



*Tasmanian Association of Community Houses Inc*

**EVERYDAY LITERACY FOR LOCAL  
COMMUNITIES**

**RESOURCE KIT**

**INFORMATION AND IDEAS  
FOR DEVELOPING AND RUNNING  
LOCAL LITERACY PROJECTS**

**SECOND EDITION**

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## INTRODUCTION

Each year between now and 2018, the Tasmanian Association of Community Houses (TACH) will be running a grant funding round for the Everyday Literacy for Local Communities Program. This Program has been made possible by a grant to TACH from the Tasmanian Community Fund.

Approximately \$100,000 will be available each year for funding suitable adult or family literacy projects initiated and managed by Neighbourhood Houses for their local communities.

The aims of the Program are for Neighbourhood Houses to offer support for a person's literacy development through two broad approaches. These are:

1. Provide a non-threatening entry for people through practical projects that seamlessly build literacy into the process (without necessarily stating to participants that literacy support is involved).
2. Target support for people who have already identified or begun addressing their literacy needs (for example, by offering overt literacy support, tutoring or classes).

Dealing with the literacy issues in communities supported by Neighbourhood Houses can be complex and challenging. Identifying needs, understanding how to respect and work with people with literacy needs, and developing and running projects that engage people and address those needs can be difficult and sometimes seem a bit overwhelming.

As part of the Everyday Literacy for Local Communities Program, Neighbourhood Houses are encouraged to share information and learn from each other's experiences and well as partnering with and learning from other people and groups working in the literacy field. Over the years that the Program runs its course, a considerable bank of knowledge and ideas will develop.

This document is intended to collate and present the growing body of information and ideas as the Program progresses. That means it will always remain a work in progress. Things will be added or changed over the ten years of the Program. If you have any additional information and ideas that you would like to contribute, or if you see any errors or want to suggest changes, please contact TACH.

Ideas and information have been freely borrowed and copied from many sources, sometimes directly quoting from them. As this is not an academic document, references have not been used in the text but a list of these useful sources is included as an Appendix.



# 1 LITERACY ISSUES

## 1.1 What Is Literacy?

There is no set definition of literacy and there are different theories on the importance of literacy. The Tasmanian Adult Literacy Action Plan 2010-2015 quotes a South Australian definition as the ability to communicate ideas and information in the right way at the right time, to use computers and other types of technology and to use mathematical and other problem solving techniques.

In summary, literacy means more than just reading and writing. Literacy involves listening and speaking, reading, writing, numeracy and using everyday technology to communicate and handle information. It includes more than the technical skills of communication; it also has personal, social and economic dimensions. It is about personal development and building confidence as well as technical skills.

Taken together, these skills are essential for people to be fully engaged in both family and community life, to participate in education and employment, and to access essential services. So much of life in our society requires these skills that without them we can face serious disadvantage. The literacy skill levels of parents are known to have an intergenerational effect on the literacy skills of their children.

People with low literacy skills not only confront difficulties dealing with everyday tasks but can feel less confident in themselves and their abilities, which makes it harder for them to seek support to improve their literacy. In fact, people can become very adept at masking or hiding their low literacy skills.

In the Everyday Literacy for Local Communities Program, the focus is on improving adult and family literacy levels. For the purposes of the Program:

- Adult literacy refers to working with people past the age of compulsory education.
- Family literacy refers to working with parents and children together, developing stronger relationships between parents and their children and getting parents involved in their children's education.

Just as definitions of literacy vary, there are a number of different ways of categorising the communication and literacy skills that, taken together, are essential for people to participate in our society. For specialist literacy practitioners, the five core skills identified in the Australia Core Skills Framework (ACSF) are Learning, Reading, Writing, Oral Communication and Numeracy. The ACSF is based on the National Reporting System that has been used by Australian language, literacy and numeracy specialists since 1995.

In 2006, the Australian Bureau of Statistics (ABS) undertook an Adult Literacy and Life Skills Survey. In that survey, five measures of literacy were used, namely, Prose literacy, Document literacy, Numeracy, Problem Solving, and Health Literacy.

The Tasmanian Adult Literacy Action Plan 2010-2015 refers to these ABS measures of literacy.

The Tasmanian Community Fund added a sixth measure of Technology and Information Literacy to the ABS measures. For the purposes of the Everyday Literacy for Local Communities Program, and consistent with the approach of the Tasmanian Community Fund that funded the Program, six key areas or measures of literacy have been identified as suitable for funding under the Program. These are:

### **Prose literacy**

- the ability to understand and use information from various kinds of narrative texts, including texts from newspapers, magazines and brochures.

### **Document literacy**

- the knowledge and skills required to locate and use information contained in various formats including job applications, payroll forms, transportation schedules, maps, tables and charts.

### **Numeracy**

- the knowledge and skills required to effectively manage and respond to the mathematical demands of diverse situations.

### **Problem solving**

- goal-directed thinking and actions in situations for which no routine solution is available.

### **Health literacy**

- the knowledge and skills required to understand and use information relating to health issues such as drugs and alcohol, disease prevention and treatment, safety and accident prevention, first aid, emergencies, and staying healthy.

### **Technology and information literacy**

- the ability to locate, evaluate and use information from a range of sources.

## 1.2 Measuring Literacy Levels

Literacy and life skill levels are an indicator of our ability to reach our potential as individuals and as a community.

The 2006 Australian Bureau of Statistics (ABS) Adult literacy and Life Skills Survey measured proficiency against the five domains of Prose Literacy, Document Literacy, Numeracy, Problem Solving, and Health Literacy on a scale of 1 to 5, with 1 being the lowest skill level and 5 the highest. Level 3 is considered the minimum required for individuals to meet the complex demands of everyday life and work in the emerging knowledge-based economy. This is what is sometimes referred to as functional literacy.

The table below sets out the results of the survey showing the proportion of Tasmanians assessed at those skill levels.

**Tasmanians literacy skill levels - 2006 (ABS Survey Results)**

	skill levels 1 & 2	skill levels 3 - 5
<b>Prose literacy</b>	49.0%	51.0%
<b>Document literacy</b>	50.7%	49.3%
<b>Numeracy</b>	56.2%	43.8%
<b>Problem solving</b>	73.0%	27.0%
<b>Health literacy</b>	63.4%	36.6%

*Note: Technology and information literacy was not measured in the ABS survey*

**Tasmania Together** notes that functional literacy is important for self-development and effective engagement in community life. To address the disturbing results shown in the ABS survey, **Tasmania Together** includes a standard of supporting improved levels of community literacy. The table below sets out the current **Tasmania Together** targets for adult literacy levels.

<b>Increase the proportion of persons (15 – 74) who are considered functionally literate [skill levels 3 - 5]</b>	
<b>2006 (ABS survey results):</b>	51.0% prose literacy & 49.3% document literacy
<b>2010:</b>	53.5% prose and document literacy
<b>2015:</b>	56.0% prose and document literacy
<b>2020:</b>	58.0% prose and document literacy

In addition, targets are to be established to increase the number of people accessing adult literacy support through the Tasmanian Government's Community Knowledge Network. To this end, the Government proposes increasing the number of Adult Literacy Coordinators employed by the Community Knowledge Network

### ***1.3 The Hidden Problem***

People without functional literacy skills face difficulties in dealing with everyday tasks that we all encounter in modern life. Compounding these difficulties, they often feel embarrassed or ashamed of their literacy skill levels and feel less confident in themselves and their abilities.

In many cases this means people try to hide their difficulties and find it hard to seek support to improve their literacy. Poor literacy becomes a hidden problem and the people affected are skilled at concealing their secret. They can slip through their 10 years at school unnoticed and work hard to remain unnoticed as adults, using every imaginable ploy to conceal the fact.

For some it might be that they can't handle the bus timetable, never carry a pen, or pretend to have forgotten their glasses so that the kind person in the bank will fill in the form for them. They can't read menus or food labels at the supermarket or they always buy the same few items at the supermarket. They don't read newspapers, never go the library, will never use a computer and are shut out of the world that opens up to everyone else through all of this information. Some people even dread the phone ringing in case they have to take a message.

Given this, and without realizing it, you may already know an adult who cannot read. If you do suspect that someone has literacy difficulties, be sensitive that they may be embarrassed and self-conscious, or may even deny having a reading problem. Do not make any quick assessments or judgments. Avoid diagnosing beyond your expertise to do so.

You may need to watch for signs that a person could use support with their literacy skills. For example, do you encounter anyone who needs help with any of these, what might be considered survival skills?

#### **Personal Identification**

- Writing their own name in full
- Writing their own address in full
- Writing their own phone number
- Writing their own age and date of birth

#### **Social and Helpful Skills**

- Using a street directory
- Pronouncing names of streets and suburbs correctly
- Asking appropriate questions for finding the right bus etc
- Understanding a timetable
- Using polite forms of greeting, asking, refusing, etc
- Understanding road signs

#### **Maths Skills**

- Giving correct change
- Understanding time as indicated on timetables
- Making an automatic teller withdrawal

### Telephone Skills

- Using a phone directory or on-line directory
- Using alphabet skills to locate names in a directory
- Taking a message (repeating information to double check the message, asking for names to be spelled out, etc)
- Leaving a message
- Contacting police, fire, ambulance and giving their name, address and relevant details

In some cases, you may meet people from a different language background than English. Some of the issues they face are similar to those anyone faces who is dealing with their literacy skills. Other issues will be quite different. An example of the different skill levels that a non-English speaker might have with English literacy is set out below.

