factors could be established and used to inform governments and program providers about the structure, content and delivery of the programs. This is supported by data gathered from the sample, and corroborated by both the literature and instructor data. While this study may lead one to say that incremental success factors can be measured, they may not be able to be measured efficiently and effectively, or applied to what most theorists and practitioners define as a heterogeneous group.

Basic education programs are intended to help unemployed, marginalized, and at-risk adults, with a pre-high school academic standing, make the transition to permanent employment directly, or by qualifying for, and completing a postsecondary program, and thereby receive the economic and social benefits available to the larger society. The majority of adult students are successful; however, a minority fails to attain either further education or full employment. While these individuals do not achieve the summative goals of these programs, they change in ways that approximate the impact of full-time employment or education.

> **"Basic education programs are intended to help unemployed, marginalized, and at-risk adults, with a pre-high school academic standing, make the transition to permanent employment directly, or by qualifying for, and completing a postsecondary program, and thereby receive the economic and social benefits available to the larger society. The majority of adult students are successful; however, a minority fails to attain either further education or full employment."**
>
> **- Bill Holbrow (2001)**

Huber, M.T. "The Promise of Faculty Inquiry for Teaching and Learning Basic Skills." Strengthening Pre-collegiate Education in Community Colleges (SPECC). Stanford, Calif.: The Carnegie Foundation for the Advancement of Teaching, 2008.

> "This essay looks at how faculty inquiry has been mobilized to improve the teaching and learning of basic skills at a cluster of California community colleges participating in the Carnegie Foundation's initiative on Strengthening Pre-collegiate Education in Community Colleges (SPECC), undertaken with The William and Flora Hewlett Foundation as funding partner.3 A three and-a half year multi-site action research project, SPECC has focused on teaching and learning in basic mathematics and English language arts courses at 11 California community colleges. On each of these campuses, educators are using faculty inquiry to explore and assess different approaches to classroom instruction as well as for course and program design and evaluation. In the process, these small teams of colleagues are creating the foundation for a more collaborative culture in their colleges around one of the most difficult educational problems faced in community colleges across the country and, indeed, in higher education at large."

Koopman, Dan. (n.d.). Building a Program for College Success. Oglala Lakota College, Foundational Studies. Kyle, South Dakota.

> In this short report, Koopman discusses what he calls the seven Secrets of Building a Foundational Program. These include: 1. do the Research, 2. look at Best Practice Programs, 3. collaborate and cooperate, 4. invest resources, 5. select proven curriculum, 6. implement with an attitude of service and finally, 7. assess, evaluate and improve.

Larter, Angela (2006). *Putting a Price Tag on Learning*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/pricetag/cover.htm

> "Adults returning to school face many challenges, financial as well as academic. This report presents the results of a research project that explores the financial challenges facing individuals enrolled in the Adult Education program at Holland College in PEI. In this project, the author surveyed students in five Holland College Adult Education classrooms across PEI seeking information to answer the following questions:
>
>   1. What are the financial costs incurred when returning to school as an Adult Education student? What supports are available to learners to offset such costs?

2. What are the non-financial costs experienced when returning to school as an Adult Education student? What supports do learners have in place to lessen the effect of these costs?
3. Do the costs sustained shape learners' long-term goals? What additional resources would improve learners' situations and how would their educational and/or career goals change?"

MacKinnon, Murray J. (1997). *Adult Basic Education & College Preparatory Student Outcomes Project*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/pat/95report/cover.htm

> Provides data about ABE students in British Columbia and the educational, social, and economic effects of ABE programs as reported by them. Includes statistical data about who the students are, why they enroll, what outcomes they expect, whether their goals are met, and the barriers they experienced. Third in a series of three reports.

Nikiforuk, A. (1995, November). The superschool for underachievers. *Canadian Business*, 68, 139. Retrieved March 2, 2009, from WilsonWeb database.

> This article discusses Calgary Academy's adult academic upgrading program known as "Quest for Success" and the success of its students. It talks about how the program carefully selects its participants and included on confidence-building activities as part of its methods.

Powley, Roger; Kennedy, Mary; Childs, Elizabeth Childs (2005). Developing an Adult Education Policy Framework: Terminology, Typology and Best Practices. Council of Ministers of Education, Canada. Retrieved May 14, 2009 from: http://www.cmec.ca/Publications/Lists/Publications/Attachments/76/AdultEd_Framework.en.pdf

> "This research report was prepared to support the development of a policy framework for adult education across Canada. Research was conducted between December 2004 and March 2005, employing: an extensive literature review of recent adult-education and lifelong-learning literature; the completion of a survey by provincial and territorial governments involved in the development and delivery of adult-education programs; a review of federal government Web sites to identify adult-education and training programs; and consultation with a targeted group of expert adult-educators and practitioners. The report includes an overview of the current state of

adult education, definitions, a proposed policy framework, and guiding principles."

Provenski. Sylvia. (2008, March 23) "Dual Credits: To what extent do they ease the transition to Post-secondary for adult learners in Manitoba? The Research Report". Retrieved June 23, 2009 from: http://www.nald.ca/library/research/dual/dual.pdf

"This study examines dual credits and the extent to which they ease the transition to post-secondary for adult learners in Manitoba. The study focuses specifically on the dual credit enrollment of adult learners in a Manitoba adult learning centre. It examines how dual credits and their relationship to barriers affect the transition for adult learners who move to post-secondary, the policy and procedures used in administering the dual credit program and the benefits and challenges of dual credit enrollment. Two focus group interviews were conducted with participants who graduated, with dual credits and went on to post-secondary studies. Their feedback related to the impact of dual credits upon their transition to post-secondary. These were combined with a review of the literature. Implications related to the impact of the dual credits are summarized. The study concludes with recommendations for further research."

R.A. Malatest & Associates Ltd. (2009). Foundations for Success: Short-Term Impacts Report. The Canada Millennium Scholarship Foundation.

"Foundations for Success (FFS) is a pilot project sponsored by the Canada Millennium Scholarship Foundation (hereafter "the Foundation") and launched in partnership with Confederation College, Mohawk College and Seneca College. It aims to test whether case manager-mediated access to a combination of academic support, career clarifcation, mentoring and financial incentives increases the likelihood that students deemed at risk of dropping out of college will persist and successfully complete their studies."

Seymour, Sharon. (2009, January). *Promising Practices for Transitioning Students from Adult Education to Postsecondary Education: A Review of Literature with Implications for California Community College Practitioners.* Center for Student Success/RP Group and the Academic Senate for California Community Colleges Basic Skills Initiative.

"This report examines the literature on practices and programs seeking to improve students' transition from adult education to postsecondary education. Ultimately, the report seeks to provide practitioners with models for effective strategies in transitioning students to postsecondary education

that can be implemented at community colleges throughout California. From a review of more than 40 references, a total of 17 effective practices emerged. Because this report has been created as a follow-up to Basic Skills as a Foundation for Student Success in California Community College, it uses the same four major categories to organize the effective practices uncovered in the literature."

Steenhausen, Paul (2008, June). "Back to Basics: Improving College Readiness of Community College Students" Legislative Analyst's Office. Sacramento, CA

"Basic Skills Education Is a Core Responsibility of Community Colleges. The California Community Colleges (CCC) provide instruction to about 2.6 million students (annual headcount) at 109 colleges operated by 72 locally governed districts throughout the state. The colleges carry out a number of educational missions, including offering academic and occupational programs at the lower–division level (freshman and sophomore), as well as recreational courses, citizenship instruction, and other services. A core mission of CCC is to provide "basic skills" instruction to students who lack college–level proficiency in reading, writing, and mathematics. (Basic skills is a term generally synonymous with remedial education.) These skills form the foundation for success in college and the workforce, yet data suggest that (1) most incoming CCC students are not ready for college–level work and (2) completion rates for underprepared students are generally low."

Sticht, Thomas G. (2007). *Higher Education Credentials, Higher Skills, and Lost Purchasing Power: A Dilemma for Workforce Development Policy and Practice.* Retrieved May 14, 2009, from http://www.nald.ca/library/research/sticht/13mar07/1.htm

This work "looks at the pros and cons of the Adult Education and Literacy System (AELS) of the United States changing its emphasis from encouraging Adult Basic Education students to obtain a GED to obtaining a "transitional" GED which would allow them to qualify for and transition into college, and acquire a two- or four-year college degree. This shift in focus is due to pressures from the labour market to hire more people with post-secondary education."

The Carnegie Foundation for the Advancement of Teaching. "Strengthening Pre-collegiate Education in Community Colleges: Project Summary and Recommendations." A Report from Strengthening Pre-collegiate Education in Community Colleges (SPECC). Stanford, Calif.: The Carnegie Foundation for the Advancement of Teaching, 2008. Retrieved May 4, 2009 from http://www.carnegiefoundation.org/dynamic/downloads/file_1_641.pdf

> "Strengthening Pre-collegiate Education in Community Colleges (SPECC) is an action-research project focused on teaching and learning in pre-collegiate mathematics and English courses at 11 California community colleges…. Project participants explored different approaches to classroom instruction, academic support, professional development, and assessment. They also examined the effects of these interventions by analyzing a wide range of data, including examples of student work, classroom observations, and larger patterns of student success, retention, and persistence."

The Carnegie Foundation for the Advancement of Teaching. *Basic Skills for Complex Lives: Designs for Learning in the Community College.* A Report from Strengthening Pre-collegiate Education in Community Colleges (SPECC). Stanford, Calif.: The Carnegie Foundation for the Advancement of Teaching, 2008. Retrieved May 4, 2009 from http://www.carnegiefoundation.org/dynamic/downloads/file_1_634.pdf

> "An action-research project focused on teaching and learning in pre-collegiate English and mathematics, SPECC is perhaps best described as a laboratory for exploring what works and what it takes to bring about real and lasting improvement. On each of the participating campuses, educators have been exploring a variety of approaches to classroom instruction, academic support, assessment, and professional development. In parallel with these innovations, they have systematically examined the effects of their efforts, gathering and evaluating a wide range of data, including examples of student work, classroom observations, interviews with students and faculty, and quantitative data on student retention and success across courses… This report by the SPECC project team at the Carnegie Foundation provides an overview of project activities, central themes, and lessons learned."

Vinogradov, P. and Liden, A. (2008) Principled Training for LESLLA Instructors (Patsy Vinogradov & Astrid Liden, USA). Proceedings of the annual meeting of the Low Educated Second Language and Literacy (LESLLA) for Adults conference, Retreived March 10, 2009 from
http://www.leslla.org/workshops/presentations.htm

> This PowerPoint Presentation outlines a teacher training program for adult basic education (ABE) teachers in Minnesota, offering a contextual overview and examples of activities.

Young, Pamela (2002). *'Rapid writing...is my cup of tea'. Adult upgrading students' use of writing strategies.*. Retrieved May 14, 2009, from
http://www.nald.ca/library/research/rapid/cover.htm

> "This is one in a series of reports by members of the Alberta Research in Practice in Adult Literacy (RiPAL) Network."

Aboriginal Adult Literacy

Antone, Eileen, Provost-Turchetti, Lois, & Sinclair, Moneca (2002). Aboriginal Literacy and Learning: Annotated Bibliography & Native Languages Reference Materials. Retrieved March 31, 2009, from http://www.nald.ca/library/research/aboriglt/Biblio/cover.htm

> "This document is part of the *Literacy and Aboriginal Peoples 'Best Practices' Native 'Literacy' and Learning research project*, which began in September 2001. The purpose of the annotated bibliography is to provide an inventory of the written resources available in the area of Native literacy for the province of Ontario."

Antone, E., Gamlin, P. and Provost-Turchetti, L., (2003) Literacy and Learning: Acknowledging Aboriginal Holistic Approaches to Learning in Relation to 'Best Practices' Literacy Training Programs: Final Report. Toronto: Ontario Institute for Studies in Education/University of Toronto. Retrieved March 10, 2009 from http://www.nald.ca/library/research/aboriglt/finlrprt/finlrprt.pdf

> The major objective of this study "was to gather, document and understand information related to the experiences of program personnel and learners in respect to acknowledging Aboriginal wholistic approaches to learning and 'best practices' in literacy training programs. A second objective was to identify and document the 'barriers' and supports experienced by Aboriginal learners in literacy training programs."

Nunavut Literacy Council, Frontier College, & NWT Literacy Council (2001). *Literacy & Inuit Women.* Retrieved May 14, 2009, from http://www.nunavutliteracy.ca/english/resource/reports/women/cover.htm

> "This report describes a literacy workshop that was carried out at Pauktuutit's Annual General Meeting on October 27, 2000. The purpose of the workshop was to involve Inuit women across the north in a conversation about literacy in their communities."