Skill Level	Writing	Reading
None to Little	I cannot communicate any information in writing. I may be able to copy words but not to convey meanings I want to convey.	I can understand nothing in written or printed English, however well I may know the words if they are spoken and however clearly they are written or printed.
None to Little	I can write my name, address age and date of birth and those of my family.	I can identify the names of my family. I can read street signs, e.g. "Don't Walk" and the names of shops I know well.
Little to Fair	I can write a few short words, such as "pay" "sick" or "date". I can write a short sentence about myself.	I can read a short message, e.g. "Ring me at 6.00 pm tomorrow". I can read aloud names of shops and everyday objects.
Little to Fair	I can write a sentence telling what I did last night. I can fill in deposit and withdrawal forms from the bank.	I can read short easy sentences, e.g. "The bus is five minutes late".
Fair to Good	I can write a note to a friend asking him to ring me. I can write a simple letter to go with a cheque or job application form.	I can read a short notice on the work notice board, simple school circular or short story and understand straight forward classified advertisements.
Fair to Good	I can fill out most forms I can write a letter to a friend.	I can read short news items in the newspaper. I can usually read instructions for using things such as washing machines or vacuum cleaners.
Fair to Good	I can write a letter to tell people of a change of address, book accommodation for a holiday, to complain about overcharging or poor service etc.	I can read and understand simple books but may not understand some difficult words.
Fair to Good	I can write fluently, and hardly ever make errors or need to use a dictionary.	I can read most books and newspaper articles with good understanding.

Remember that each person is different. Some people may have good literacy skills against some measures, for example Prose literacy, but need support in other areas, for example, Numeracy.

Set out below is another example of a basic guide to assessing the core skills levels that people have. Level 3 is considered the minimum for people to be functionally literate.

Core Skills	Level
<b>Learning</b>	
<ul style="list-style-type: none"> <li>• Often needs assistance with learning new things</li> <li>• Not confident in their learning skills</li> <li>• Identifies past experiences of successful learning with prompting</li> </ul>	1
<ul style="list-style-type: none"> <li>• Can use key words to find information in a search engine</li> <li>• Can discuss learning goals and has some basic learning strategies</li> </ul>	2
<ul style="list-style-type: none"> <li>• Develops and uses personal organisation systems such as files, notebooks, folders and checklists</li> <li>• Accepts learning challenges where some risk is involved</li> </ul>	3
<ul style="list-style-type: none"> <li>• Has the interpersonal and team skills to facilitate interaction and learning with others</li> <li>• Poses questions to focus learning from a possible range of sources</li> </ul>	4
<ul style="list-style-type: none"> <li>• Employs a range of approaches to plan and manage sustained learning tasks</li> <li>• Selects from a broad range of problem solving and decision making strategies</li> </ul>	5
<b>Reading</b>	
<ul style="list-style-type: none"> <li>• Recognises short explicit pictorial texts: e.g. safety symbols found on chemical containers</li> <li>• Reads and follows simple timetable</li> <li>• Reads simple diagram to locate place of interest</li> </ul>	1
<ul style="list-style-type: none"> <li>• Extracts / comprehends information from at least 2 types of simple written texts, may use pictures and graphics to assist comprehension e.g.: advertising catalogue, TV guide, vegetable planting guide</li> </ul>	2
<ul style="list-style-type: none"> <li>• Comprehends longer texts with limited complexity</li> <li>• Can separate fact from opinion - uses a range of support resources to determine the meaning of words</li> <li>• Predicts content and meaning from familiar text structures</li> </ul>	3
<ul style="list-style-type: none"> <li>• Understands specialist vocabulary relevant to own field of interest or expertise</li> <li>• Can gather information for research from a variety of sources and critically analyses these e.g., newspapers, journals, internet sites etc</li> </ul>	4
<ul style="list-style-type: none"> <li>• Comprehends highly complex texts, including those with some technical specificity</li> <li>• Selects syntheses and organises ideas and information from dense texts</li> <li>• Draws on a broad and complex vocabulary</li> </ul>	5
<b>Writing</b>	
<ul style="list-style-type: none"> <li>• Writes a simple shopping list</li> <li>• Uses small bank of individual words or phrases to provide personal details or meet survival needs</li> <li>• Uses calendar to record significant dates</li> <li>• Approximates spelling making errors</li> </ul>	1
<ul style="list-style-type: none"> <li>• Writes a brief message</li> <li>• Uses basic punctuation e.g. capitals, full stops, commas</li> <li>• Writes legible script – writes factual or personal information using dot points – writes a list of tasks to be completed e.g. to do list</li> </ul>	2
<ul style="list-style-type: none"> <li>• Uses email for day to day communication</li> <li>• Demonstrates an understanding between formal and informal writing</li> <li>• Uses legible handwriting style or computer font appropriate to audience and purpose</li> </ul>	3
<ul style="list-style-type: none"> <li>• Writes clear, detailed instructions organised sequentially e.g. flow chart</li> <li>• Uses accurate, effective punctuation to convey a range of emotions or intentions</li> <li>• Writes for a range of purposes</li> <li>• Uses a range of software and internet applications e.g. PowerPoint, WEB2.0 applications</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates sophisticated writing control for a broad range of contexts</li> <li>• Understands and adheres to organisational conventions e.g. footnotes, references</li> <li>• Uses writing as a tool to plan and problem solve</li> </ul>	5

Core Skills	Level
<b>Oral Communication</b>	
<ul style="list-style-type: none"> <li>• Makes and responds to simple enquiries</li> <li>• Uses basic structures and very limited verb tenses</li> <li>• Relies heavily on gestures and facial expressions to make meaning</li> <li>• Identifies requests for clarification or repetition</li> </ul>	1
<ul style="list-style-type: none"> <li>• Makes a telephone call and responds to questions requiring basic personal details</li> <li>• Speaks slowly and pronounces key words deliberately</li> <li>• Participates in a face to face oral exchange using simple verb tenses</li> </ul>	2
<ul style="list-style-type: none"> <li>• Gives clear sequenced instructions of several steps e.g. how to play a CD / turn on and log on to a computer</li> <li>• Participates in an oral exchange requiring some negotiation – uses appropriate grammatical forms</li> </ul>	3
<ul style="list-style-type: none"> <li>• Engages in complex oral negotiations e.g. exploring issues, problem solving</li> <li>• Understands vocabulary specific to complex topic</li> <li>• Initiates topic shifts and points of clarification</li> <li>• Considers context and audience</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates sophisticated control of a range of oral genres</li> <li>• Understands and uses a broad vocabulary</li> <li>• Negotiates outcomes in discussions which embrace a range of potentially conflicting perspectives</li> </ul>	5
<b>Numeracy</b>	
<ul style="list-style-type: none"> <li>• Recognises key mathematical information in simple highly familiar oral and explicit written texts e.g. menus / bills, catalogues</li> <li>• Adds and subtracts whole numbers to 100</li> <li>• Comprehends simple symbols e.g. \$ ½ + - etc</li> </ul>	1
<ul style="list-style-type: none"> <li>• Calculates cost of 2 items estimating change due after making payment</li> <li>• Performs a limited range of simple calculations with the 4 operations + - x ÷ division should be simple sharing e.g. food bill between 4 people</li> </ul>	2
<ul style="list-style-type: none"> <li>• Interprets and uses very large whole numbers using a range of operations</li> <li>• Measures length, capacity, time etc using appropriate instruments</li> <li>• Uses a blend calculation methods e.g. pen and paper, mental, calculator</li> </ul>	3
<ul style="list-style-type: none"> <li>• Interprets and uses ratios and scales to read and interpret dimensions e.g. plans</li> <li>• Develops an operating budget with multiple funding sources</li> <li>• Calculates complex formulae with fractions decimals and percentages.</li> </ul>	4
<ul style="list-style-type: none"> <li>• Given financial constraints and family budgetary requirements investigates and analyses the options for renting or buying property making cost comparisons recommendations</li> <li>• Uses algebraic techniques</li> </ul>	5

## ***1.4 Supporting people with literacy needs***

As adults, we use our literacy skills in diverse contexts - in using an automatic teller machine, sending a text message on a mobile phone, reading stories to the children, or leaving notes to fellow workers and so on.

There are a number of aspects of the learning process for adults which are different from the learning process for children. It is important not to set up an inappropriate learning situation or environment for adults. This can easily happen if the learning environment is modelled on the one we remember from our education as a child. Some of the important points to remember are:

### **1.4.1 Self Direction**

One of the qualities which differentiate adults from children is their need to perceive themselves and to be perceived by others as being self-directed. Learning is enhanced when people are treated as self directing, responsible people who are encouraged to take an active role in decision making and planning their learning program.

### **1.4.2 The Role of Experience**

Adults have a rich reservoir of experience to draw on in a new learning situation. There are several points here. One is that this reservoir of experience is an invaluable resource to draw on in the learning situation. For example, if we are reading about a topic we are familiar with, the process of reading is easier.

If adults can link new learning to something they already know about, the learning is more effective. Any learning not directly related to past experience is slower. This is true of any learning, but sometimes we tend to think of the learning of children largely as making marks on a blank slate. Adults are not blank slates.

The final point is related to a person's self concept. People have a large investment in the value of their experience. When a person finds themselves in a situation where their experience is not being used or its worth minimised, it is not just their experience that is being rejected, they feel rejected as a person.

### **1.4.3 Immediate Needs**

Many people decide to learn to read and write or improve their reading and writing when they are adults in response to some critical event in their lives. They may be offered a promotion at work, or may be looking for a job, or their child has begun to ask them to read books to them.

Such points in our lives are times of high motivation. Taking advantage of these learning needs means that progress is likely to be enhanced. Adult learners are learners in a hurry, so we need to start working on their immediate needs.

### **1.4.4 Relaxed Learning Environment**

As adults, our response to anxiety is negativity. Extra stress from the learning situation causes a slowing down of learning. Most of us enter a learning situation in a state of stress or anxiety and any further stress can lead to lower performance. You don't need to push people as they bring their own motivation. Encouragement and praise will help much more.

Houses have a great opportunity to connect literacy with the programs they offer, since people in their community with literacy needs often already value and feel relaxed about their contact with the House.

### **1.4.5 The Importance of Success**

Because adult learners are usually voluntary learners, they can, and do, choose not to continue if they feel they are wasting their time. Therefore, early success is important. This is particularly so for adult literacy students. They may have few, if any, memories of successful formal learning situations. They are, almost by definition, failed learners at school. So people can enter new learning situations with a fear of failing yet again. They need to experience some success from the beginning, but the success must be genuine. Adults know when false praise is being heaped upon them.

### **1.4.6 Physical Aspects**

There are a number of physical aspects to being an adult learner which can affect the learning process. On the down side:

- eyesight starts to decline noticeably after about 40 years, and a person's eyesight may need attention.
- hearing starts to decline as we get older so make sure people can hear what is being said.
- short term memory declines so people need plenty of review activities to make sure the learning goes into long term memory. We also need greater time for reflection after learning activities to reinforce learning. We remember something best if we draw it back to memory often after the initial learning activity. We forget most in the first 24 hours, and particularly the first hour, after the initial learning so reviewing or practising what we have learned very soon afterwards is very important.

On the up side:

- the role which our increasing experience plays is a powerful one.
- motivation is likely to be higher.
- verbal ability usually increases with age.

### **1.4.7 Cultural Background**

Although the term culture is used quite regularly, there is no universal agreement about its definition. Culture is a complex, abstract and pervasive net of social elements that shape an individual's response to the world. We are often unaware of how much our cultural background shapes us. These factors will influence both you and the people you meet in your interactions and approaches to learning. Remember, keep an open mind, beware of generalisations and be sensitive and observant.

### **1.4.8 Key Points**

Another useful way to look at adult learning is as follows:

1. **Self-concept of the learner:** adults tend to resent being put into situations that violate their feelings of maturity; when adults are faced with learning new literacy skills, their mature self-concept is often in conflict with the fact that they have reverted, of necessity, to childlike literacy patterns.
2. **Utilizing the learning experience:** the experiences of all participants can be used as resources for learning; individuals learn better when they function as teachers and learners at the same time, using their experiences to facilitate the learning process.
3. **Readiness to learn:** it has been shown that adults are capable of diagnosing their own needs for learning and designing learning activities around the specifics of their situation.
4. **Time perspective and orientation to learning:** while adults are interested in planning and learning for the future, they are often more interested in learning for immediate application; learning is problem centred, not subject centred.

## **2 PARTNERING UP**

You may be able to develop projects that work with and draw upon the skills and resources of other people or organisations with an interest in adult or family literacy. Alternatively, you might work with other Neighbourhood Houses across a number of communities.

In some cases, others might approach you with an idea that you can see has potential. Houses don't have to be expert in everything, so drawing on the interests and capacities of others can be mutually beneficial.

If you are considering a project in partnerships with others, some thought will need to be given to the arrangements for managing the project, employing and supervising staff (if applicable), where and how the project will be delivered and how the benefits and responsibilities of the project will be allocated among the partners. This should be discussed and mutually agreed by the partners and recorded in writing as part of developing the funding application.

As an alternative to partnering with another organisation, you could also consider hiring another organisation to deliver some or all of the project on your behalf. For example if your project focus is to train volunteer literacy tutors, you could contract the appropriate Registered Training Organisation to conduct the training. Get a quote in writing and be prepared to haggle over the cost. Make sure the quote covers all of the services you require.

On the next page is a contact list of people and organisations in Tasmania who have an interest in the literacy field. All of them have been advised of the Everyday Literacy for Local Communities Program and encouraged to make contact with Neighbourhood Houses. Even if you do not partner with them in running projects, they could provide a valuable support network for dealing with literacy issues in your community. You are encouraged to contact relevant people and develop links with them.

First Name	Last Name	Company Name	Address	City	P/C	Phone	E-mail Address
John	Truscott	Workforce Learning Leader, Tas Polytechnic	PO Box 1308	Launceston	7250	63362722	<a href="mailto:john.truscott@polytechnic.tas.edu.au">john.truscott@polytechnic.tas.edu.au</a>
Trish	Hopwood-Wade	Workforce Learning Leader, Tas Polytechnic	26 Bathurst Street	Hobart	7000	62337323	<a href="mailto:patricia.hopwood-wade@polytechnic.tas.edu.au">patricia.hopwood-wade@polytechnic.tas.edu.au</a>
Patricia	Lucas	LLNP Team Leader Hobart, Mission Australia	GPO Box 613	Hobart	7001	62346800	<a href="mailto:lucasp@missionaustralia.com.au">lucasp@missionaustralia.com.au</a>
Ros	Goodsell	Migrant Resource Centre	49 Molle Street	Hobart	7000	62210999	
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Michael	Christie	Bridgewater LINC	Green Point Road	Bridgewater	7030	62339231	<a href="mailto:michael.christie@education.tas.gov.au">michael.christie@education.tas.gov.au</a>
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TBA		New Norfolk LINC	Charles Street	New Norfolk	7140	62611289	

## **3 IDEAS TOOL KIT**

This section contains a "grab bag" of ideas for providing literacy support. Their usefulness will depend on the literacy issues you identify in your community and the particular circumstances and interests of the people you are seeking to support. You will need to mould your ideas to suit people, not the other way around. To develop a project, you will need to consider the needs in the community, the opportunities you have to address them, and the resources you will need to do so. If the need is there, you may see opportunities to build on and modify programs that people have already engaged with and enjoyed, so that literacy becomes part of the focus.

### ***3.1 Applying for a Job***

A project could provide tutor support for small groups taking participants through all the stages of job seeking, including online searching, preparing resumes, preparing applications, mock interviews and the like. St Helens Neighbourhood House has been funded for such a project. For further information, contact Eleanor Taylor on 6376 1134 or at [sthelens@courier.tas.gov.au](mailto:sthelens@courier.tas.gov.au)

### ***3.2 Bookmaking***

In bookmaking workshops, participants are encouraged to take a hands-on approach to literacy by creating their own publications. Participants learn about bookmaking tools and are given the opportunity to stitch their own binding and produce stories and images to include in the book. See also Scrapbooking, Writing Simple Letters/Stories and Writing Life Stories.

### ***3.3 Cars***

Numeracy and literacy skills can be developed through content focused around the topic of cars. The context of cars and driving is particularly relevant and popular with young adults who are at the age where they are learning to drive or are beginner drivers, and also possibly thinking about buying their own car, but it is a topic that is often of interest to many adults. From a wider community perspective there is also the issue of safe driving, including saving people's lives or avoiding injury from car accidents. On top of this there are areas such as the costs of purchasing, running and maintaining a car; accident rates, safety of cars, safe driving, alcohol and drugs; and using maps, street directories and satellite navigation systems. Examples of facilitator guides and handouts for students can be found at <http://www.deewr.gov.au/Skills/Programs/LLNP/Pages/Resources.aspx>. Make sure anything you use is really suitable, and not just chosen for convenience.

#### ***Car and motoring organisations***

There are many state and national bodies and organisations that offer a wide range of information about cars and travel. As well they often offer specific resources, activities and support for schools and students. The information is useful for researching and analysing

information about cars and driving. The state motoring organisations provide a range of information about cars – including running costs, purchasing cars and safety issues. A starting point for all State organisations is the Australian Automobile Association (AAA) at: <http://www.aaa.asn.au/>. They also hold national data on fuel prices etc. The Royal Automobile Club of Tasmania Limited (RACT), can be contacted at <http://www.ract.com.au/> Other useful car based resources and links are included in the Appendix.

### ***3.4 Christmas Hamper Club***

People often pay excessive amounts to purchase commercial pre-packaged Christmas hampers. There is potential to combine prose literacy, document literacy and numeracy in working with people to investigate, design and organise their own Christmas hamper at a considerable saving.. For example, participants could investigate leading hamper company brochures and order forms, check prices in local supermarkets, make personal lists of favourite goodies for the hamper, and even set up a savings program to finance their own hamper. Although not undertaken as part of the Everyday Literacy for Local Communities Program, Ravenswood Neighbourhood House has been involved in such a project. For further information contact Lynette Burr on 6339 1543 or at [rvncanne@bigpond.com.au](mailto:rvncanne@bigpond.com.au)

### ***3.5 Computer Games***

Many young people are particularly interested in computer games and will engage readily with them. There are computer games with a theme where words are integral to the game. With the appropriate games software and some computers to run the software, otherwise disengaged young people can engage in literacy learning at a basic level, without being aware that they are doing so. As an added incentive you could create game teams (including staff and volunteers who can quietly provide literacy support) to aim for small prizes for improvement each week. Risdon Vale Neighbourhood Centre has been funded for such a project. For further information contact Ann Harrison on 6243 5752 or at [ravenswoodnh@netspace.net.au](mailto:ravenswoodnh@netspace.net.au)

### ***3.6 Computer Literacy***

There are many people in the community who have few or no computer skills and limited opportunity to develop those skills. At the same time, many businesses and Government departments increasingly expect people to communicate with them by email or through the internet. For some people, even seeking support at an on-line centre is too challenging. You may be able to offer learning support for people to improve their computer technology skills in a relaxed and non-threatening environment. Zeehan Neighbourhood Centre has been funded for such a project. For further information, contact Melissa Crosbie on 6471 6108 or at [znc@intas.net.au](mailto:znc@intas.net.au).