Ontario Institute for Studies in Education/University of Toronto (2002). Symposium on Literacy and Aboriginal Peoples - "Best Practices": Native "Literacy" and Learning. Retrieved March 31, 2009, from http://www.nald.ca/library/research/aboriglt/symprocE/cover.htm

> In May 2002 "nearly eighty practitioners came together for the first Native Literacy and Learning, Aboriginal Perspectives Symposium held at the Ontario Institute for Studies in Education/University of Toronto (OISE/UT). There were fourteen presenters on a broad range of topics on the barriers and supports in literacy, ranging from "Healing the Spirit" to "Deaf Literacy." This report offers the proceedings of the meeting.

Ontario Native Literacy Coalition (ONLC) (2003). *Native Literacy Practitioner's Guide to Training (Draft)*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/practrn/cover.htm

> "This Guide provides basic information about post-secondary training opportunities for practitioners who work with adults in Native literacy and upgrading programs. The Guide's primary focus is on training opportunities in Ontario. However, there are online courses are listed. Courses listed were for the 2002-2003 academic year. Contact the appropriate institution for current information.

> The aim of the Guide is to narrow the search for relevant and useful training. In addition to course information, contact information for each institution listed.

> The Guide contains programs and courses that would be useful to Native adult literacy educators and administrators and other Native educators, Native counsellors and community support workers and other literacy educators."

English as a Second or Other Language Literacy

(1998). *Adult Education - Resource Guide and Learning Standards*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/hudson/adult_ed/cover.htm

> "'This resource guide has been developed to ... demonstrate concretely how adult education practitioners across [New York] state are tackling the job of standards-based teaching and learning, and to offer examples of resource/research material.' (Foreword). Includes learning standards for English language arts and math, as well as supplements for ESOL and GED."

Abbott, Chris, & Masterman, Len (1997). *Media Literacy, Information Technology*. Retrieved May 14, 2009, from http://www.centreforliteracy.qc.ca/Publications/paper2/medialit.htm

> "This is an excerpt from an article that considers some of the major implications of information and media technologies for the teaching of English. Although the article deals specifically with the United Kingdom, the authors make observations that can be applied to other countries as well. The article helps illustrate the links between the traditional concept of literacy and the broader literacies called for by media and information technologies."

Anderson-Clarke, Margaret (1991). *African Training and Employment Centre*. Retrieved May 14, 2009, from http://www.nald.ca/litweb/other/cclow/newslet/1991/Fall_v9/15.htm

> "This article profiles Toronto's "African Training and Employment Centre", which offers training programs to Toronto's African community, including a micro-computer skills training course, ESL, life skills, pre-employment preparation, and a Computer Numerical Control Operator Program."

Canadian Labour and Business Centre (2004). *Towards Understanding Business, Labour and Sector Council Needs and Challenges Related to Enhanced Language Training*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/CLBC/enhanced/cover.htm

> "This is a report on a development project conducted by the Canadian Labour and Business Centre relating to Citizenship and Immigration Canada's (CIC) Enhanced Language Training initiative. This initiative falls under CIC's Immigrant Settlement and Adaptation Program and aims to provide high-level

or job-specific language training to immigrants.

The project presented here had three objectives:
1. To identify, understand, and analyze the needs, barriers, and challenges facing sector councils, business, and labour with respect to occupation-specific language training;
2. To identify models, best practices, and approaches in delivering both occupation-specific language training and Canadian work experience programs that illustrate how some industry needs are already being met effectively.
3. To work in partnership with workplace stakeholders to identify key considerations for developing realistic, practical, and valid approaches to occupation-specific language training."

Centre for Canadian Language Benchmarks (2005). *Relating Canadian Language Benchmarks to Essential Skills*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/rclbes-e/cover.htm

"The Canadian Language Benchmarks (CLB) and Essential Skills (ES) Comparative Framework is a comprehensive comparison of two national skill standards. The CLB describes communicative ability in English as a Second Language while the ES framework describes skills that facilitate an individual's ability to perform work functions and to carry out other life tasks. The Comparative Framework compares the domain descriptions represented in the Canadian Language Benchmarks 2000 (CCLB, 2000) and in the Reader's Guide to Essential Skills Profiles (HRSDC, 2003).

The goal of the Comparative Framework is to facilitate the integration of ES-related tasks and materials into the ESL context. The Comparative Framework provides ESL practitioners with the means to examine and understand Essential Skills descriptors and tasks through the familiar lens of the Canadian Language Benchmarks. In this document, each skill is described and compared in series of charts and tables."

Charnow Lior, Karen (1993). *LINC to What?*. Retrieved May 14, 2009, from http://www.nald.ca/litweb/other/cclow/newslet/1993/Wint_v10/20.htm

"This article discusses LINC, or Language Instruction for Newcomers to Canada, and its complementary program, Labour Market Language Training (LMLT), introduced by the federal government in January of 1992."

Ciancone, Tom (1996). *Numeracy in the Adult ESL Classroom*. Retrieved May 14, 2009, from http://www.cal.org/caela/esl_resources/digests/Ciancone.html

> "This article examines numeracy for adults learning English as a second language (ESL) as well as for those who teach them. It focuses on learners with low literacy skills and provides curriculum ideas and resources for use in the classroom. While many suggestions are based on the author's experiences in teaching adult immigrants in Canada, they are applicable to adult ESL instruction in other English-speaking countries."

Condelli, l. and Spruck Wrigley, H. (2005). Instruction, Language and Literacy: What works study for Adult ESL Literacy Students. Proceedings of the annual meeting of the Low Educated Second Language and Literacy (LESLLA) for Adults conference, (pp. 1-13). Tilburg, Netherlands. Retrieved March 10, 2009 from: http://www.leslla.org/workshops/2005.htm

> This conference paper shared the results of a study that focused on ways "to identify ways in which adult ESL teachers can provide effective instruction to improve the English language and literacy skills of ESL literacy students. The study also examined attendance patterns of adult ESL literacy students and class, instructional and student factors related to attendance; and provided descriptive information about adult ESL literacy students, their classes, teachers and the instruction they receive."

Gaer, Susan (1998). *Using Software in the Adult ESL Classroom*. Retrieved May 14, 2009, from http://www.cal.org/caela/esl_resources/digests/SwareQA.html

> "Increasingly, adult learners of English as a Second Language (ESL) have access to computers, whether it is in a language lab once or twice a week or in the classroom. For teachers of those learners the question is not whether to use computers and software but how. This article answers some common questions about types of ESL software with guidelines for the appropriate use of software in the adult ESL classroom."

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>
> **- Susan Gaer (1998)**

Faux, N. R. Preparing teachers to help low literacy adult ESOL learners. (2005) Proceedings of the annual meeting of the Low Educated Second Language and Literacy (LESLLA) for Adults conference, (pp. 135-142). Tilburg, Netherlands. Retrieved March 10, 2009 from
http://lotos.library.uu.nl/publish/articles/000177/bookpart.pdf

> "Conference proceedings discussing resources and professional development available to under-trained English as another language teachers in Virginia, USA."

Folinsbee, Sue (2007). *Linkages: Connecting Literacy and English as a Second Language*. Retrieved May 14, 2009, from
http://www.nald.ca/library/research/mcl/linkages/cover.htm

> "This discussion paper highlights and summarizes current Canadian research over the last five to seven years on connections between literacy and English as a Second Language in terms of key themes, issues, gaps and needed strategies. The paper also reflects the perspectives of a small number of key informants from the literacy, English as a Second Language, and settlement fields on key themes. This discussion paper is part of a larger Movement for Canadian Literacy (MCL) project entitled *Linkages: Connecting Literacy and English as a Second Language* .
>
> The goal of the overall project is for MCL to work with national organizations that support the ESL/settlement and literacy fields to identify common issues and concerns and to document areas for mutual cooperation in the future. MLC is interested in the connections between literacy and English as a Second Language because of the incidence of low literacy for immigrants as indicated by the International Adult Literacy and Skills Survey."

Millar, Diane (1997). *Second Language Students in Canadian Literacy Programs: Current Issues and Concerns*. Retrieved May 14, 2009, from
http://www.nald.ca/library/research/slsinclp/cover.htm

> "The aim of this project was to examine the current situation in Canada and to make recommendations concerning possible areas of future research. The project was divided into three main research stages. First, a literature review on the area of second language literacy was conducted. Second, survey tools were developed, and a small number of practitioners were interviewed. Third, recommendations concerning future research were drafted."

National Center for Family Literacy, & National Center for ESL Literacy Education at the Center for Applied Linguistics (2004). *Practitioner Toolkit*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/practool/cover.htm

> "This toolkit, developed in the United States, was designed to give support to adult education and family literacy instructors new to serving adult English language learners and their families in rural, urban, and faith- or community-based programs. The Toolkit is designed to have a positive impact on the teaching and learning in these programs. Provided are a variety of materials to help practitioners meet the language and literacy development needs of the adult learners they serve."

National Clearinghouse for ESL Literacy Education (NCLE), & Teachers of English to Speakers of Other Languages, Inc. (TESOL) (1998). *Research Agenda for Adult ESL*. Retrieved May 14, 2009, from http://www.cal.org/caela/esl_resources/agenda.pdf

> "This research agenda for the adult ESL field is designed to assist researchers in their effort to formulate research designs for specific projects, and provide potential funders of research with priorities and program needs. The agenda also encourages adult education practitioners not only to become active in the teaching and learning process but also to engage in research on ways to improve educational opportunities for adults learning English in work, family and community contexts.
>
> Adult English as a Second Language (ESL) instruction is the fastest growing area of adult education. Although much is known about "best practices" in adult ESL, there are still many unanswered questions about the adult English language learner, program design, teacher preparation, instruction and assessment. The Research and Development Agenda contains information about the Adult ESL Learner; Teacher Preparation and Instructional Content and Practices; Policy; Priority Issues, etc."

National Institute for Literacy (NIFL) (1994). *What Kind of Adult Literacy Policy will help all Adults Develop the English Language and Literacy Skills they Need to Participate Fully in American Life?*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/report4/rep36-40/rep40-01.htm

> "This summary paper was prepared by staff of the National Institute for Literacy in the U.S. to stimulate discussion at a policy forum in Washington DC in June of 1994. The purpose of this paper is to provide background information to complement the discussion about what can be done to ensure that adults without English language and literacy proficiency develop the skills and knowledge necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

Ontario Literacy Coalition (2007). *Creating a Bridge.* Retrieved May 14, 2009, from http://www.nald.ca/library/research/bridge/cover.htm

> "The focus of this study is on the English as a Second Language (ESL) training community in Ontario, and their students who are studying to become literate in ESL, with limited or no literacy skills in their first language.
>
> The aim of the study is to provide a current picture for the purpose of identifying issues, gaps, opportunities that could be addressed through policy and programming."

Sticht, Thomas G. (2005). *Persistence in English as a Second Language (ESL) Programs: Research Using the Method of Natural Variations*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/sticht/31jan05/1.htm

> "Functional Context Education is an approach to education that is based upon a cognitive science theory of cognitive development, learning, and instruction. This article discusses research done by the author on the Functional Context Education (FCE) approach to education in relation to adult ESL programs."

Sticht, Thomas G. (2007). *VESL for Victory and Independence*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/sticht/july2007/page1.htm

> "Sticht looks at how the U.S. Army taught English language instruction and vocational training concurrently to immigrants during World Wars I and II, and how similar training continues today.
>
> 'Today, many programs for those learning the English language follow a similar approach to that of the Army in World Wars I and II and embed or integrate the teaching of English within the functional context of vocational training. These VESL (Vocational English as a Second Language) programs continue to help thousands of non-English speaking immigrants achieve social and economic freedom and independence in their newly chosen homeland.'"

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>
> - **Thomas Sticht (2007)**

The Centre for Literacy of Quebec (2008). *ESL and Literacy: Finding Common Ground, Serving Learners' Needs*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/esl_lit/cover.htm

> "This resource is a literature review that looks at the segment of the immigrant population who are not literate in their native language and who may require some combination of ESL and literacy education or "ESL literacy" education. The literature reviewed includes discussions on definitions of literacy and who is an ESL literacy learner. This paper also addresses issues such as the training and working conditions of teachers, instructional strategies, assessment, and policy."

The Conference Board of Canada (2002). *Literacy through E-learning: The Second Language Learning Café at the Bank of Canada*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/CBoC/BankCanada/BankCanada.pdf

> "This case study by The Conference Board of Canada (http://www.conferenceboard.ca) looks at the Bank of Canada's Second Language Learning Café. The Café was developed in-house by the Bank as a personal computer support mechanism to solve a major second-language training challenge. It includes a comprehensive series of work-related language exercises for both English and French as second languages. This case study offers an overview of the program and looks at its objectives, target groups, activities, resources, innovations, barriers and outcomes, as well as its use as a model for other businesses."