### ***3.7 Cooking and Nutrition***

Bringing food, social connection and learning together is always a powerful mix. Literacy and numeracy skills can be developed using a variety of creative and practical activities focused on nutritional information, safe food preparation and menu planning. These activities have broad application and can be adapted to different cultural contexts.

You will need access to basic food preparation equipment for a group, such as bench space, chopping boards, knives, serving platters, bowls and spoons. You may decide that the learning benefits mean that it is worthwhile making the outlay to purchase these items, which can be reused with successive classes. Alternatively, activities could be adapted so that practical application in the House is not required. Participants may complete many of the nutritional awareness activities without engaging in food preparation activities. For example, a healthy lunch project could be undertaken with participants planning the menu, sending out invitations, negotiating responsibility for part of the menu or event, cooking their dish at home and bringing it to share on the day

The recipes may need to be very basic and serve just to start the nutrition awareness process and to anchor literacy activities within a real life context. Participants will bring their own cultural knowledge and preferences to bear as they meet week by week. The topic allows for the repetition of numeracy and literacy activities in a genuinely purposeful way as the menus are selected, the ingredients and quantities are identified, and the meals prepared on a routine basis. This repetition supports learners in acquiring the literacy and numeracy skills of food preparation. A possible extra to the project could be writing up recipes to share with other participants, and even the production of a cook book.

This topic takes a hands on approach to learning about nutrition, meal planning and diet. How much is funded by the project rather than by the participants will depend on your circumstances and the situation of the participants. Participants could contribute a small amount of money each week to fund the group purchases of ingredients. This way budgeting and shopping are made more personally meaningful to learners and financing the recipe activities can be incorporated into learning tasks if appropriate. The money involved should not be great and participants will consume the products.

Examples of facilitator guides and handouts for students can be found at <http://www.deewr.gov.au/Skills/Programs/LLNP/Pages/Resources.aspx>. Make sure anything you use is really suitable, and not just chosen for convenience. Further assistance and advice on nutrition can be obtained from the Tasmanian Government Community Nutrition Unit at [http://www.dhhs.tas.gov.au/service\\_information/services\\_files/community\\_nutrition\\_unit](http://www.dhhs.tas.gov.au/service_information/services_files/community_nutrition_unit)

### **3.8 Craft**

There are a multitude of craft activities that can be undertaken with embedded literacy and numeracy skills. Two are separately listed (Bookmaking and Scrapbooking). Any activity that involves sequencing of instructions, incorporates some written product, requires some reading and so on could be suitable depending on the interests and skill levels of the participants.

### **3.9 Develop (and perform) a Play**

There is potential to develop language, literacy and numeracy skills through the process of devising, developing and performing a play. This can be of value as a vehicle for literacy development, and has proven ability to engage participants, and potential for involving participants in the wider community.

Participants with low-level literacy skills can be supported to work together cooperatively for a common goal over an extended period. Participants' own interests and experiences provide the subject matter of the play, and the process of developing this material into a play furthers literacy development across a wide field: knowledge grows as participants research the issues involved in the subject area they have identified; scenes, roles and responsibilities are developed gradually, drawing on a range of reading, writing and speaking skills; rehearsals allow a revisiting of spoken and written language; problem solving and adaptability develop as the play evolves into its final form. The topic also lends itself to developing external partnerships with a variety of community organizations; however, this may not be appropriate in all contexts.

This idea is based on a drama programme developed by Linno Rhodes of the Carlton Neighbourhood Learning Centre (CNLC), which she presented at the 2008 VALBEC conference. Situated in inner Melbourne suburb of Carlton, CLNC is a well-established community learning centre serving the needs of a diverse range of students, from those with high language needs to those with particular community or vocational learning requirements. The drama programme has been running for three years at CLNC. During this time, four separate productions have been mounted – with more to follow. The Everyday Literacy class at CNLC has developed and performed a play about topical issues such as train travel, healthy eating, loneliness and accessing communities, and recycling. The plays have enabled learners with intellectual disabilities to access literacy activities that are designed for their specific learning needs. A community partnership has been developed with *La Mama* theatre and the class is able to stage their performances as matinees within the theatre space for no cost. Most importantly, the drama project has been engaging for students, giving them a means to express views and explore issues which are of concern to them, thus enabling the voice of learners who are often marginalized to be heard at centre stage.

Examples of facilitator guides and handouts for students can be found at <http://www.deewr.gov.au/Skills/Programs/LLNP/Pages/Resources.aspx>. Make sure anything you use is really suitable, and not just chosen for convenience.

### ***3.10 Drawing Cartoons or Comic Strips***

A lot of young people in particular enjoy drawing cartoons or reading comic strips. Manga (a Japanese comic or graphic novel or one of similar style) is particularly popular with some. Along with the enjoyment of drawing, participants would need to work on story lines and outlines of plots, all of which could be written down. If necessary, the writing could be done on a whiteboard by a facilitator, with the participants contributing orally. Some text is also usually included in the cartoon strip itself.

Another idea is to photocopy pages from a comic book and white out all the writing. People can then make up sentences for each of the characters to say. This is a great way to use picture cues to write a story.

### ***3.11 Family Library***

An American group Habitat for Humanity introduced a Books for Humanity initiative which provides targeted families with a family library of basic reference books: atlases, dictionaries, thesauruses, punctuation and style manuals, and concise encyclopaedias. Bookcases were

donated by local companies. The project also maintains a free bookstore, "BookStop," at their premises. The store keeps at least 1000 books on its shelves, which are available for targeted people in the community to select, free of charge, for further enrichment and personal pleasure. Both of these collections, in the homes of families and in the store, are stocked through donations of funds and books, including from leading booksellers such as Barnes & Noble.

Each year the targeted families are invited to do their holiday shopping at the Family Book Fest. A wide selection of new books is available at no charge, and volunteers provide free gift wrapping. The event is an opportunity for the families to come together and enjoy themselves. The nights have included choral performances, presentations from local authors face painting, and balloon races.

On a more modest scale, Dorset Community House has been funded to provide a family library bookcase and books in the House. For more information, contact Vicki Knight on 6352 2765 or on [dorset.house@bigpond.com](mailto:dorset.house@bigpond.com)

### ***3.12 Family Literacy***

There are a number of ways to develop family literacy with parents and children working together. One option is to provide children's books to participating families where parents read/look at the books with their children. Supported by a project officer, the parents have the children draw their interpretation of the story and the parents then help in writing a narrative to accompany the pictures. The project officer visits each home during the project to support and encourage the parents and children, taking time to chat in general about literacy in the participant's home. A book of the drawings created can be produced and given back to participating families, to community organisations and community members. Having families participate in making of a book can be an empowering experience for both children and parents. Goodwood Community Centre has been funded for such a project. For further information, contact Louise Sullivan on 6272 2560 or at [goodwood@bigpond.net.au](mailto:goodwood@bigpond.net.au).

### ***3.13 Footy Club (including footy tipping)***

There is potential to develop language, literacy and numeracy skills by focussing on the topic of sport, and in particular Australian Rules football. Sport is a major part of the lives of many young people and adults, and the communities in which they live. Sport and related activities are a relevant and potentially engaging context for students to make connections between literacy, mathematics and their lives.

In today's society, with its abundance of televised broadcasts, sport includes an amazing array of reports, scores and results, statistical data and analysis which are an extremely rich stimulus for working with students in literacy and numeracy. Not only are there results and statistics, but there are the shapes and sizes of the playing fields; the rules for scoring and even elements of chance can be incorporated through looking at the probability of winning games and also the betting on sports results.

Depending on the participants, football tipping competitions offer a great opportunity to do some more numeracy and maths work around football. It can also very easily link in with basic computer operation. There are also online footy tipping competitions that your group

could be involved with. One possibility where you can set up a competition is at <http://footy tipping.com.au/> A number of other potentially useful websites are listed in the Appendix.

In addition to the AFL, most major sports have comprehensive websites with up-to-date information, latest scores, ladders, player profiles and match statistics. Some specific ones which may be useful are listed in the Appendix.

Examples of facilitator guides and handouts for students can be found at <http://www.deewr.gov.au/Skills/Programs/LLNP/Pages/Resources.aspx>. Make sure anything you use is really suitable, and not just chosen for convenience.

### ***3.14 Health and Well Being***

To be functionally literate with respect to health information, individuals should be able to read printed items such as consent forms, health history questionnaires, educational brochures, and medicine labels and informational inserts. They should be able to understand the oral instructions given by health care providers, and carry out the directions they read and hear regarding their medicines and appointment times. They must be capable of applying reading and numeral skills to meet their personal health needs in most situations.

Sometimes it is hard for health care providers to assist functionally illiterate patients because many are clever at concealing their problem. They recognize the stigma attached to low-literacy and are embarrassed to let their health care providers know they can't read or comprehend health information. The majority of such individuals have never even told their spouses of their difficulty. Many times their literacy problems are overlooked by their health care providers because they are otherwise poised and articulate people.

There is potential to develop language literacy and numeracy skills through content focused around the topic of wellbeing. This could occur at the same time as promoting awareness of factors which may contribute to individual emotional wellbeing and encouraging personal reflection on these factors.

The content and the associated activities should be flexible, selected and adapted to the needs of the particular participants.

Participants may wish to focus on a particular aspect of wellbeing and develop it further. For example, an activity could be to set up and maintain a walking group or to develop social connection through such activities as lunch club.

Participants could work together to explore some of the issues connected to health and wellbeing and also work individually so that they build up a picture of their own health and wellbeing. Participants could keep their own wellbeing journal so that they can reflect on their own wellbeing and the strategies they can use to maintain it. The "audience" for their wellbeing journal will therefore be each individual writer.