Literacy for Learners with Disabilities

Action Read Community Literacy Centre. (2002). *Literacy and Adaptive Technology Project*. Retrieved May 13, 2009, from
http://www.nald.ca/library/research/adaptech/cover.htm

> "Project that field tests text-reading software with adult literacy learners and makes recommendations regarding the various software packages and their applicability for people working in the adult literacy field."

Beck, Kenneth N., & Hatt, Patricia (1999). *Working with Learning Outcomes for Adults with Developmental Disabilities*. Retrieved May 13, 2009, from
http://www.nald.ca/library/research/outcomes/index.htm

> "During this project, existing literacy outcomes were examined, a literature search was conducted, and focus groups were held with front-line literacy practitioners, adult learners, developmental workers and counselors. The central purpose of the project was to identify ways in which the *Demonstrations of the Learning Outcomes* could best enhance success for adults with developmental disabilities in literacy programs. As well, a major theme of the project was to maintain the integrity of literacy programs and to ensure successful literacy opportunities for adult learners' individual growth and progress."

Birch, Gary (1999). *A Pan Canadian Study on Literacy Issues for Youth with Significant Physical Disabilities*. Retrieved May 13, 2009, from
http://www.nald.ca/library/research/pat/nlsfinal/cover.htm

> "This is the final report of a research project conducted by the Neil Squire Foundation. The project's objectives were:
> 1. To understand the barriers of mainstream literacy training by persons with significant physical disabilities.
> 2. To develop mechanisms of delivery that address these barriers through a process of active field testing.
> 3. To establish partnerships with those responsible for the ongoing delivery of literacy training so that these new mechanisms of delivery can be incorporated into a sustainable model.
> 4. To increase public awareness related to youth issues."

Brokop, F and McIntosh, S (2009). *Context Situated Assistive Technology Training and its Impact on Engagement, Learning Outcomes, and Assistive Technology Adoption. Norquest College: Edmonton.* Retrieved April 22, 2009 from http://www.norquest.ca/pdf/applied_research/at_study.pdf

> "This qualitative research study investigates a model of delivering assistive technology training to adult students with a variety of disabilities who are enrolled in academic upgrading classes at a Canadian college."

Building Integrated Skills - a Model for Action. (n.d.) Retrieved May 14, 2009, from http://www.nald.ca/library/research/REPORT1/rep09-01.htm

> "This article describes SkillPlan, the British Columbia Construction Industry Skills Improvement Council. SkillPlan helps trades workers develop basic skills such as literacy, numeracy, communication, and problem-solving, while providing content which relates to the industry."

Carpenter, Dr. Christine, Neil Squire Foundation, & Readman, Tim (2004). *Barriers to Participation in Literacy Activities Facing People with Physical Disabilities.* Retrieved May 13, 2009, from http://www.nald.ca/lil/english/litinfo/printdoc/barriers/cover.htm

> "This report discusses the issues regarding the participation of adults with disabilities in adult literacy programs from their point of view. It discusses many barriers to developing literacy skills which may be attitudinal, technological, emotional or transportation-related. As well, it gives recommendations on how to overcome these barriers. The study findings will be used to generate meaningful recommendations for improving the accessibility of literacy programs and learning activities for people with disabilities.
>
> This study employed a qualitative research approach and used semi-structured interviews as the method of data collection. Interviews were conducted in a number of different locations in British Columbia, New Brunswick, Ontario and Saskatchewan."

Centre for Literacy of Quebec (2001). *Adult Literacy, Learning Disabilities and Technology*. Retrieved May 13, 2009, from http://www.centreforliteracy.qc.ca/publications/techld/cover.htm

> "This bibliography is intended to provide some context to the discussions around adult literacy and learning disabilities. The collected annotations are provided in the hope that they will inspire further research and lead to some common understanding of the ways that literacy and learning disabilities may or may not [be] related."

Driedger, Diane, & D'Aubin, April (1991). *Literacy for Whom? Women with Disabilities Marginalized*. Retrieved May 13, 2009, from http://www.nald.ca/litweb/other/cclow/newslet/1991/Wintr_v8/4.htm

> "Almost half of the people with disabilities in Canada are illiterate, and even greater numbers are illiterate in the developing regions of the world. Disabled women are less likely to be literate than disabled men. Disabled people, particularly disabled women, need specific consideration within the learner population. Literacy is both a gender issue and a disability issue."

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>
> **-   Diane Driedger & April D'Aubin (1991).**

Fowler, Anne E., & Scarborough, Hollis S. (1993). *Should Reading-Disabled Adults Be Distinguished From Other Adults Seeking Literacy Instruction? A Review of Theory and Research.* Retrieved May 13, 2009, from
http://www.nald.ca/library/research/report2/rep20-01.htm

> "This paper examines current research on the nature and treatment of reading disabilities during childhood and adulthood. This study suggests that there are fewer differences than traditionally has been assumed between adults with reading disabilities and adults with reading problems that stem from a lack of educational opportunity or from a generally weak aptitude for learning. In particular, this paper emphasizes the need to develop adults' word recognition skills, while helping to overcome other impediments to successful reading comprehension."

Gardner, Audrey (2005). *Survey Report - Speech Assisted Reading and Writing (SARAW).* Retrieved May 13, 2009, from
http://www.nald.ca/library/research/study/final/cover.htm

> "The Literacy and Disabilities Study (LaDS) project conducted a survey of literacy and other community programs in Canada that use the Speech Assisted Reading and Writing (SARAW) computer program with adults with disabilities.
>
> The purpose of the survey was to learn about different delivery models and educational settings where adults with disabilities use SARAW to help them develop and strengthen reading and writing skills.
>
> This report documents the methodology, findings and recommendations from the SARAW survey, which consisted of face-to-face and phone interviews with learners, tutors, instructors and coordinators in programs that use SARAW. The report also includes case studies of two programs."

Gray Dueck, Susan (1992). *Stepping Stones to the Land of the Living*. Retrieved May 13, 2009, from
http://www.nald.ca/litweb/other/cclow/newslet/1992/Spri_v9/13.htm

> "This article discusses the seminar, and the participants of the seminar, which took place in 1991 in El Salvador, "Disabled Women and Functional Literacy." The women attending the seminar came from all over Central America: Panama, Nicaragua, Honduras, Mexico, Costa Rica, El Salvador. They came to learn about writing. Every woman in the room had a disability and craved empowerment within societies that see them as sick, helpless and pitiful."

Hatt, Patricia (2001). *Learning Disabilities*. Retrieved May 13, 2009, from
http://www.nald.ca/library/research/olc/best/learndis/cover.htm

> "This document deals with adults who have learning disabilities. Different aspects of the concept of learning disabilities are presented in this manual in simple terms. True stories of adults with learning difficulties contribute to the different parts of the manual. There are also many references to books, videos and websites that people can have access to for more information.
>
> The goal of this series is to provide important information on three topics of high priority to the literacy community and to highlight new, innovative, and successful practice relevant to LBS-funded agencies across Ontario."

Hornberger, Chris, & Bartlett, James (2003). *Literacy for Persons with Disabilities*. Retrieved May 13, 2009, from
http://www.nald.ca/library/research/Lit4Dis/Ritread/cover.htm

> "This study focuses on issues related to adult literacy for persons with disabilities in the Halifax Regional Municipality. The study researches the factors which contribute to the utilization of community based literacy programs by persons with disabilities; identifies barriers to learning and models which have had success with this diverse population, and; recommends approaches and/or changes necessary to eliminate the barriers to successful literacy learning for adults with disabilities."

Kapsalis, Costa (1999). *The Effects of Disabilities on Literacy Skills*. Retrieved May 13, 2009, from http://www.nald.ca/lil/english/litinfo/printdoc/effect/cover.htm

"This study uses the International Adult Literacy Survey (IALS) to provide an initial exploration of the literacy skills of individuals with disabilities. One of the motivations of the study is to see if disabilities have a negative impact on literacy skills, thus introducing an additional barrier to employability."

Kerr, Hugo (2008). *The Cognitive Psychology of Literacy Teaching: Reading, Writing, Spelling, Dyslexia*. Retrieved May 13, 2009, from http://www.nald.ca/library/research/kerr/cover.htm

"In this book the author examines the concept of dyslexia. He begins by looking at the cognitive psychology of literacy, that is, how the brain works when it reads, writes or spells. He then looks at some interesting and unusual new ideas such as the powerful effect of affect on learning and performance, the significance of learned helplessness to learning and literacy and the enigma of consciousness in our teaching. In his final chapter, he turns his attention to developmental dyslexia, offering a thorough but sceptical scrutiny of this subject."

Lacey, Amy Tooke (2002). *Networking With Organizations Serving Persons With Special Needs*. Retrieved May 13, 2009, from http://www.nald.ca/library/research/network/cover.htm

In 2001 and 2002 the "Literacy Link South Central (LLSC) initiated a number of projects designed to address community literacy needs and issues. During that time, LLSC was approached by programs serving persons with Special Needs, and asked for assistance in connecting to the literacy field, accessing literacy resources, and reducing the segregation and isolation currently being experienced by some programs. At the same time, literacy service providers funded by the Literacy and Basic Skills Branch of the Ministry of Training, Colleges, and Universities (MTCU) also asked LLSC to explore what literacy services exist in the various urban and rural communities located in the six-county area served by the Network. As a Network of literacy workers, learners, programs, and business partners, LLSC saw an opportunity to build community capacity both within the Special Needs sector and in the broader communities by designing a community development project."

Literacy Link South Central (2003). *Learning Disabilities Training: A New Approach*. Retrieved May 13, 2009, from http://www.nald.ca/library/research/ldtrain/cover.htm

> "In this project, research was carried out on the topic of learning disabilities to complement the Literacy and Basic Skills (LBS) program (Ontario) and provide practitioners and administrators with advanced level information on learning disabilities. The objectives of this project were:
>
> - To conduct high quality, advanced research on learning disabilities as they relate to Literacy and Basic Skills (LBS) learners (Ontario).
> - To develop five modules of training on learning disabilities.
> - To produce five online training sessions for adult literacy practitioners.
> - To make information on learning disabilities accessible to a wide variety of individuals and organizations.
> - To explore sharing information and training modules from this project with adult education course deliverers."

Literacy Link South Central (2004). *Learning Disabilities Training: Phase II*. Retrieved May 13, 2009, from http://www.nald.ca/library/research/ldtrain/tools/cover.htm

> "The purpose of this document is to provide literacy practitioners with more in-depth and targeted information about working with adults with learning disabilities and intellectual disabilities. It is hoped this document will provide practitioners with the tools to effectively screen, identify and provide learning strategies for both of these groups."

Lockert, Richard (1999). *Inclusive Literacy*. Retrieved May 13, 2009, from http://www.nald.ca/library/research/sarc/cover.htm

> "The Saskatchewan Association of Rehabilitation Centres (SARC) Literacy Needs Project was initiated in October 1998 to assess and begin to address the literacy needs of persons with intellectual / developmental (and other) disabilities. The primary objectives of the project were to:
>
> - Assess literacy needs and to identify existing barriers to literacy;
> - Research and catalogue appropriate literacy materials and resources;
> - Purchase appropriate literacy materials and resources for a modest SARC / SARCAN Literacy Resource Centre collection;
> - Promote literacy for persons with disabilities in Saskatchewan;

- Hold literacy presentations to raise awareness and exchange information;
- Plan for future literacy initiatives that SARC may pursue."

Longfield, Judy (2003). *Raising Adult Literacy Skills: The Need for a Pan-Canadian Response*. Retrieved May 13, 2009, from http://www.nald.ca/library/research/raisinge/cover.htm

> "This report begins with a brief overview of the extent of Canada's low literacy skills problem, as identified by the results of the 1994 International Adult Literacy Survey. The next chapter discusses the need for a coherent literacy policy within the federal government and calls for joint federal/provincial/territorial action to address the problem of low literacy. The last chapter identifies many key areas where the federal government could make a significant contribution in this regard and discusses, among other things, the need to: design an Aboriginal literacy strategy; expand the mandate and capacity of the National Literacy Secretariat; help families and communities, persons with disabilities, early school leavers, immigrants and refugees, and inmates to combat low literacy; and address the needs of low literacy individuals in the Canadian workplace."

Macht, Joel (2000). *Literacy and Disability*. Retrieved May 13, 2009, from http://www.nald.ca/library/research/litdis/cover.htm

> "This report has two objectives. One is to illustrate the complexity of the relationships between literacy, disability, employment, education and income. The data illustrating the impact of disability on literacy is explored. The report then demonstrates the value of high literacy skills in the present labour market.
>
> The second and major objective of the report is to determine how to address the literacy needs of people with disabilities. Information from relevant resources and a selection of Canada's best practice literacy programs helped the author to formulate thirteen recommendations, intended to address the problem of low literacy among people with disabilities and to guide the efforts of the Persons With Disabilities Advisory Committee (PWDAC)."