Examples of facilitator guides and handouts for students can be found at <http://www.deewr.gov.au/Skills/Programs/LLNP/Pages/Resources.aspx>. Make sure anything you use is really suitable, and not just chosen for convenience. Other websites that could be useful are listed in the Appendix.

### ***3.15 Identifying Needs***

There are many ways in which you might identify literacy needs in your community. In some cases, individuals you meet on a one to one basis may clearly have literacy issues, even if they do not name this up themselves. In other cases you may have noticed over time a common literacy thread running through interactions you have with a range of people. Often programs that you are running or have run for other purposes may have unintentionally uncovered literacy issues. Other organisations, local businesses or schools may mention a literacy issue that they have identified. Sometimes a person will come directly to you asking for specific literacy support. Refer to the previous section "The Hidden Problem" for additional information.

You may need to "test the waters" with a trial project to clarify just what the literacy issues are or to test how to effectively provide literacy support even when you are clear about the issue. With literacy in mind, you may want to redevelop a program that you have done before to incorporate a literacy component woven into the program.

If you have people who have already identified or begun addressing their literacy needs, you could develop a project to provide support for them. This could involve organising literacy classes in your community, assisting people to attend courses elsewhere, or setting up a referral service to the nearest LINC, where people can be matched with a volunteer literacy tutor.

As one example, service providers in local pharmacies, post offices and Government offices often encounter people with literacy issues but may not have the skills to identify this or the knowledge on how to deal with or refer people to the appropriate support. Front line staff in such places could be supported with training and information on literacy issues and referral methods. Eastern Shore Community House and Devonport Community House have been jointly funded for a project such as a project. For further information, contact Lorraine Heron on 6427 9985 or at [esch@westnet.com.au](mailto:esch@westnet.com.au).

### ***3.16 Learner Drivers***

Gaining a driver's licence is often an important step for young adults or for older adults who for a variety of reasons have not previously sought a licence. People with literacy difficulties may require literacy support to ensure they have the necessary skills to learn the road rules and to then pass the learner driver written test.

### ***3.17 Living Library (storytelling)***

The literacy levels of both adults and children can be developed by providing support for adults to increase understanding of text and interaction when reading to children. One option is to record parents reading children's stories and create tapes or CDs that parents can give to their children. The adults benefit by expanding their abilities to read aloud in an engaging way (and using simple texts that they might otherwise be reluctant to read), and the children who are the audience are likely to be more fully engaged with the texts and their own literacy development. Devonport Community House has been funded for a project incorporating some of these ideas. For further information, contact Kate Beer on 6424 7060 or at [devhouse@bigpond.net.au](mailto:devhouse@bigpond.net.au).

### ***3.18 Rap and Hip Hop Music***

Musical tastes vary and not everyone appreciates rap or hip hop music. At times the lyrics can be offensive to some people. In many cases however, lyrics tell stories of the personal experiences and community life of the writer. Some young people could be engaged to work on their literacy skills by developing and workshopping their own rap/hip hop lyrics. Lyrics can be written down, edited and read out as rehearsal for performance.

### ***3.19 Reading Activities for Adults With Low Reading Skills***

Here are some examples of reading activities that could be appropriate for use with adults with low reading skills. Choose texts that are of high interest or high importance to people, preferably with lots of visual support such as pictures or diagrams.

- Junk mail
- Brochures
- Small sections of the newspaper, e.g. the sports page or the fashion page
- School newsletters
- Cards and greetings
- Menus
- Recipes
- Appointment cards
- Bills
- Leases
- Letters
- Telephone directories
- Street directories

Books for adult readers:

- Content of interest to reader
- Sparse text, that is, not too much text on the page. Visual and graphic support helps. Consider books with an accompanying CD or DVD to support listening and reading.

### ***3.20 Scrapbooking***

Scrapbooking is a very popular activity these days. People engage with the creative aspects of laying out and decorating pages, and usually develop their scrapbooks on themes directly relating to their own lives. This means there is a great opportunity to embed some literacy work into a scrapbooking project, especially if the theme is developed to include not just labelling of items, but small stories of personal significance to the participant. Use of computers to write and set out text for printing and including in the scrapbook is also a possibility.

### ***3.21 Simple Letters/Stories***

You can work with people one to one helping them create stories or letters on the computer. Sometimes it can be useful to use a "model" for a person to create their own written passages. For example, "My name is Helen, I live in New Town, I have 3 children." The person substitutes their own information building up a personalised story about themselves, which can then be printed out.

### ***3.22 Training and/or providing Literacy Tutors***

In some cases, having access to local volunteer literacy tutors to assist people could be beneficial. There are courses to train volunteer literacy tutors for one on one literacy tutoring. In the major metropolitan areas you may be able to offer support for volunteers to attend these courses. In regional areas, you might consider arranging for training to be offered locally. If you are proposing to use a training provider, obtains quotes in writing and see what deals you can negotiate. On-line training for at least some aspects of volunteer literacy tutor training is also being developed.

If you see benefit in having access to volunteer literacy tutors that have received training through the Polytechnic (formerly TAFE) sector, there are a number of ways that this could occur.

As background, people who undertake this training receive it for free, provided they commit to being available for about 2 hours a week for a period of time to tutor a student matched with them through the local LINC. Otherwise, they would be expected to pay for the training.

If you have someone with literacy issues who is interested and willing to participate in this already established system, you can refer them to the nearest LINC. There, the support they require will be assessed and they will be matched with a suitable tutor. This form of tutoring is normally done on a one-to-one basis. If it is mutually agreed by the student and the tutor, and OK with you, they could meet in the Neighbourhood House for the tutoring sessions.

It may also be possible, on a case by case basis, to negotiate with the local LINC to have access to a tutor in a more informal way, without a student being assessed at the LINC. This could arise if the person you are supporting does not want or is not able to formally register with the LINC. Alternatively, in special circumstances, it may be possible for the LINC's literacy coordinator to come to the house to meet with and assess prospective students seeking literacy tutoring. These would not be usual practices, but don't rule out asking if it seems the best solution.

If you would like some trained tutors just for House purposes, it may be possible to pay for their participation in the training so that they are relieved of any commitment to tutor through the LINC system. This could be done by paying for people to attend a training course already scheduled through the Polytechnic. Alternatively, you could hire the Polytechnic to run a training course specifically for your volunteers.

As another option, you could advertise paid tutoring positions for people with at least the equivalency of the Polytechnic training to work on your Projects. This would mean that they could separately still meet their volunteer commitments to the LINC system. Such tutors could offer overt literacy tutoring for people who have self identified a need to work on their literacy. Alternatively, the tutor might work with another non-literacy tutor to present a program where the literacy component is embedded in it without any obvious mention of literacy. For example a cooking class with a literacy focus could benefit from the skills of a cooking tutor and a literacy tutor working together. Of course if you can find all the skills in one person that's great!

In all cases, your literacy tutors should have all the usual checks, including safety screening clearances.

For further information, contact your local LINC office or the Workforce Learning Leader at the Tasmanian Polytechnic. Contact details are included in this document in the Partnering Up section.

Dorset Community House has been funded to arrange training for volunteer literacy tutors. For further information, contact Vicki Knight on 6352 2765 or at [dorset.house@bigpond.com](mailto:dorset.house@bigpond.com).

### ***3.23 Writing Activities for Adults With Low Writing Skills***

Here are some examples of writing activities that could be appropriate for use with adults with low writing skills. Choose writing activities that are of high interest or high importance to people.

- Forms - library, doctor, Medicare, Centrelink, forms for work, free samples forms, win a free something-or-another forms, etc.
- Postcards and greeting cards
- Personal stories
- Stories of shared activities - use photographs to give visual support
- Self made books of interest to the learner

### ***3.24 Writing Life Stories***

This is an extension of the simple letters/stories idea, which could also be linked with scrapbooking or bookmaking. Handled sensitively, this activity can have both literacy and wider personal and emotional benefits. People can feel empowered in telling their life story and this is reinforced if they are supported to produce a written version. This can be supported by photographs from a person's life.

Another option is for a person to tell a personal story or experience (perhaps being encouraged by using interview techniques to draw them out), record it on tape or digital recorder, and then practice writing it down. This can help them write more complicated material than they thought they could.

### ***3.25 Writing Mentor***

A writing mentor program could operate as a collaboration between mentor writers and at-risk community writers. You could pair a writing mentor with an aspiring community writer in a "distance" mentoring relationship by using computers, email and the internet, or alternatively set up a face to face mentoring program. The at risk community writers are encouraged to develop their basic and creative literacy skills through individual mentorship and collaboration. The writers develop their skills as mentors and participate in challenging negative stereotypes as they work to increase access to literacy programming for at-risk populations. The project could culminate with a collaborative publication co-designed by the mentors and community writers.



## **4 APPLYING FOR A GRANT**

In this section you will find an example copy of the Funding Guidelines for applying for a grant under the Everyday Literacy for Local Communities Program. The Funding Guidelines will be updated each year, at least to give the correct dates for applications in that year. From time to time, other revisions to the guidelines may occur. Before you apply for funding, check the TACH website to make sure you download the most up to date guidelines for the year in which you intend to apply.

Also included in this section is a sample of a Funding Application form, with some guide notes on how to complete the application form. The Funding Application form may also be modified from year to year, so again download the up to date form from the TACH website for the funding round in which you intend to apply.

An example of the Final Project Report that successful grant applicants must complete at the end of their project is included along with an example of the Funding Agreement that successful applicants must sign. These documents are also subject to change. Grant applicants that are successful will receive current copies of these when they are notified of the success of their application. Example copies will also be provided on the TACH website and updated whenever any changes occur.