Marsden, Heather C. (2003). *Young Deaf Adults*. Retrieved May 13, 2009, from
http://www.nald.ca/library/research/goal/young/cover.htm

> "This research project examined barriers that young Deaf adults currently face with regard to career planning and life goal setting; young adults' perception of the significance of low literacy as a barrier to career planning and goal setting as weighted against other perceived barriers, and; young adults' perceptions of the importance of literacy, training in order to career plan or set goals.
>
> Summarized in this document are the anecdotes of 34 Deaf and hard-of-hearing youth across Ontario. These youth represent a variety of education, class and cultural backgrounds; however, their experiences with and knowledge of goal setting and career planning are strikingly similar. None seemed to know that literacy programs can help with career planning."

Movement for Canadian Literacy (2000). *Literacy and Learning Disabilities*. Retrieved May 13, 2009, from
http://www.nald.ca/library/research/mcl/factsht/learndis/page1.htm

> "The *Literacy is for Life Fact Sheet series* is a series of two-pager highlights on literacy and related topics.
>
> This Fact Sheet highlights Literacy and Learning Disabilities. Learning disabilities affect at least 10% of Canadians. More than 80% of these experience difficulty in learning to read. Studies show that literacy is a key determinant of health."

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-   **Movement for Canadian Literacy (2000).**

Movement for Canadian Literacy (2003). *Strengthening Our Literacy Foundation Is Key To Canada's Future*. Retrieved May 13, 2009, from
http://www.nald.ca/library/research/mcl/strength/cover.htm

> "In this brief to the Standing Committee on Human Resources Development and the Status of Persons with Disabilities (HRD Committee), MCL describes the current situation concerning Canadian literacy and presents recommendations that pave the way for meaningful advances on literacy and essential skills development."

Movement for Canadian Literacy (2004). *Literacy and Disabilities*. Retrieved May 13, 2009, from
http://www.nald.ca/library/research/mcl/factsht/disabilities/page1.htm

> "The *Literacy is for Life Fact Sheet series* is a series of two-pager highlights on literacy and related topics. This Fact Sheet highlights Literacy and Disabilities. Despite rapid advances in technology and learning tools, people with disabilities are still being left behind on their journey towards literacy."

Murdoch, Michelle (2005). *Women with Disabilities and Adaptive Technology*. Retrieved May 13, 2009, from
http://www.nald.ca/library/research/plain/cover.htm

> "This report, written in plain language, is about the life experiences of women with disabilities.
>
> The project looked at women's experiences with unemployment, underemployment, employment and Adaptive Technology.
>
> Adaptive technology is whatever equipment, hardware or software it takes for any person to use a computer."

> **"Adaptive technology is whatever equipment, hardware or software it takes for any person to use a computer."**
>
> - **Michelle Murdoch (2005)**

Nicholson, Cheryl, Stone, Shirley, & Kaczor, Lorraine (2003). *Strategies for Success*. Retrieved May 13, 2009, from http://www.nald.ca/library/research/strategies/cover.htm

> This report was prepared for distribution to practitioners. It was anticipated that the research findings would "promote a better understanding within the literacy community of the common struggles practitioners face when working with adults who have learning disabilities and hope it will lead to increased knowledge of the most effective resources and approaches for teaching these learners."

Pringle, Janet, & Ross, Jean (2002). *Hey, I can read that! Perspectives on plain language and people with developmental disabilities*. Retrieved May 13, 2009, from http://www.nald.ca/library/research/plain2/perspect/1.htm

> "Jean talked about how teams of people with developmental disabilities create plain documents. She described how they do it and how this work has changed her as a person. Janet discussed some of the problems of producing materials for people who have more difficulty reading and understanding. She gave suggestions based on experience and talked about the effects of the plain language movement on the rehabilitation profession."

Provincial Joint Working Committee on Learning Disabilities (2004). *Recommendations for Improved Services for Islanders with Learning Disabilities*. Retrieved May 13, 2009, from http://www.nald.ca/library/research/recser/cover.htm

> "This document is the work of the PEI Provincial Joint Working Committee on Learning Disabilities. The committee was established in late 2003 and charged with devising a strategy to improve services to Islanders with learning disabilities. The committee included representatives of the Learning Disabilities Association of Prince Edward Island, the PEI Literacy Alliance, and the PEI departments of Health and Education. It was formed in response to concerns that a large number of Islanders with disabilities were going undiagnosed and not serviced."

Ramsey, Charles, Burns, Debbie, & Folinsbee, Sue (2006). *Notes for presentation to House of Commons Standing Committee on Human Resources, Social Development and the Status of Persons with Disabilities*. Retrieved May 13, 2009, from http://www.nald.ca/library/research/employ/huma/cover.htm

> "In these notes, Charles Ramsey presents NALD before the House of Commons Standing Committee on Human Resources, Social Development and the Status of Persons with Disabilities. Ramsey also emphasizes the need for the federal government investment and leadership in both workforce and workplace literacy for adult Canadians.
>
> Sue Folinsbee explores the consequences of the government's cuts, especially the 17.7 million dollars to the National office of Literacy and Learning (NOLL). Folinsbee also presents five recommendations. The last one, for example, urges the federal government to consider a joint partnership model with both private and public sector employers and unions along with other important stakeholders to provide a shared vision and plan of action to address the need for workforce and workplace literacy."

Ramsey, Charles, Burns, Debbie, & Folinsbee, Sue (2006). *Brief to House of Commons Standing Committee On Human Resources, Social Development and the Status of Persons with Disabilities*. Retrieved May 13, 2009, from http://www.nald.ca/library/research/employ/brief/cover.htm

> "In this brief, the National Adult Literacy Database Inc (NALD) explores the issue of workplace literacy. The comments focus on three areas: the need for literacy and essential skills to enable people to participate in the labour market, workplace literacy in the broader context of literacy, and the need for coordination of information and resources.
>
> The brief introduces a non-profit service organization which fills the crucial need for a bilingual single-source, comprehensive, up-to-date and easily accessible database of adult literacy programs, resources, services and activities across Canada.
>
> It presents three major recommendations. As an example, the first one recommends: that Canadians who are not in the labour force must be given appropriate support and training to develop workplace literacy and essential skill levels so they can compete in the labour market and obtain good jobs. This also meets the needs of employers who are facing skills shortages."

> **"Canadians who are not in the labour force must be given appropriate support and training to develop workplace literacy and essential skill levels so they can compete in the labour market and obtain good jobs. This also meets the needs of employers who are facing skills shortages."**
>
> - **Charles Ramsey, Debbie Burns,**
>   - **And Sue Folinsbee (2006).**

Randall, Nora D., & Smythe, Suzanne (2007). *Toward a "whole life" approach.* Retrieved May 13, 2009, from
http://www.nald.ca/library/research/ripal/toward/toward.pdf

> "This reference guide is written for adult literacy educators looking for resources to support their practice in the area of learning disabilities(LD). The authors treat learning disabilities as a "whole life" issue that shapes not only literacy and learning, but also people's self-esteem, family and work life."

Raymond, Margaret, & Belanger, Joe (2000). *Literacy-Based Supports for Young Adults with FAS/FAE.* Retrieved May 13, 2009, from
http://www.nald.ca/library/research/lbsupprt/cover.htm

> "Over a one-year period, this study investigated the contributions made by three literacy-based supports (support circles, cognitive compensatory tools and cognitive enhancement tools) to the lives of five young adults with FAS/FAE (Fetal Alcohol Syndrome/Fetal Alcohol Effects), ranging in age from 16 to 34 years. Each of these support systems was designed to help the young adults cope with daily living challenges such as everyday memory failure, disorganisation, and social isolation. Based on the observation that many individuals with FAS/FAE who live satisfying, productive lives do so because they have tightly knit, devoted support groups (generally parents and siblings), the study set out to explore the role that literacy-based supports might play in these individuals' lives."

Readman, Tim, & Carpenter, Dr. Christine (2004). *Reading Between The Lines*. Retrieved May 13, 2009, from http://www.nald.ca/library/research/lines/cover.htm

> "This handbook is designed to help anyone offering literacy training to people with physical disabilities make their services truly accessible to their client group. The information presented here is the result of a review of the existing literature and of conducting 27 interviews across Canada with people with a physical disability who have self-identified problems with reading and writing."

Scanlon, David and Lenz, B. Keith (2002). Intervention Practices in Adult Literacy Education for Adults with Learning Disabilities. Journal on Postsecondary Education and Disability 16 (1). Association on Higher Education and Disability.

> "Adult literacy education is increasingly focused on preparing adults with literacy skills for the world of work. Assumptions about how this goal is being met should be made with caution, given that adult education also serves other goals, adult educators have diverse training, and many adult students are presumed to have learning disabilities (LD) and histories of not benefiting from literacy interventions. Adult educators from around the nation were surveyed on what literacy areas they address and what interventions and materials they use for adults with LD. Analyses of the responses indicate trends in the nature of interventions used"

Smythe, Suzanne, & Courage, Dawn (2007). *A Conceptual Framework to Guide Professional Development*. Retrieved May 13, 2009, from http://www.nald.ca/library/research/ripal/conceptual/cover.htm

> "This review presents a selection of recent research on learning disabilities in adult literacy settings and considers the implications of this research for supporting professional development in adult literacy settings. It includes a conceptual framework that draws together the major strands of learning disability research into a cohesive tool to inform teaching, learning and professional development strategies."

Stephenson, Sarah (2003). *Workforce Literacy and the Deaf Stream Literacy Classroom*. Retrieved May 13, 2009, from http://www.nald.ca/library/research/goal/workforc/cover.htm

> "This study was created as a result of discussions among Deaf stream practitioners about their challenges with meeting the individual needs of learners with employment goals; their comments about the importance of working toward independence goals in the classroom; and G.O.L.D.'s (Goal: Ontario Literacy for Deaf People) own lack of understanding about the importance and weight of workforce literacy activities in the Deaf stream literacy classroom.
>
> The research explores the workforce realities and popular job types currently held by Deaf individuals in Ontario; outlines employment goals of current Deaf and Deaf blind Literacy and Basic Skills (LBS) learners, and; creates a baseline of current workforce literacy activities performed and resources used in the Deaf and Deaf blind literacy stream classrooms."

Sweeney, Michael (2005). *Application of Telecommunications Devices for the Deaf to Adult Literacy Instruction in the Hearing Community*. Retrieved May 13, 2009, from http://www.nald.ca/library/research/alphaplus/sweeney/cover.htm

> "This document is a thesis submitted to the University of Athabasca by a student completing a Master of Distance Education degree. The intent of the research project described in this paper was to determine if the Telecommunications Devices for the Deaf (TDD) could be used to improve access to adult literacy services and the quality of instruction that is provided to rural residents. Although TDDs have been available since the 1960s, they have been used for educational purposes only within the hearing-impaired community. This study examined how those who can hear could use the technology. A case study was conducted at a literacy agency that provides basic literacy instruction. Staff members, instructors, and students participated in both the design and the conduct of learning activities."

Tri-County Literacy Network (TCLN). (2001). *Building Bridges For Adults with a Developmental Disability*. Retrieved May 13, 2009, from
http://www.nald.ca/library/research/building/cover.htm

> "This report provides the results of the three-phase project "Building Bridges for Adults with a Developmental Disability."
>
> Phase one was used was to exchange information about positive developments in the fields of literacy and developmental disabilities. In addition, barriers, gaps and overlaps between the two service sectors were identified.
>
> In phase two, the focus was upon developing a shared base of knowledge regarding the preparation and supports needed to promote successful participation by people with developmental disabilities in literacy programs.
>
> During the final stage of the project, participants explored ways of building mutually beneficial partnerships to promote effective and efficient services to the people served by both groups while enhancing literacy."

Workplace Literacy and Essential Skills

(1996). *Building Skills, Building Business: Information Kit*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/builskil/index.htm

> "This information kit defines Workplace Education, describes its benefits, and provides information about opportunities for organizations to invest in upgrading for their employees."

Bow Valley College (2008). *TOWES Baseline Testing*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/csc/analysis/cover.htm

> "The Test of Workplace Essential Skills (TOWES) is a competency-based test that uses problem sets and authentic workplace documents to assess essential sills proficiencies in three domains: reading text, document use, and numeracy. This report provides the Ontario College Sector Committee with the demographic data and TOWES test results for participants of the TOWES Baseline Testing portion of the Learner Skill Attainment Framework Initiative in Ontario. Participants from colleges across Ontario who were approximately half way through the Academic and Career Entrance adult upgrading program completed TOWES assessments in either a paper or online format.
>
> This report includes an explanation of TOWES testing and scoring, presents the test results, and discusses sample size limitations, statistical project findings, demographics and scores."