## ***4.1 Funding Guidelines***





*Tasmania Association of Community Houses Inc*

# **EVERYDAY LITERACY FOR LOCAL COMMUNITIES**

## **FUNDING GUIDELINES ROUND 3**

**March 2011**

*TACH gratefully acknowledges the funding support of the Tasmanian Community Fund  
to establish the Everyday Literacy for Local Communities Program*

## INTRODUCTION

The Tasmanian Association of Community Houses (TACH), on behalf of the Neighbourhood House sector, has obtained a \$1.5 million grant from the Tasmanian Community Fund to establish and administer the Everyday Literacy for Local Communities Program.

The Tasmanian Community Fund (TCF) was established in 1999 from the sale proceeds of the Trust Bank to directly benefit the community by making grants to community organisations. In 2009, with the aim of improving adult and family literacy levels in Tasmania, the TCF invited applications for funding under the title *Learning in Perpetuity*. On the basis of its application, TACH was granted the funding.

Over the ten year period of the Everyday Literacy for Local Communities Program, TACH is investing the \$1.5 million and using the interest to resource projects developed by Neighbourhood Houses to address literacy in their communities.

Depending on the investment earnings, approximately \$100,000 will be available in the first year for funding literacy project applications, indexed in later years for inflation. In addition, some interest and capital will be put aside, so that at the end of the ten year period, a Literacy Future Fund will be established. This fund will be available for Neighbourhood House literacy projects in perpetuity.

The Everyday Literacy for Local Communities Program will build on and respond to the ideas and issues that arise during the ten years that it runs. This means that the details of how the Program operates from year to year may vary to best meet the aims of the Program and respond to the needs identified by local communities. At the same time, the Program will continue to operate within the guidelines from the TCF.

## **AIMS OF THE EVERYDAY LITERACY FOR LOCAL COMMUNITIES PROGRAM**

The aims of the Program are for Neighbourhood Houses to offer support for a person's literacy development through two broad approaches. These are:

3. Provide a non-threatening entry for people through practical projects that seamlessly build literacy into the process.
4. Target support for people who have already identified or begun addressing their literacy needs.

## **WHAT DO WE MEAN BY LITERACY?**

In providing funds for improving literacy within Tasmania, the Tasmanian Community Fund set out some characteristics of literacy, which have been adopted to guide the Everyday Literacy for Local Communities (ELLC) Program.

In summary, literacy means more than just reading and writing. Literacy involves listening and speaking, reading, writing, numeracy and using everyday technology to communicate and handle information. It includes more than the technical skills of communication; it also has personal, social and economic dimensions. It is about personal development and building confidence as well as technical skills.

In the ELLC Program, funding will be allocated to projects that are aimed at improving adult and family literacy levels. For the purposes of the ELLC Program:

- Adult literacy refers to working with people past the age of compulsory education.
- Family literacy refers to working with parents and children together, developing stronger relationships between parents and their children and getting parents involved in their children's education.

## KEY LITERACY AREAS

For the purposes of ELLC, and consistent with the approach of the Tasmanian Community Fund, six key areas or themes of literacy have been identified as suitable for funding under the ELLC Program. These are:

### **Prose literacy**

- the ability to understand and use information from various kinds of narrative texts, including texts from newspapers, magazines and brochures.

### **Document literacy**

- the knowledge and skills required to locate and use information contained in various formats including job applications, payroll forms, transportation schedules, maps, tables and charts.

### **Numeracy**

- the knowledge and skills required to effectively manage and respond to the mathematical demands of diverse situations.

### **Problem solving**

- goal-directed thinking and actions in situations for which no routine solution is available.

### **Health literacy**

- the knowledge and skills required to understand and use information relating to health issues such as drugs and alcohol, disease prevention and treatment, safety and accident prevention, first aid, emergencies, and staying healthy.

### **Technology and information literacy**

- the ability to locate, evaluate and use information from a range of sources.

## FUNDING ROUNDS

Each year, TACH will offer funding of approximately \$100,000 for literacy projects identified by Neighbourhood Houses.

The funds will be made available through a simple application process. Neighbourhood Houses can identify projects that respond to local adult or family literacy needs and demands and apply for funding to address them.

The intention is to conduct a funding round each year in April or May, depending on the timing of Easter.

### *Base Funding and Value Added Funding*

TACH intends to keep as much flexibility as possible in the application and funding process.

If all Neighbourhood Houses successfully apply for funding in any one funding round, the available funds could be spread quite thinly. On the other hand, if not all Houses apply in a funding round, or some applications are not successful in that round, there could be more money available for successful projects.

Experience will show what might happen, but for now funding applications will allow for two levels of funding requests.

All funding applications must include the base funding required to carry out the project. For some Houses this may be the only amount identified.

However, an application may also identify extra funding which would add value to the project if money is available.

For example, if all houses successfully applied for funding and if the funds were distributed equally, no more than approximately \$2,500 to \$2,900 would be available for any one project. No money would be left to provide for adding value to the basic project.

On the other hand, the amounts requested by each application may be different, depending on the type of project. It may be that not all houses receive funding in a

funding round, for whatever reason. Therefore, in some funding rounds, there may be surplus money available for projects. This could be distributed according to the additional value added funding identified in applications.

Note that no application will automatically be funded. A project must meet the requirements of the Funding Guidelines and, in the view of the assessment panel, be likely to succeed.

Even if a project is selected as suitable, the funding provided may differ from the amount applied for in the application. This will depend on the number of applications received, the recommendations of the external panel that assesses applications, and the amount of money available to distribute in the funding round.

## **FUNDING ROUND TIMETABLE**

The next funding round opens:	21 March 2011.
Applications will close:	18 April 2011.
Results notified (if possible):	Late May 2011.
Funds distributed (if possible):	June 2011.

## FUNDING ELIGIBILITY AND CRITERIA

### *Eligibility*

Applicants must be Neighbourhood Houses that are financial members of the Tasmanian Association of Community Houses Inc. Joint applications by Neighbourhood Houses are welcome, as are applications that partner with other organisations.

Project funding will not be provided:

- For core government responsibilities, even if the neighbourhood house is proposing to undertake those core responsibilities
- Retrospectively for activities already completed, underway or committed to prior to an applicant being advised in writing of the outcome of their application
- For projects which produce a private benefit to an identified person(s)
- For operational costs which are not directly attributable to the project

### *Funding Criteria*

Applicants must show how their project will contribute to improving adult and family literacy in one or more of the six key literacy areas:

- Prose literacy
- Document literacy
- Numeracy
- Problem solving
- Health literacy
- Technology and information literacy

In addition, applicants must show how the project:

- Responds to a real need or demand in the community
- Provides for maximum long-term benefit to the community
- Provides value for money

Projects should also contribute towards one or more of the following:

- Developing social and cultural opportunities for community members
- Contributing to healthier lifestyles
- Increasing people's life skills
- Increasing people's skills for gaining employment
- Improving people's work skills

## ***Selecting Successful Projects***

Your application will be assessed by an external panel, with expertise in literacy and community based approaches, which will meet to consider applications. TACH will not make decisions about which project applications will be funded but will distribute and administer funding on the recommendations of the external panel.

## **HOW TO APPLY**

### ***Application Form***

Each application must be made on a Funding Application form. Complete all sections of the application form. Attach any additional material to the form if you wish.

### ***Number of Copies***

One copy of your application is sufficient. However, make sure you keep a copy in a safe place for your own records.

### ***Closing Date for Applications***

The closing date for applications is 5 pm on Monday 18 April 2011. Late applications will not be accepted.

### ***Lodging Your Application***

Your application must be lodged by the closing date by post or email.

Applications should be mailed to:

Everyday Literacy  
Tasmanian Association of Community Houses  
PO Box 169  
Moonah  
Tasmania 7009

or emailed to:

[tach@tach.asn.au](mailto:tach@tach.asn.au)

## **ENQUIRIES**

Contact the TACH office on (03) 6228 6515

## ***4.2 How To Complete Your Funding Application***



Tasmania Association of Community Houses Inc

## Everyday Literacy for Local Communities

# How to Complete Your Funding Application

Date Received:

### 2011 - FUNDING ROUND 3

Please complete the Funding Application and submit it no later than 5 pm, 18 April 2011.

Post to:  
**Everyday Literacy**  
**Tasmanian Association of Community Houses**  
**PO Box 169**  
**MOONAH TAS 7009**

or email to: [tach@tach.asn.au](mailto:tach@tach.asn.au)

### Application Details:

Name of House or Centre	Insert the name of your house or centre here		
Project Contact Name and Phone No	Insert the name of the main person responsible for the project and their phone number	Alternative Contact Name and Phone No	Insert the name of a person who could be contacted about the project if the main person is unavailable
Name of the Project	Give your project a name that captures the key aspects of what it is about		
Aims of the Project	Describe what it is that you want to achieve. Be quite specific, avoiding broad goal statements. For example, "show participants how to prepare a job application", not "support literacy needs in the community"		
Literacy areas in the guidelines you are aiming to cover	Your project will need to cover one or more of the literacy areas set out in the funding guidelines. Your project may cover many of them to some degree, but a targeted project is more likely to make it easier for you to achieve its aims.		
People or Group you intend to help	Be specific rather than targeting the whole community. The aims of your project and the people you are helping should be clearly linked.		
How will you incorporate literacy support into the project	Just because a cooking class inevitably involves some literacy, does not make it a literacy project. You will need to consider how your project will provide active literacy support (however discretely) to participants in the activities you are offering.		
What sort of skills will any project worker/s need	Because you are proposing a literacy project, you will need to think about the relevant knowledge and abilities to work with people with literacy issues that you will need. This will depend on the type of project you are proposing.		
Base Funding Requested (see Guidelines)	Calculate the realistic amount needed to achieve your aims. Clearly list the budget line items in the attached budget. Make sure they are directly attributable to your project.	<b>Please attach a budget breakdown showing how you would spend the funding</b>	
Value Added Funding you could use (optional, see Guidelines). Explain how you could add value.	In some funding rounds there may be surplus money available for projects. If you can see ways in which some extra funding would allow you to build on your project and add value to it, explain that here and state the amount involved.		

Description of Project – Include all relevant information on how you will meet your aims (For example - Why is there a need for this Project? How will the Project work? Who will participate? What activities will be undertaken? When and where will the Project take place? How long will the Project run and what is the finish date?)

Make sure that the project you describe follows logically from the aims of your project.

Explain why you see the need for this project. For example, "local businesses tell us that many job applications are poorly worded, incomplete and poorly presented".

Describe how you will set up the project. For example, how will you identify and attract participants? How will you capture people's interest? Where will you run the project?

Identify who will directly work on the project and what activities will take place. What will participants do? How will you find the right person or people to organise or run the project?

How many people are you aiming to involve? How long will sessions last? How many sessions will be held? What time of day or night do you propose to operate?

When will the Project finish?

What sort of involvement will participants have in deciding how the project works?

Are there stages to how the project will be implemented?

Is the project a trial or pilot program?

How does the project that you have described meet the aims that you have identified?

Are there any aspects of the project that could continue after project funding concludes?

Are there any difficulties that you anticipate and how would you deal with them?

If you are making a joint application with another Neighbourhood House or an application in partnership with an external organisation, how will the responsibilities and benefits of the Project be shared? What management structure will the Project have?

**How will you measure the success of your Project? How will you know if your aims have been achieved?**

Your success measures will depend on the nature of the project. Success measures should link to the aims of the project.

In some types of projects, concrete measures such as "60% attendance through to completion of project", "majority of participants gaining a job interview", "able to complete form unaided" and the like could be used. In some cases, direct measuring of literacy progress may be appropriate, for example where people have already identified or begun addressing their literacy needs.

Some types of applications may also rely on information in the form of personal success stories, increased confidence etc. Formal or informal feedback collected from participants, tutors or others could also provide success measures.

**How will you report on your Project, both the successful and unsuccessful parts? What evidence will you provide?**

If your project is funded, you will be required to complete a Final Project Report for TACH at the end of the project. To do this you will need to record the progress of your project and keep evidence. This may be in the form of statistics, work produced by the project and the participants, feedback statements and the like. How will you communicate this in a report? Apart from your Final Project Report to TACH, who else should hear about the Project? What about the participants themselves? Or the local community? Is there a news story for the local media? What can you report and back up with evidence?

Signature of Applicant

This should be signed by a person authorised to sign on behalf of the house or centre.

Date

This should be the date of the final version of your application, as submitted to TACH for consideration.



### ***4.3 Final Project Report***



Tasmanian Association of Community Houses Inc

# Everyday Literacy for Local Communities

## Final Project Report - Round 3

Under the funding agreement for your project, you must provide a final report to TACH within 3 months of the project's agreed completion date. Receipt of your completed report will be taken into account when assessing any future Everyday Literacy grant applications.

**Remember to complete and sign both the Project Report and the Financial Report**

**House or Centre**

**Project Title**

**Grant Round**

**Amount of Grant**

**Contact Name**

**Contact Address**

**Contact Phone Number**

**Email**

*Please return this completed report to:*

The Executive Officer  
Tasmanian Association of Community Houses Inc  
PO Box 169  
MOONAH TAS 7009

## Project Report

Please report on the achievements of your project against your aims and measures of success. Where available, provide statistical information on attendance, participants, and literacy improvements. You are encouraged to submit any project photographs, newsletters, media reports, examples of work produced by participants, personal stories etc with your report. If you need more space, please attach separate sheets of paper. Your report may help to others to improve how they do things, so frank and detailed information is welcome.

**In what ways did your Project achieve the literacy aims you had set?**

**What were the highlights of your Project?**

**What literacy (and any other benefits) did the participants gain from your Project?**

**How many people commenced, participated in, and completed your literacy project, or otherwise participated?**

Commenced:

Participated more than half the time:

Completed:

Otherwise participated:

**Any Comments?**

**What did you learn about literacy needs or issues in your community?**

**What would you do differently if you were running the Project again, and why?**

**Any additional information or comments?**

**Name**

(Authorised person)

**Signature**

(Authorised person)

**Date**

*Don't forget to complete the Financial Statement (see next page)*



**Records:** You must maintain proper books and records in respect of the use and expenditure of the Grant. In particular, retain all invoices, receipts, payroll records and bank statements for your audit purposes and keep those records for at least three years from completion of the Project. TACH may request copies during this time.

## ***4.4 Funding Agreement***



Tasmanian Association of Community Houses Inc

## Everyday Literacy for Local Communities

**TASMANIAN ASSOCIATION OF COMMUNITY HOUSES INC**

**AND**

**X**

**FUNDING AGREEMENT**

This agreement must be returned to TACH fully completed and signed before funds will be released

**House or Centre**

**Project Summary**

**Project Timetable  
(include Project  
Completion Date if  
available)**

**Amount of Grant**

**Contact Name**

**Contact Address**

**Contact Phone Number**

**Email**

## Project Budget

Item or Service	Budgeted Cost - \$
<b>TOTAL</b>	

### Terms of Agreement

As the recipient of this grant, you agree to:

- (a) Obtain the prior written approval of TACH for any changes to the Project including any material changes to the budget or the Project completion date.
- (b) Provide within 14 days any information relating to the Project requested in writing by TACH.
- (c) Provide a completed Final Project Report on the attached form within 3 months of completion of the Project.
- (d) Provide a copy of any published material to TACH (e.g. reports, booklets, media releases, literacy materials developed by the Project).
- (e) Use the funds provided only for the purposes for which they are granted and in accordance with the Project budget and maintain proper books and records in respect of the use and expenditure of the Grant.
- (f) Return funds not expended on the items outlined in the Project budget to TACH unless otherwise agreed to in writing by TACH.
- (g) Retain all invoices, receipts, payroll records and bank statements for audit purposes and for at least three years from completion of the Project. Provide copies to TACH if requested.
- (h) TACH making all details of the Project publicly available (subject to privacy requirements).

**Name**  
(Authorised person)

**Signature**  
(Authorised person)

**Date**

**Signed on behalf of TACH**  
(Authorised person)

**Date**

*Please return this fully completed and signed Funding Agreement to:*

The Executive Officer  
 Tasmanian Association of Community Houses Inc  
 PO Box 169  
 MOONAH TAS 7009



## **APPENDICES**

## Literacy Organisations, Programs and Acronyms

ORGANISATION	ACRONYM	INFORMATION AND LINKS
Australian Council for Adult Literacy	ACAL	<p>The Australian Council for Adult Literacy promotes adult literacy and numeracy policy and practice. They</p> <ul style="list-style-type: none"> <li>• provide leadership in Australian debate on adult literacy and numeracy practices and policy</li> <li>• build understanding of adult literacy and numeracy issues</li> <li>• advocate on behalf of equitable adult literacy and numeracy provision for all Australians</li> <li>• build links between people, organisations and systems; the participants and stakeholders in the adult literacy and numeracy field</li> </ul> <p>work with other organisations on issues of mutual concern.</p> <p>They do it:</p> <ul style="list-style-type: none"> <li>• by providing a forum for debate on issues in adult literacy practice in Australia in the form of national forums and annual conferences</li> <li>• by providing information on current policies and services in adult literacy practice in Australia and promoting community awareness of adult literacy issues</li> <li>• by raising the awareness of government, industry and non-government peak bodies</li> <li>• by publishing position statements, a newsletter Literacy Link, and other occasional papers on adult literacy and numeracy issues by promoting the recognition of adult literacy teaching as a profession</li> <li>• by promoting the broadening of equitable and accessible adult literacy provision</li> <li>• by promoting research into adult literacy to inform both policy and practice by collaborating with other professional bodies concerned with Australian language and literacy education</li> </ul> <p>The ACAL web site is: <a href="http://www.acal.edu.au/">http://www.acal.edu.au/</a></p>
Australian Core Skills Framework	ACSF	<p>The Australian Core Skills Framework (ACSF) is based on the National Reporting System (NRS), a mechanism for reporting outcomes of adult English language, literacy and numeracy provision. It is primarily a tool for specialist practitioners, however a summary has been developed to assist non-specialist to understand the essentials of performance in the core skills of learning, reading, writing, oral communication and numeracy in different contexts. The full ACSF and the summary document can be accessed via the DEEWR website at <a href="http://www.deewr.gov.au/Skills/Programs/ACSF/Pages/default.aspx">http://www.deewr.gov.au/Skills/Programs/ACSF/Pages/default.aspx</a></p> <p>General information is available at <a href="http://www.deewr.gov.au/skills/programs/acsf/Pages/default.aspx">http://www.deewr.gov.au/skills/programs/acsf/Pages/default.aspx</a></p>