College of the Rockies, & Columbia Basin Alliance for Literacy (2006). *Skills for Life*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/freport/cover.htm

> "The ultimate goal of the Essential Skills and Workplace Literacy Project was to 're-envision the workplace as a learning place.'
>
> Much of this report is about the Skills for Life Conference which was 'an opportunity for all stakeholders to learn about the potential of essential skills training in the workplace, the possibilities for implementing workplace learning, and the ties between learning and economic development. It provided some time and space to think collectively about labour issues and how to proceed with innovative learning initiatives.'"

College Sector Committee for Adult Upgrading (2007). *Essential Skills for Success in College Postsecondary and Apprenticeship Programming.* Retrieved May 14, 2009, from http://www.nald.ca/library/research/esfs/cover.htm

> "This document reports the results of a survey of faculty from Ontario colleges in which the participants have been asked to identify core skills and key tasks associated with students' successful transition to postsecondary and apprenticeship programs. This survey was conducted as part of the Learner Skill Attainment Framework Initiative, a project that has been undertaken by Ontario's College Sector Committee for Adult Upgrading (CSC) to develop a framework for measuring learner skill attainment in three key areas: reading text, document use and numeracy.
>
> This report includes the following sections:
> - an overview of the Learner Skill Attainment Framework project and a discussion of the concept of "transition paths;"
> - survey methodology, participation and results;
> - conclusion;
> - recommendations."

Folinsbee, Sue Waugh (1990). *Workplace Literacy and Basic Skills.* Retrieved May 14, 2009, from http://www.nald.ca/library/research/nls/inpub/worklit/cover.htm

> "This document provides the answers to several questions related to the benefit of literacy and basic skills training in the workplace. Included are definitions, a description of the importance of workplace basic skills upgrading, how to address and who delivers this training, a description of different approaches to literacy and basic skills training in the workplace, and much more."

Human Resources and Social Development Canada (2005). Building Essential Skills in the Workplace. Retrieved April 01, 2009, from http://www.nald.ca/library/research/oles/building/cover.htm

> This document examines five cases of "outstanding workplace education programs and initiatives. They highlight best practices in developing essential skills in the workplace and provide an overview of benefits, outcomes and impacts of essential skills training. Learning partners include schools, colleges, universities, workplaces, communities and governments."

Human Resources and Skills Development Canada (2005). Meeting the Challenge. Retrieved April 01, 2009, from
http://www.nald.ca/library/research/meetchal/cover.htm

"This resource highlights the importance of Essential Skills, those basic skills that we use every day to take part in activities of daily living and to do the tasks required in our job. This guide provides information on a number of programs, tools, best practices, applications, initiatives and pilot projects from across Canada that focus on Essential Skills."

> **Essential Skills are "those basic skills that we use every day to take part in activities of daily living and to do the tasks required in our job."**
>
> - **Human Resources and Skills Development Canada (2005)**

Goforth Consulting (2005). *Essential Skills for Transition to Further Training.* Retrieved May 14, 2009, from
http://www.collegeupgradingon.ca/projrprt/esskills/cover.htm

"The "Essential Skills for Successful Transition to Further Training Project" (Essential Skills Project) builds upon a large-scale, ongoing academic upgrading initiative involving Ontario's 24 colleges.

For several years, the CSC has focused on the successful transition of Ontario Basic Skills (OBS) and Literacy and Basic Skills (LBS) students to further college training as required by their chosen career path. The primary goal of most students in college academic upgrading programs is postsecondary training.

The CSC conducted an extensive review of the outcomes necessary to ensure the continued access of OBS and LBS college graduates to further college training. This review went beyond merely gaining access to further training. It examined factors that ensured student success at the next stage of training. It also included an examination of the outcomes of those students graduating

from the new secondary school curriculum to ensure that graduates of college upgrading programs were able to demonstrate the same outcomes.

The review process contributed to the development of the ACE Program, approved for delivery in July 2004 at all 24 colleges by the Colleges Branch of MTCU. ACE is a Grade 12 Equivalent program. It is the level of programming generally accepted by colleges for admission to college-level, postsecondary programs and apprenticeship."

Glass, Barbara (2001). Numbers Talk. Retrieved March 17, 2009, from http://www.collegeupgradingon.ca/projrprt/numtalk/cover.htm

"This manual of relevant research and best practices with reference to adult numeracy programming, both in Literacy and Basic Skills (LBS) programs in Ontario and elsewhere in the world, was the result of the Numeracy Best Practices Project. It provides recognition of what is working well in Ontario and awareness of what other countries are addressing in their adult numeracy programs, thereby providing a comparative basis for further development in LBS numeracy programming."

Hammond, Karen, & Bennett, Karen (2000). *Sectoral Needs Assessment*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/awes/sna/cover.htm

"In an ever-changing work environment, workers wishing to remain employable and employers wishing to maintain a competitive edge require a strong foundation of flexible skills to continuously learn and change along with the work. In order to plan successfully for workforce development, employers need to analyze the essential skills of their workforce. That's where this guide comes in. In this document, the authors describe how to conduct a sectoral needs assessment, outlining in detail a process model for assessing the needs of an industry, as opposed to the needs of one workplace. This guide has been written for any individual or group that has decided to undertake a sectoral needs assessment, such as employer associations, sector councils, labour unions, workplace literacy practitioners, community colleges, or government agencies.

This guide has been written in a "what worked for us" style and provides practical tips and suggestions for conducting a sectoral needs assessment. Key points and comments from the authors' own experience are noted in the

margin. A glossary of key terms and some suggested references for further research are included in the appendices."

> **"In an ever-changing work environment, workers wishing to remain employable and employers wishing to maintain a competitive edge require a strong foundation of flexible skills to continuously learn and change along with the work. In order to plan successfully for workforce development, employers need to analyze the essential skills of their workforce."**
>
> - **Karen Hammond & Karen Bennett (2000).**

Lewis, Theodore, & Griggs, Mildred (1995). *Workplace Literacy -- Is There a Role for Vocational Institutions?*. Retrieved May 14, 2009, from http://ncrve.berkeley.edu/AllInOne/MDS-880.html

"This report describes five case studies of workplace literacy initiatives. They include

1. a study of the role of a two-year postsecondary technical college as a partner and provider in a federally funded workplace literacy project (other partners being a union and four hospitals);
2. a study of the role of a two-year postsecondary technical college on contract with a high-tech manufacturing company to deliver a program of basic skills for a cross section of its workers;
3. a study of a basic skills program for hourly paid employees at a large urban bank;
4. a study of a hotel services' English as a Second Language (ESL) program that was designed to improve the basic skills of immigrant employees; and
5. a study of the operations of an accredited alternative vocational institution that specializes in serving the poor and the educationally and socially marginal, along with remedial and workplace literacy programming.

   In all cases, the researchers spent extensive periods of time observing and collecting data via formal and informal interviews of individuals and small groups. In addition, artifacts at the sites were examined."

National Literacy Secretariat. (1996). *Reading The Future*. Retrieved May 13, 2009, from http://www.nald.ca/library/research/nls/ials/ialsreps/ialsbk1.htm

> "The National Literacy Secretariat (NLS) develops innovative partnerships to involve voluntary and national organizations, governments, business and labour in a national effort to make Canada a more literate society. The NLS has two main objectives: to promote a variety of opportunities for people to improve their reading and writing skills and to make Canada's social, economic and political life more accessible to people with weak literacy skills.

> Reading The Future provides information on when the workplace isn't in one place, literacy training can lead to other skills, literacy "brokers", young offenders and ex-offenders, persons with disabilities, women, Canada's aboriginal people, members of ethno-cultural children learn at home too, improving access through better communication and no one can do it all alone."

Rogers, B and Boelryk, A. (2002). Team learning across the curriculum. *Essential Skills Booklet* (v2.2) Barrie, ON. Georgian College. Retrieved March 10, 2009 from http://staff.georgianc.on.ca/ctl/docs/Team_Complete.pdf

> This 46-page booklet is part of a series produced by Georgian College. This resource is aimed at instructors who teach team work. It covers themes such as a definition of team teaching, structuring the task and the assessment, and references for further reading.

Stewart, Yvonne (2006). *Summary Outcomes from the SHARE Essential Skills Knowledge Forum with Dr. Robin Millar*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/share/1.htm

> "This report is a summary of the outcomes from the SHARE Essential Skills Knowledge Focus with Dr. Robin Millar.

> The Essential Skills Forum was a six-week project that ran from March 26 - May 6, 2006 (pre-project preparation & outlines started March 20). In May, there were 41 Registered Participants (5 of whom were out-of-province). The forum had 2,153 web page hits, or people accessing and responding to information."

Taylor, Maurice C. (1997). *The Explanatory Power of an Early Framework of Good Practice Principles in Workplace Education*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/pat/Maurice/cover.htm

> "This article analyzes 18 qualitative case studies of workplace education programs in Canada using a framework of principles of good practice. Results indicated that many of the components can be used as guide posts in the development of workplace education initiatives. In addition, certain framework components are supported, further defined and provide a foundational base for understanding the complexity of workplace learning."

The Conference Board of Canada (2004). *Awards for Excellence in Workplace Literacy, Large Business Winner, 2003: Mining for Performance Excellence at BHP Billiton Diamonds Inc.*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/CBoC/BHP/BHP.pdf

> "In this report, the Conference Board of Canada (http://www.conferenceboard.ca) studies BHP Billiton Diamonds Inc, which operates the remote Ekati Diamond mine site in the NWT. The majority of the company's workers come from the Aboriginal communities in the region, a population with a strong oral, rather than written, culture. Workers often have little or negative experience with schooling, and, consequently, low literacy skills. The company initiated a Workplace Learning Program in order to address the need among some of its workers for literacy skills upgrading. This case study looks at the various aspects of this learning program including its objectives, target groups, resources, innovations, challenges and use as a model."

The Conference Board of Canada (2002). *Skills for a Stable Workforce: Workplace Education at Avon Foods*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/CBoC/AvonFoods/AvonFoods.pdf

> "This case study by The Conference Board of Canada (http://www.conferenceboard.ca) focuses on the workplace education program at Avon Foods in Berwick, Nova Scotia. Because of the rapid pace of industrial and technological change in recent years, employees at Avon Foods need increasingly stronger reading, writing, math, communication, and problem-solving skills. In order to give employees easy access to skills upgrading opportunities, the company instituted a workplace education program based on individual and organizational needs and assessments,

written/oral communications, and math upgrading. This case study offers an overview of the Avon workplace education program and looks at its objectives, target groups, activities, resources, innovations, barriers, outcomes and its use as a model."

The Conference Board of Canada (2005). *Contextualizing Learning: Insights from The Prince George Hotel*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/CBoC/PrinceGeorge/PrinceGeorge.pdf

"The Conference Board of Canada's education and learning case studies series examines outstanding education and lifelong learning programs and initiatives. This case study highlights the workplace education program in place at the Prince George Hotel in Halifax, Nova Scotia. The hotel's program focuses on English as a Second Language, academic upgrading, business writing and communication. This case study looks at various aspects of this successful workplace learning program, including the program's development, challenges, keys to success and benefits for both employees and employers."

The Conference Board of Canada (2005). *Finding Common Ground Through Workplace Education, Department of National Defence: Atlantic Region*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/CBoC/DND/DND.pdf

"The Conference Board of Canada's education and learning case studies series examines outstanding education and lifelong learning programs and initiatives. This case study highlights the workplace education program in place at the Department of National Defence (DND) - Atlantic Region. DND established this program to address the needs of its employees for training in basic skills, personal development, academic upgrading topics and stress management techniques in a changing work environment. This case study looks at various aspects of this successful workplace learning program, including the program's background and objectives, target groups, learning activities, challenges, keys to success and benefits."

The Conference Board of Canada (2005). *Setting the Course for Success: Workplace Literacy Skills Training at The Ark*. Retrieved May 13, 2009, from http://www.nald.ca/library/research/CBoC/Ark/Ark.pdf

> "This case study by The Conference Board of Canada (http://www.conferenceboard.ca) focuses on the Ark/Lunenburg County Association for the Specially Challenged, a small community organization based on the south shore of Nova Scotia that provides services for persons with special challenges, including intellectual and physical disabilities and mental illness. Ark programs combine training with financial sustainability through the operation of a craft and woodworking workshop and retail store run mainly by participants. Over the years, the organization's programs have expanded to include basic life skills, literacy, numeracy and computer skills training. This study looks at the organization's objectives, target groups served, activities, innovations, keys to success, and suitability as a model."

Western Canada Workplace Essential Skills Training Network (2005). *Essential Skills & The Northern Oil and Gas Workforce*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/essential/cover.htm

> "The focus of Essential Skills and the Northern Oil and Gas Workforce was on effective training with a particular emphasis on the role of essential skills enhancement in the development of the northern workforce. It was hoped that this conference would help to raise awareness of essential skills and provide a jumping off point for increased essential skills integration in education and workplace training programs."

Western Canada Workplace Essential Skills Training Network (2006). Expo 06 - WWestnet's Essential Skills Expo. Retrieved April 01, 2009, from http://www.nald.ca/library/research/wwestexpo/cover.htm

> "WWestnet conceived and organized Expo 06 in an effort to engage businesses from across western Canada in an essential skills event that would focus on best practices in the development, delivery and assessment of integrated workplace based training initiatives."

Literacy in Correctional Institutions

This section has been included because the education level among prisoners in correctional institutions is often low. Programs that help improve their literacy skills may benefit them for finding meaningful employment following their release.

Central Manitoba Literacy Association (2001). *Life Skills Literacy*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/life/cover.htm

> "This is a report on a project which focused on the Life Skill Literacy needs of at risk youth 16-18, who have been committed to a young offender institution and who show no evident interest in returning to traditional schooling upon release. The target population of the study was aboriginal youth, largely from remote northern communities where the traditional employment of hunting, trapping and guiding remain prevalent. Some of the target population has personal problems with nonprescription drug use and alcohol abuse. A portion of the target population may exhibit some characteristics and behaviors consistent with fetal alcohol spectrum disorders."

Hobley, Lois (2002). *Incarceration to Inclusion*. Retrieved May 13, 2009, from http://www.nald.ca/library/research/incar/cover.htm

> "In the winter of 1999, Jane Boulton, the Program Manager of Smithers Literacy Services had a burning question, "Why don't inmates access my program on return to the community? I know they are out there and have a need for literacy services, but where are they?" In conversations with other literacy practitioners in the region, Jane found she was not alone in this conundrum.
>
> With this in mind, Smithers Literacy Services set out to discover the answers to the barriers to transition and more with the development of Incarceration to Inclusion, Looking at the Transition from Correctional Facility Programs to Community Based Adult Education.
>
> Together with Sue Carson, counselor and teacher at the Terrace Community Correctional Centre (TCCC), Jane garnered the permission necessary to conduct research at the prison and upon successful funding, hired a researcher. Jane was committed to utilizing the research findings to develop a Model for Reintegration, a process that will assist inmates'
> access community education programs across northern B.C.

The idea that the research would generate a ripple effect in the northern region was an integral part of the plan. The act of research would be as transformational as the results. Practical, useful and relevant, Incarceration to Inclusion is a project that can impact us all."

John Howard Society of Canada, The, & La société John Howard du Canada (1997). *Understanding Literacy.* Retrieved May 13, 2009, from
http://www.nald.ca/library/research/underste/cover.htm

"A booklet of articles written by judges, and designed to assist judges and other professionals involved in the administration of criminal law to consider the importance of literacy among persons who appear before our courts or are under the supervision of our corrections system.

Addresses questions such as: Is the literacy level sufficient to ensure that a defendant understands justice procedures and what is expected of him or her? Is literacy systematically considered and reported on in pre-sentence reports? If not, are judges requesting this information? And, when necessary, is participation in programs designed to increase the level of literacy, a condition of probation? Is the literacy level of all prisoners systematically assessed and are remedial programs offered?"

Newman, Anabel P., Beverstock, Caroline, & Lewis, Warren (1993). *Prison Literacy: Implications for Program and Assessment Policy.* Retrieved May 13, 2009, from
http://www.nald.ca/library/research/report3/rep28/rep28-01.htm

"The United States has a far higher percentage of people behind bars than any other country and the prison population is rising steadily. This presents a double problem: the majority of prison inmates are (by almost any definition) also insufficiently literate. A strong correlation exists between ordinary criminal behavior and educational insufficiency. Ethnicity, class, socio-economic deprivation and other handicaps are also significant in contributing to the low literacy levels of the majority of the prison population. This report examines the professional and research literature concerning the state of literacy instruction of adult inmates in correctional institutions in the US to address the question: what are the most effective ways to deliver literacy instruction in prisons and in jails?"

> **"The majority of prison inmates are (by almost any definition) also insufficiently literate."**
>
> - **Anabel P. Newman, Caroline Beverstock, and Warren Lewis (1993).**

Russell, James Loewen (1997). *Transition to the Community, Prison Literacy Programs and Factors Which Lead to Success in the Community*. Retrieved May 13, 2009, from http://www.nald.ca/library/research/transitions/cover.htm

"This is a report of a research conducted by the John Howard Society at five prisons in Manitoba and Saskatchewan during the spring of 1997. Five teachers and fifty-seven male students participated in the study which sought to describe what occurs in prison schools, reasons for prison school attendance, school-related goals upon release, and self-identified factors influencing success of these goals. Information for the report was gathered through various methods including: existing literature, interviews with teachers, informal observations in classrooms, focus group sessions with students, and personal interviews with students."

Thomas, Audrey M (1992). *Opening Minds Behind Closed Doors*. Retrieved May 13, 2009, from http://www.nald.ca/library/research/athomas/opemin/cover.htm

"This project was designed to determine the experiences of offenders in adult correctional facilities in the province in relation to their literacy needs, and to discover where and how those needs were being met. The author also makes recommendations for future action in relation to literacy programs.

To prepare the report Audrey Thomas interviewed inmates and obtained information from questionnaires sent to five selected groups: correctional centre directors; adult basic education administrators in the corrections field; literacy/ABE instructors in B.C. Corrections; halfway community agencies; and community literacy groups."

Wilkins, Julia (1995). *Womanhood, Deviance and Reform: Women's Rehabilitation in Prison.* Retrieved May 13, 2009, from
http://www.nald.ca/litweb/other/cclow/newslet/1995/Fall_v11/23.htm

> "In this article, the author discusses programs for women in prison, designed to rehabilitate women to acceptable states of womanhood and while the roles of wife, mother and homemaker are reinforced, women's diverse problems and needs are overlooked. There is discussion of the relationship between crime committed by women and their economic need due to unemployment, underemployment, poor job skills and a lack of education."

University of the State of New York (1995). *From Incarceration to Productive Lifestyle.* Retrieved May 13, 2009, from
http://www.nald.ca/library/research/hudson/iytrans/cover.htm

> Making the Transition: An Instructional Guide for Incarcerated Youth Education provides information about incarcerated youth, the transition program in New York State, legal rights, inmate needs, and program staff needs. A series of sample lessons, many of which have been provided by corrections educators, is also included within the instructional guide.

Community, Educational Institutions and Literacy

This section contains articles and resources on topics of interest to communities, colleges and other educational institutions including. Issues are examined from a variety of perspectives. In some cases, the literature examines how the community and educational institutions work together to improve adult literacy. The topics included in this section include but not limited to:

- Assessment and benchmarking
- Best practices
- Curriculum
- Programming
- Student Retention

Association of Canadian Community Colleges (n.d.). *Pan-Canadian Study Inventory of Exemplary Practices in College Student Learning*. Retrieved March 26, 2009 from http://www.accc.ca/english/publications/epl/index.htm

> "This study involved an on-line survey of Canadian colleges and institutes during April and May 2005. The survey examined the prevalence of policies, practices, programs, services and research designed to promote student success and persistence."

The Association of Canadian Community Colleges (2004). *Canadian Colleges & Institutes - Responding to the Needs of Immigrants.* Retrieved May 13, 2009, from http://www.nald.ca/library/research/accc/immigrants/cover.htm

> "The Association of Canadian Community Colleges (ACCC) conducted a diagnostic survey of Canadian colleges and institutes programs and services for immigrants, organized a College and Institute Immigration Roundtable, and developed a section of the ACCC website that profiles the types of programs and services immigrants can access through colleges and institutes.
>
> The results of this diagnostic survey provide a snapshot of how colleges and institutes are meeting the needs of immigrants within their communities, including initiatives that facilitate foreign credential recognition. This report also provides an overview of the barriers faced by colleges and institutes in delivering these services, the barriers faced by immigrants trying to access these programs and services, and the lessons learned."

Curtis, Bert (1992). *Working Well Together*. Retrieved May 13, 2009, from
http://www.nald.ca/library/research/nls/wortog/cover.htm

> "Community colleges call on organizations to find out how to best meet needs
> of adult literacy students. Businesses call on educational institutions to help
> them design literacy courses for their employees. These partnerships allow
> each organization to benefit from the expertise of the other.
>
> This document outlines six such partnerships between community colleges
> and other organizations:
> 1. New Brunswick Community College and the Correctional Service of
>   Canada
> 2. George Brown College and the Labour Council of Metropolitan
>   Toronto and York Region
> 3. Red River Community College, the Society for Manitobans with
>   Disabilities, and the Winnipeg Community Centre of the Deaf
> 4. Keyano College, Fort McMurray, and Syncrude Canada Limited
> 5. Capilano College and the Neil Squire Foundation
> 6. Douglas College, communities, libraries and community agencies
>
> These six case studies illustrate a variety of characteristics that can help to
> make a literacy partnership work."

Gardner, Audrey (2003). *Literacy Specialists: Prior Knowledge and Experience*.
Retrieved May 13, 2009, from
http://www.nald.ca/library/research/connect/prior/cover.htm

> "This document is part of Phase 2 of the Connecting Literacy to Community
> (CLC) Project. As the position of literacy specialist is without precedent, the
> focus of the research during this phase of the CLC project explored skills and
> competencies, and prior knowledge and experience utilized by the literacy
> specialists. This report presents prior knowledge and experience of four
> literacy specialists of the CLC project in this phase."

Gardner, Audrey (2003). *Building Community Capacity: Focus on Adult Literacy*. Retrieved May 13, 2009, from
http://www.nald.ca/library/research/connect/focus/cover.htm

> This handbook is a resource for people interested in using community capacity building ways of working to broaden a community response to adult literacy needs.
>
> The handbook is organized into three parts: 1) description of the Connecting Literacy to Community (CLC) project, particularly the work done and the outcomes of the project; 2) things to try in one's own community, such as tools and strategies; 3) description of the research that was included in the CLC project.

Holbrow, Bill (2003). *Building Community Capacity: Literacy Audits and Strategic Planning*. Retrieved May 13, 2009, from
http://www.nald.ca/library/research/connect/audits/cover.htm

> "This research project was part of Phase One of a larger initiative, "Connecting Literacy to Community" (CLC) undertaken by Bow Valley College. The Research Project investigated the literacy assets and barriers of 10 community agencies in 3 urban and 3 rural Alberta communities. The Project helped agencies to identify and begin to either minimize or resolve specific literacy barriers in an effort to enhance the services provide to clients in general and specifically those with low literacy skills."

Holbrow, Bill (2003). *Literacy Specialists: Competencies and Practices*. Retrieved May 13, 2009, from
http://www.nald.ca/library/research/connect/competen/cover.htm

> "This document is part of Phase 2 of the Connecting Literacy to Community (CLC) Project. The purpose of the research component of Phase 2 of the CLC Project was to achieve one of the Key Project Objectives, that of '[examining] the role of the literacy specialists by conducting research with the literacy specialists about how they do their jobs.'"

Holbrow, Bill, & Gardner, Audrey (2005). *Building Community Capacity: Focus on Literacy*. Retrieved May 13, 2009, from http://www.nald.ca/library/research/connect/impact/cover.htm

> "The project, *Building Community Capacity – Focus on Literacy*, was developed to train literacy specialists who would focus on literacy in their communities. One of the project's goals was building community capacity to strategize and make a more accessible, literacy friendly community.
>
> In order to meaningfully evaluate the learning and change process, the project partners evaluated both sides of the learning and change process. The first report, *Community Impact Evaluation*, used qualitative and quantitative approaches to look at the impact of literacy specialists as they worked with services, agencies and businesses in eleven Alberta communities. The second report, *Literacy Practitioner Impact Evaluation*, was a research in practice approach evaluating new skills practitioner developed, analyzing how they implemented these skills and assessing how the course enhanced their professionalism. This report presents a view from both sides."

Kreider, P. (1997, March). Oregon's community colleges. *Community College Journal of Research & Practice*, 21(2), 159. Retrieved March 2, 2009, from Academic Search Alumni Edition database.

> Abstract: Part of a special issue on the history of community colleges in America. The writer examines community colleges in Oregon. Oregon's community colleges were established in 1961 by a legislative statute that enabled citizens to form districts that would fill a gap in education by offering broad programs in academic and professional technical curricula. They were designed to provide associate's or certificate degree programs and transfer programs; to serve adults through educational programs requiring new skills, academic upgrading, or continuing education; and to provide counseling and guidance services as an integral part of the instructional support system. Recent enhancements have expanded this mission in response to community need, and each college has developed distinguishing characteristics that are widely recognized and appreciated. The colleges are essential to the future of most Oregonians who do not possess the necessary skills needed for many jobs in a world of work that has been changed forever by automated manufacturing, communication, and information systems.

Mancuso, S. (2001). Adult-centered practices: Benchmarking study in higher education. *Innovative Higher Education.* 25(3), 165-181.

> "This study used an innovative benchmarking research methodology, including surveys and site visits, to identify best practices at selected adult-centered institutions. The findings were distilled into one overarching theme and thirteen related themes. The overarching theme, "Adult learner centered institutions have a culture in which flexibility, individuation, and adult-centered learning drive institutional practice" reflects the pervasive student-centeredness of the colleges."

"Adult learner centered institutions have a culture in which flexibility, individuation, and adult-centered learning drive institutional practice."

- **S. Mancuso (2001)**

Millar, R. Benchmarking best practices in Adult Learning Centres. (2003). Canadian Association for the Study of Adult Education - Online Proceedings 2003.

> This study was focused on Adult Learning Centres (ALC's) in Manitoba. These centres provide adult learners with the opportunity to complete their Grade 12 studies through their Mature Students Diploma. The objective of the research was to benchmark and "provide examples of some best practices of teachers currently working in Adult Learning Centres and basic education in the workplace sites who are recognized as outstanding teachers of adult learners, so that a professional development program directed toward working with adult learners could be developed for the specific needs and contexts of ALC's".

Dolence, M. A. (2003) The learner-centered curriculum model: A structured framework for technology planning. Research Bulletin, 17. Boulder, CO. EDUCAUSE Centre for Applied Research Retrieved March 10, 2009 from http://net.educause.edu/ir/library/pdf/ERB0317.pdf

> This research bulletin discusses the learner-centred curriculum (LCC) framework and why it is appropriate for adults. They highlight a variety of learning populations who may benefit from this type of approach, including re-entry learners. While mainly intended for universities, there are examples given of how LCC may be applied in the college context.

Mackeracher, Dorothy, Suart, Theresa, & Potter, Judith (2006). Barriers to Participation in Adult Learning. Retrieved March 31, 2009, from http://www.nald.ca/library/research/sotfr/barriers/cover.htm

> "This report focuses on barriers to participation in adult learning activities.... In addition to the literature on barriers, the research team looked at two related types of reports and studies that examined: (1) the elements of a responsive educational system to support and encourage participation in lifelong learning, and (2) best practices in teaching."

Myers, K and de Broucker, P. (2006). Too Many Left Behind: Canada's Adult Education and Training System. Canadian Policy Research Networks Inc. Retrieved March 31, 2009 from http://www.ccl-cca.ca/NR/rdonlyres/6EDE2AC2-FA7D-43A3-B706-6C56D0E11DB/0/Report_Too_Many_Left_Behind.pdf

> "This report documents the availability of formal learning opportunities for adults, and identifies the factors that influence participation of less-educated/less-skilled adults in these opportunities. In addition, it identifies gaps in our adult learning systems and recommends measures to fill these gaps."

NWT Literacy Council, Aurora College, & Department of Education, Culture and Employment (2004). Best Practices in Action. Retrieved March 17, 2009, from http://www.nald.ca/library/learning/bpractic/cover.htm

> "The self-assessment tool for programs consists of 17 best practice statements, followed by several key elements and indicators. Each statement describes a key concept that we have identified as integral to effective programs from current research and from practitioners in the field in the NWT and elsewhere. The best practice statements include the following topics such as philosophy, program planning, program evaluation, program accessibility and instruction."

Nonesuch, Kate (2006). More Complicated Than It Seems. Retrieved March 17, 2009, from http://www.nald.ca/library/research/morecomp/cover.htm

> "Through an extensive literature review and ongoing discussions with math instructors in BC, Ms. Nonesuch describes best practices in the field of adult numeracy instruction, while also recognizing that implementing best practices, getting instructors to be enthusiastic about teaching math and getting students involved in their learning, are difficulties that have to be overcome."

Nonesuch, Kate (2006). Changing the Way We Teach Math. Retrieved March 17, 2009, from http://www.nald.ca/library/learning/mathman/cover.htm

> "This document is a manual for teaching basic math to adults. It was written as part of a project funded by the National Office of Literacy and Learning (NOLL) and is intended for adult basic education math instructors who are interested in changing their teaching practice to bring it more in line with recommendations from the research literature on teaching numeracy to adults. The manual sets out some "best practices" from the literature, then outlines some difficulties instructors may face in implementing them, and makes suggestions for overcoming those difficulties. There are also many pages of activities ready for immediate classroom use that provide examples of some ways of implementing the best practices."

Peavey, Kay S. (1997). Adult Education Part II. Retrieved March 31, 2009, from http://www.nald.ca/library/research/hudson/adult2/cover.htm

> "A collection of peer-reviewed and peer-selected instructional strategies incorporating the best practices of New York's adult educators."

Saunders, Ron. (2007, November). Towards an Effective Adult Learning System: Report on a Series of Regional Roundtables. Canadian Policy Research Networks Inc. Retrieved March 31, 2009 from: http://www.ccl-cca.ca/NR/rdonlyres/EB7A1C34-CFC4-469A-A604-3BF0727C74D/0/OverallReportonRoundtablesENG.pdf

> "The Adult Learning Knowledge Centre (AdLKC) of the Canadian Council on Learning sponsored a series of regional roundtables". This report synthesizes and summarizes the results of these round table discussions.

Other

Battell, Evelyn, Gesser, Leora, Rose, Judy, Sawyer, Jan, & Twiss, Diana (2004). *Hardwired for Hope*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/hwired/cover.htm

> This research document examines the question, "What makes an effective ABE/Literacy instructor?" It documents the thoughts, feelings, strategies and techniques of some effective literacy/ABE instructors in British Columbia. Recommendations are also presented, intended to help institutions offering ABE/Literacy programs and ABE/Literacy practitioners, groups planning a research project, and funders.

Benseman, John, Sutton, Alison, & Lander, Josie (2005). Working in the Light of Evidence, as well as Aspiration. Retrieved March 31, 2009, from http://www.nald.ca/library/research/benseman/flreview/cover.htm

> "This document originates from the New Zealand Ministry of Education. The purpose of this literature review is to provide a critical evaluation of the available research evidence about effective practices in literacy, numeracy and language (LNL) teaching and programme provision in order to inform policy development within the broader arena of foundation learning."

Bond, Judith (2001). *Transitions*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/olc/best/trans/cover.htm

> The goal of this series is to provide important information on three topics of high priority to the literacy community and to highlight new, innovative, and successful practice relevant to LBS-funded agencies across Ontario.

Centre for Literacy of Quebec (1996). *Working Papers on Literacy*. Retrieved May 14, 2009, from http://www.centreforliteracy.qc.ca/pubs.htm#working

> "This page links to a series of working papers on literacy. Titles in the series include: 'The persisting power and costs of the Literacy Myth,' 'Literacy, Economy and Society: A Review,' 'Ending the myth of the 'Literacy Myth'', 'Media literacy, information technology,' 'Behaviour and beliefs of volunteer literacy tutors,' 'Literacy and ICT: A Discussion Paper,' and 'Cognitive tools and the acquisition of literacy.'"

Chawla, Anette, & Ontario Literacy Coalition (OLC) (2006). *Submission to The Honourable Dwight Duncan Minister of Finance*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/duncan/cover.htm

> "The Ontario Literacy Coalition (OLC) is a charitable, non-profit adult literacy organization with close to 300 members from across the province, made up of literacy programs, networks, individuals, and people with literacy challenges.
>
> In this paper, the OLC is lobbying for more sustainable funding for literacy. The 2005 International Adult Literacy and Skills Survey (IALSS) showed that 16.2 per cent of adults in Ontario have serious difficulty with even the most basic written materials. The IALSS survey also found that another 26 per cent of Ontarians had literacy skills below the minimum level needed to cope with the complex demands of everyday life and work in our global economy.
>
> The paper gives 5 recommendations, in which it mentions that Ontario needs to take a broader approach to literacy. While labour market development is important, it should not be the only focus for adult literacy and academic upgrading programs."

College Sector Committee for Adult Upgrading, & Goforth, Dee (2004). *Reaching the People Who Need It Most*. Retrieved May 14, 2009, from http://www.collegeupgradingon.ca/projrprt/reaching/cover.htm

> "The e-PD Reading and Response Pilot is part of a larger College Sector Committee (CSC) project called Reaching the People Who Need It Most. The aim of the overall project is to identify more clearly the professional development (PD) needs of Literacy and Basic Skills (LBS) college practitioners, and bring practitioners together to engage in relevant and meaningful PD activities.
>
> This document is a report on a pilot, undertaken to investigate ways to bring practitioners together for a focused reading and discussion activity. Different PD models were researched and the focus of the pilot became online professional development or 'e-PD'."

Niks, Marina, McRae, Dee, Nonesuch, Kate, Davies, Paula, & Allen, Darcy (2003). *Dancing in the Dark*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/dark/cover.htm

> "This is a report of a research project intended to answer two questions, 1) How do adults with little formal education learn?, and; 2) How do literacy practitioners do collaborative research? To both, there is a set of intricate steps that involve others: dancing. In both, there is a lack of formal training, education or certification to permit the dancers to do what they are doing: dark…thus, the title, 'Dancing in the Dark'."

Papers of the Nebraska Institute for the Study of Adult Literacy. Retrieved May 14, 2009, from http://archon.educ.kent.edu/~nebraska/research/papers.html

> This is a series of papers from the Nebraska Institute for the Study of Adult Literacy. Titles include:
> - Doing Something About Attrition
> - What is Literacy?
> - The Challenge of Literacy
> - Teaching to the Rhythms of Learning, and more.

Regehr, Janet (2000). *Millennium Project Final Document*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/millproj/cover.htm

> "The face of adult literacy has changed dramatically over the past 10 years. In addition to literacy/upgrading, programs are being called upon to offer employment development skills, family literacy, life skills training and various short courses. Practitioners are also expected to offer expanded needs assessments as well as counseling supports. Literacy has expanded to include the workplace and the family as well as the individual. Clearly the roles of literacy practitioners have changed. The Millennium Project sought to determine program and practitioners' needs and how they could best be addressed both now and into the future.
>
> Mail-out surveys were relied on to gather information. Completed surveys were returned by 25 instructors and/or coordinators and 7 literacy working group members, representing 17 programs, or about half of the provincially funded literacy programs. Respondents gave complete and thoughtful responses to the surveys, and represented a range of program types, sizes and locations. As a result, the data collected in this way provides a valid basis for analysis and recommendations. The report contains the following sections, among others : Strengths of community-based programs; Changes in learner base; Curriculum and materials; Learner supports and retention of learners; Workplace change; Marketing to employers; Practitioner recruitment and retention, etc."

Online Resources

This section focuses on websites and other electronic resources. It includes links to literacy organizations and coalitions, as well as other materials that are only available on line. It is divided by country, with a focus on the Canadian context.

Canadian Resources

[ABC Canada](http://www.abc-canada.org)

http://www.abc-canada.org

"ABC CANADA Literacy Foundation is Canada's private-sector voice championing adult literacy. Launched in 1990 – International Literacy Year – by a group of business, labour and education leaders concerned about the social and economic effects of wide-spread literacy challenges among Canadian adults, the national charity raises public awareness of literacy issues."

[Adult Literacy Research in Ontario](http://research.alphaplus.ca)

http://research.alphaplus.ca

This website lists research studies on adult literacy and offers tips on how to research effectively.

[Canadian Council on Learning](http://www.ccl-cca.ca/CCL/Home?Language=EN)

http://www.ccl-cca.ca/CCL/Home?Language=EN

"The Canadian Council on Learning is a catalyst for lifelong learning, promoting and supporting evidence-based decisions about learning throughout all stages of life, from early childhood through to the senior years."

[Canadian Education Association](#)

Offers some simple definitions of literacy here:

http://www.cea-ace.ca/foo.cfm?subsection=lit&page=fra&subpage=wha&subsubpage=som

Centre AlphaPlus Centre

http://alphaplus.ca/eng.asp

This French-English bilingual centre offers information on resources, standards and innovative use of technology in adult basic education.

Georgian College

http://staff.georgianc.on.ca/ctl/teaching/essentialskills_team.htm

This Canadian college has an extensive set of resources for teaching essential skills.

Human Resources and Skills Development Canada

http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml

This is an extensive website outlining what essential skills are and how these skills relate to particular jobs.

Festival of literacies / Festival de l'alpha

http://www.literaciesoise.ca/

This organization describes itself as "a place to celebrate the creation and mobilization of knowledge about literacy practice and literacy research". Their physical office is located in Toronto at the Ontario Institute of Studies in Education (OISE) and they offer online courses internationally.

literacies café : adult literacy blog

http://literaciescafe.blogspot.com/

This blog is affiliated with Literacies journal. It has regular updates on literacy topics.

Literacy Alberta

http://www.literacyalberta.ca/

"Literacy Alberta is a provincial not-for-profit charitable coalition of over 300 members working to raise literacy levels in Alberta."

Literacy BC

http://www.literacybc.ca/

"Literacy BC is an independent, non-partisan, membership-based, registered not-for-profit organisation. We have been promoting and supporting literacy and lifelong learning in British Columbia since 1990."

Literacy Coalition of New Brunswick Ltd.

http://www.nb.literacy.ca

"The Literacy Coalition of New Brunswick Inc. was formed in 1988 when stakeholders decided there was a need for a multi-sectoral literacy organization. Since then the LCNB has carried out projects in the areas of literacy research, improving access and outreach, improving co-ordination and information sharing, improving public awareness and developing learning materials."

Literacy Journal

http://www.literacyjournal.ca/

The parent site to "literacies café" noted above. *Literacies* is a national forum that includes university-based researchers, program-based researchers, policy-makers and program workers. Their projects include oral history, a set of ten printed journals and web activities.

Literacy Network of Durham Region (LiNDR)

http://www.lindr.on.ca/

The Literacy Network of Durham Region (LiNDR) is a non-profit agency that operates the Hotline, an information referral service, and supports literacy programs in Durham region of Ontario. This website houses a report entitled: *The 3Rs of Research Practitioner Toolkit, which is downloadable free of charge.*

Literacy Newfoundland and Labrador

http://www.literacynl.com/index.php

"Literacy NL is a grassroots network of individuals and community-based groups committed to advancing literacy and lifelong learning" in the province of Newfoundland.

Literacy Nova Scotia

http://www.ns.literacy.ca

Formed in 1992 "Literacy Nova Scotia (LNS) is a not-for-profit organization supporting the literacy community in Nova Scotia. Our mission is to make sure every Nova Scotian has equal access to quality literacy education."

Literacy Partners of Manitoba

http://www.mb.literacy.ca

The provincial literacy coalition of Manitoba which works towards increasing the literacy levels in that province.

Movement for Canadian Literacy

http://www.literacy.ca

The Movement for Canadian Literacy (MCL) is a national coalition advancing literacy and essential skills across Canada. "MCL provides leadership, knowledge and expertise about literacy and essential skills and develops partnerships with stakeholders across Canada."

National Center for the Study of Adult Learning and Literacy (NCSALL)

http://www.ncsall.net/index.php?id=146

The National Center for the Study of Adult Learning and Literacy (NCSALL) was a federally funded research and development center focused solely on adult learning. Their funding terminated in July 2007 and all activities for the center ceased at that time, though the website remains active.

Northwest Territories Literacy Council

www.nwt.literacy.ca

This is "a territorial organization that promotes and supports literacy in all the official languages of the NWT" through training, public awareness and resources.

Nunavut Literacy Council

http://www.nunavutliteracy.ca

Serving the northern regions of Canada the "Nunavut Literacy Council promotes literacy and supports literacy initiatives in the four official languages of Nunavut - Inuktitut, Inuinnaqtun, English, and French."

Ontario Literacy Coalition

http://www.on.literacy.ca/

"The scope of the OLC's work includes research and resource development, policy analysis and guidance, government relations and knowledge exchange. We also convene or bring stakeholders together in order to pursue strategic partnership development."

PEI Literacy Alliance

http://www.pei.literacy.ca

The "PEI Literacy Alliance advances literacy for the people of Prince Edward Island." They "decrease gaps and overlaps in literacy services to adult learners and their families" and " reduce barriers to people with low literacy levels."

Quebec English Literacy Alliance (QELA)

http://www.qela.qc.ca/en/home

The Quebec English Literacy Alliance, established in 1997, is an Anglophone literacy network comprised of 21 organizations working in the field of Adult Literacy.

Research in Practice in Applied Learning (RiPAL)

http://www.nald.ca/ripal/

A Canadian-based website about adult literacy research in practice. At the time this report was prepared, the page appeared not to have been updated since 2005.

RiPAL-BC

http://ripal.literacy.bc.ca/whoweare.html

"RiPAL-BC is a grass roots network of individuals and organizations committed to research in practice in adult literacy in British Columbia".

Saskatchewan Literacy Network

http://www.sk.literacy.ca

"The Saskatchewan Literacy Network promotes and supports literacy in Saskatchewan."

Yukon Literacy Coalition

http://www.yukonliteracy.ca/

"The Yukon Literacy Coalition is a Yukon-wide literacy organization that is community governed and committed to supporting and encouraging literacy in all the languages of the Yukon."

Workplace Literacy Central - Best Practices

http://www2.conferenceboard.ca/workplaceliteracy/best-practices.asp

A website that offers tips on "how to start, keep and evaluate a workplace literacy and basic skills program by learning from other Canadian companies – several programs are presented here as Case Studies."

International Resources

Australia

[Adult Literacy and Numeracy Australian Research Consortium (ALNARC)](www.staff.vu.edu.au/alnarc/)
www.staff.vu.edu.au/alnarc/

ALNARC is al collaboration of five university-based research centres in Australia. It aims to develop "a 'visible culture' of research in Australian adult literacy and numeracy – including research conversations, increased documentation of research projects, sponsoring practitioner researchers to investigate their own practice, and collaboration with state literacy an numeracy councils to foster debate about the links between research policy and provision."

Supporting Adult and Applied Learning and Teaching (SAALT)
At the time this report was prepared, the website link (www.saalt.com.au) was no longer functional. However, cached pages could be accessed.

Netherlands

[Low Educated Second Language and Literacy Acquisition (LESLLA) for Adults](http://www.leslla.org/)
http://www.leslla.org/

"An international forum of researchers who share an interest in research on the development of second language skills by adult immigrants with little or no schooling prior to entering the country of entry."

New Zealand

[New Zealand Literacy Portal](http://www.nzliteracyportal.org.nz/search.php?txt_quick_search=opportunities&url_startrow=20&url_expand=3790&PHPSESSID=c6eef8be55e71b3ced54fa1f58aa4499)
http://www.nzliteracyportal.org.nz/search.php?txt_quick_search=opportunities&url_startrow=20&url_expand=3790&PHPSESSID=c6eef8be55e71b3ced54fa1f58aa4499

This portal is "designed to provide a knowledge base of adult literacy information contributed by both New Zealand and international organizations".

United Kingdom (UK)

[National Institute of Adult Continuing Education (NIACE)](www.niace.org.uk)
www.niace.org.uk

This organization describes itself as "a charity, a company limited by guarantee and a member-led, non-governmental organisation. Our membership base is made up of individual and corporate members, who range from universities, colleges and local

authorities to the BBC, the National Federation of Women's Institutes, the Trades Union Congress and the Ministry of Defence" that "aims to encourage all adults to engage in learning of all kinds."

[RaPAL (Research and Practice in Adult Literacy)](www.literacy.lancs.ac.uk/rapal/)
www.literacy.lancs.ac.uk/rapal/

"RaPAL is the only British national organisation that focuses on the role of literacy in adult life."

Recommendations

The recommendations that are presented here are a result of the knowledge gained during the research and compilation of this annotated bibliography. They reflect gaps in the literature and offer suggestions as to what may be done to remedy these observed deficiencies.

They are categorized as recommendations for program delivery decision to improve and enhance adult upgrading programs and those which focus on policy development in support of academic programs offered by Canadian public colleges.

Recommendations for program delivery decisions to enhance academic upgrading programs

1. Improve collaboration between communities and college programs.

    This project found little evidence of cooperation or collaboration between community-based programs and college programs. Since many literacy organizations work at a grass roots level in the community, there is a need for colleges to partner with these organizations and value their work so as to increase learner access to college programs.

2. Increase the use of adaptive technologies to benefit those with learning and other disabilities.

    There is a need for institutions to incorporate the use of adaptive technologies into their programs so students with disabilities can have the tools they need in order to learn best.

3. Emphasize the value of community-based practitioners and build their capacity.

    There are countless volunteers and paid practitioners with a varying degree of education who work within communities to teach others literacy skills. These practitioners are often marginalized in professional circles due to their lack of formal training and yet without them, many community-based literacy programs would not and could not exist. The role of community-based practitioners needs to be more highly valued and recognized, as they play a key role in building the skills of others. Without the skills acquired under the tutelage of a community-based practitioner, many adults could not move into formal educational programs. Therefore, their role, however informal, is critical and deserves recognition. Further, there needs to be more funding

and opportunities for these practitioners to build their capacity and develop as community-based professionals.

4. Greater attention needs to be paid to diverse populations.

    There is an ever-growing need to be culturally inclusive in our teaching and approaches to literacy. We must acknowledge the different needs of diverse communities, that First Nations peoples' needs differ from those of immigrants, who also differ from those of native Canadians with a European Heritage. Each of these populations has distinct needs. We must acknowledge the differences in order to be able to address the underlying issue of low literacy skills.

5. Increase the flexibility of delivery methods.

    The literature shows a growing need for flexibility of delivery methods of adult literacy and basic education programs. This includes offering classes in a variety of time-slots that make face-to-face classes more accessible. This includes classes during the daytime, evening and on weekends.

    It is not enough to offer classes only in urban centres. Although there is higher population density in urban areas, there is still great need in areas of low population density such as smaller and rural communities. More outreach to these areas would mean an increase in skills among their populations.

    Finally, the more ways in which programs are offered increases the probability of appealing to students with a variety of learning preferences and needs. Some learners benefit greatly from traditional classroom style learning, while others flourish in the more solitary realm of the on-line environment. Some learners will do will in a synchronous learning environment where a teacher is also present on line at the same time as one or more students. Other students will do well in an asynchronous environment that offers maximum independence and flexibility. Programs that address a variety of learning preferences are more likely to meet more people's needs on a wider scale. We need to be creative in the ways in which we think about program delivery.

6. An in-depth investigation and sharing of available resources is needed.

    It has been determined that many literacy programs are offered in informal settings with community-based practitioners. If we assume that such programs would have extremely limited funding and little access to commercially available textbooks, DVDs and other learning materials, it is worth exploring what types of materials such programs use.

    This would be difficult work, as it would mean first identifying who the community-based practitioners are. Since many do not belong to a professional organization, this may prove to be a challenging task. Assuming that the practitioners can be found, the next step would be to identify what resources they use or have created. Following that, creating a resource bank for other practitioners to use free of charge would allow more instructors access to more resources with little to no investment, thus raising the bar for all community-based programs and instructors, to the benefit of the students who take part in the classes.

7. More materials need to be developed that have relevance to everyday life and work

    Resources used in adult literacy and essential skills training must be relevant to the lives of the learners. The would include, but not be limited to, material pertaining to every day activities such as shopping, going to the doctor, taking the bus, getting a job and how to read basic information in the workplace. This would make the class time more meaningful to the students, and potentially increase their motivation to take part. This, in turn, may increase retention rates in literacy and basic education programs.

Recommendations for policy development in support of academic upgrading programs offered by public colleges

1. Establish clear definitions of what literacy for late entry college learners means.

   Educate stake holders, policy makers, prospective and current students and the general public about how we understand terms such as "adult literacy" and "late entry". The terms must be demystified so prospective students may benefit.

2. Continue to expand the knowledge and resources around literacy for adults with disabilities.

   There is a need for increased resources and the sharing of knowledge around how to better the literacy and essential skills of persons with physical, learning and developmental disabilities. The literature found in this investigation revealed some gaps in this area. Not all learners with disabilities will be served best by the same methods of instruction. The needs of these populations must be better understood and accommodated.

   The literature gives a nod in the direction that with improved literacy and educational skills, some of these adults may be potential candidates for college level programs. No data were found to confirm or deny this, but it does offer a direction for future work in the field.

3. Improve access to literacy and upgrading programs for aboriginal populations.

   The literature reviewed demonstrates that aboriginal peoples continue to have low levels of education and literacy. The need to build literacy and essential skills among this population remains great. More resources are needed to ensure the educational and literacy needs of aboriginal peoples are met.

4. Increase literacy and upgrading programs for incarcerated populations.

   Adults and young adults in Canadian correctional facilities tend to have lower levels of education, lower literacy and less motivation to take part in educational programs. The literature revealed that programs in correctional facilities can not only increase inmates' literacy and skills, but also their self-confidence and sense of self worth. There is a continued need to educate those who are incarcerated.

References

(1996). *Building Skills, Building Business: Information Kit*. Retrieved May 14, 2009, from http://www.nald.ca/library/research/builskil/index.htm

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