ORGANISATION	ACRONYM	INFORMATION AND LINKS
Community Knowledge Network	CKN	<p>The Community Knowledge Network aims to enrich the lives of all Tasmanians by creatively linking them to information, knowledge and each other. The Community Knowledge Network is an agency of the Department of Education, Tasmania. It brings together 66 Online Access Centres, eight Adult Education Centres and 45 urban and regional libraries from across the State with the resources of the State Library and the Tasmanian Archive and Heritage Office to enhance access to information services, community learning and literacy support. Further information is available on the following web sites:</p> <p><a href="http://communityed.education.tas.gov.au/about">http://communityed.education.tas.gov.au/about</a>  <a href="http://www.statelibrary.tas.gov.au/aboutus/organisation/charter">http://www.statelibrary.tas.gov.au/aboutus/organisation/charter</a></p>
Local Information Network Centre	LINC	<p>These centres, based on the Huon model at Huonville, are intended to offer a new approach to service delivery, integrating community learning, libraries, business development, and community services. They are meant to make it easier for people to access information and government services and lifelong learning opportunities.</p>
Language, Literacy and Numeracy Program	LLNP	<p>The program provides language, literacy and numeracy training for eligible clients. The program seeks to improve clients' language, literacy and/or numeracy with the expectation that such improvements will enable them to participate more effectively in training or in the labour force and lead to greater gains for society in the longer term.</p> <p>Eligible clients are referred to a Language, Literacy and Numeracy Program provider by Referring Agencies, currently Centrelink and Job Network Members.</p> <p>Further information is available on the following web site:</p> <p><a href="http://www.deewr.gov.au/Skills/Programs/LLNP/Pages/default.aspx">http://www.deewr.gov.au/Skills/Programs/LLNP/Pages/default.aspx</a></p>
National Reporting System	NRS	<p>The National Reporting System provided a uniform, national framework for reporting on the language, literacy and numeracy outcomes of students. It is now being replaced by the recently released Australian Core Skills Framework, which is based on it.</p> <p>Further information is available on the following web site:</p> <p><a href="http://www.nrs.dest.gov.au/litnum/index.htm">http://www.nrs.dest.gov.au/litnum/index.htm</a></p>

ORGANISATION	ACRONYM	INFORMATION AND LINKS
Online Access Centre	OAC	<p>There are 66 Online Access Centres located across rural and regional Tasmania making up the Tasmanian Communities Online (TCO) network. The Centres provide low-cost access to computers and the internet as well as one-to-one assistance and training in their use for online learning, finding online government information and supporting local community development initiatives. Further information is available on the following web site:  <a href="http://www.education.tas.gov.au/ace/tco">http://www.education.tas.gov.au/ace/tco</a>                      Also see Tasmanian Communities Online (TCO)</p>
Tasmanian Communities Online	TCO	<p>The Tasmanian Communities Online (TCO) network of 66 Online Access Centres provides public access to computers and the Internet and basic training in their use. The Tasmanian Government through the Department of Education is the major sponsor of the network. Further information is available on the following web site:  <a href="http://www.tco.asn.au/">http://www.tco.asn.au/</a>                      Also see Online Access Centre (OAC)</p>
Registered Training Organisation	RTO	<p>Registered Training Organisations are registered by state and territory training authorities to deliver nationally recognised training—which means training that:</p> <ul style="list-style-type: none"> <li>• is recognised by all RTOs throughout Australia</li> <li>• is part of a Training Package that has been developed to meet the needs of a particular industry, and</li> <li>• results in a qualification that is part of the Australian Qualifications Framework (AQF).</li> </ul> <p>An RTO can be a government department or a private enterprise, and training does not have to be its core business—for example, Qantas is an RTO. Panel beaters, schools, TAFE colleges and beauty therapists are all examples of organisations that can be RTOs.</p> <p>Further information is available on the following web sites:  <a href="http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/nts/quick/tpg.htm">http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/nts/quick/tpg.htm</a>  <a href="http://training.com.au/">http://training.com.au/</a></p>
Tasmanian Council for Adult Literacy	TCAL	<p>A Tasmanian group linked to the Australian Council for Adult Literacy</p>

ORGANISATION	ACRONYM	INFORMATION AND LINKS
Workplace English Language and Literacy	WELL	<p>The main aim of the WELL Program is to assist organisations to train workers in English language, literacy and numeracy skills. This funding is available on a competitive grants basis to organisations for English language and literacy training linked to job-related workplace training and is designed to help workers meet their current and future employment and training needs.</p> <p>Further information is available on the following web site:  <a href="http://www.deewr.gov.au/Skills/Programs/WorkplaceEnglishLanguageandLiteracy/Pages/default.aspx">http://www.deewr.gov.au/Skills/Programs/WorkplaceEnglishLanguageandLiteracy/Pages/default.aspx</a></p>
Adult Migrant English Program	AMEP	<p>The Adult Migrant English Program (AMEP) provides English lessons to eligible adult migrants. Participants can also make new friends and learn about Australia, its people and customs. The AMEP is free for most eligible adult migrants.</p> <p>Further information is available on the following web site:  <a href="http://www.immi.gov.au/living-in-australia/help-with-english/amep/">http://www.immi.gov.au/living-in-australia/help-with-english/amep/</a></p>
Australian Qualifications Framework	AQF	<p>The Australian Qualifications Framework (AQF) is a quality assured national framework of qualifications in the school, vocational education and training (VET), and higher education sectors in Australia.</p> <p>The Framework links together all these qualifications and is a highly visible, quality-assured national system of educational recognition which promotes lifelong learning and a seamless and diverse education and training system.</p> <p>Further information is available on the following web site:  <a href="http://www.aqf.edu.au/">http://www.aqf.edu.au/</a></p>
Certificate of General Education for Adults	CGEA	<p>This is a foundation level course that focuses on strengthening literacy numeracy and basic skills that will enable the learner to participate in further training, education or the workplace.</p>



## ***Sources Used or Referred to in the Resources Kit***

- Adult Literacy and Basic Education Program, 1999, Volunteer Tutor Handbooks, TAFE Tasmania, Hobart
- Australian Bureau of Statistics, 2006, Adult literacy and Life Skills Survey, Summary Results, Australia
- Community Knowledge Network and Prison Education Unit, 2009, Proposed Australian Core Skills Framework Assessment Guide, Hobart.
- Department of Education, 2010, Tasmanian Adult Literacy Action Plan, Government of Tasmania, Hobart
- Department of Education, Employment and Workplace Relations, 2008, Australian Core Skills Framework (A Summary), Commonwealth of Australia, Canberra
- Department of Education, Employment and Workplace Relations, 2008, LLNP Teaching Resources, Commonwealth of Australia, Canberra (<http://www.deewr.gov.au/Skills/Programs/LLNP/Pages/Resources.aspx>)
- Migrant Education, 2009, English Language Volunteer Tutor Guides, Tasmanian Polytechnic, Hobart.
- Osmond, Pamela, 2008, Literacy Face to Face - A Resource For Volunteer Adult Literacy Tutors, Commonwealth of Australia, Canberra
- Tasmanian Community Fund, 2009, Building Tasmania as the Learning Community - Funding Guidelines.
- Tasmania Together Progress Board, Indicator 3.2.1 Proportion of persons (15-74) who are considered to be functionally literate, Government of Tasmania, Hobart.

## ***Other Useful Sources***

### ***General Sources for Potential Literacy Material***

- <http://www.adultliteracyresource.edu.au/>
- <http://www.deewr.gov.au/Skills/LiteracyNet/Pages/default.aspx>

### ***Numeracy Related Sources***

- Goddard, R., Marr, B., Martin, J., 1991, Strength in Numbers: A resource book for teaching adult numeracy, Holmesglen College of TAFE, Holmesglen, Vic
- Goddard, Ruth and Regan, Margaret, 1995, The Value of Time: Numeracy for workers in manufacturing, Council of Adult Education, Melbourne
- Gunningham, Sue , 2006, Cambridge Numeracy Workbook for VCAL, CUP, Melbourne
- Marr, B. & Helme, S., 1987, Mathematics: a new beginning, State Training Board, Victoria
- Marr, B., Helme, S. and Tout, D., 2003, Rethinking Assessment. Strategies for holistic adult numeracy assessment, Language Australia, Melbourne
- Marr, Beth; Anderson, Chris; Tout, Dave, 1994, Numeracy on the Line: Language Based Numeracy Activities for Adults, National Automotive Industry Training Board, Victoria
- Thomson, Sue & Forster, Ian, 2006 Access to Prevocational Maths, Pearson Education Australia, Melbourne
- Thomson, Sue & Forster, Ian, 2007 Access to Prevocational Maths 2, Pearson Education Australia, Melbourne
- Tout, Dave & Motteram, Gary, 2006 Foundation Numeracy in Context, ACER Press, Camberwell, Victoria

- Tout, Dave, 2007, *Having Fun with Maths: Activities and Games for Developing Maths Language and Skills*, Multifangled P/L, Yarraville
- Vize, Anne, 2005, *Maths Skills for Living, & Maths Skills for Working*, Phoenix Education, Putney, NSW
- Weber, Lauris, 2003, *The Language of Maths (Secondary Level)*, AEE Publishing, Queensland

### ***Car Related Sources for Potential Literacy Material***

#### **Literacy and numeracy resources**

- Hagston, J., Kindler, L., & Tout, D, *Victorian Certificates of Applied Learning (VCAL) Road Safety Units*, VicRoads, Kew, 2006 (Available free from: <http://www.vicroads.vic.gov.au/Home/SafetyAndRules/TrafficSafetyEducation/SecondarySchools/VCALRoadSafetyUnits.htm>)
- Marr, Beth; Anderson, Chris; Tout, Dave, *Numeracy on the Line: Language Based Numeracy Activities for Adults*, National Automotive Industry Training Board, Victoria, 1994
- Tout, Dave, *Car Costs II: A numeracy and maths workbook*, CAE, Melbourne, 2006
- Tout, Dave (2006) 'Driving Away' in Tout, Dave & Motteram, Gary, 2006 *Foundation Numeracy in Context*, ACER Press, Camberwell, Victoria

#### **Some links about road safety and crash statistics**

- ANCAP: the Australian New Car Assessment Program: <http://www.ancap.com.au/>
- Arrive Alive!: <http://www.arrivealive.vic.gov.au/index.html>
- Australian Road Assessment Program (AusRAP): <http://www.ausrap.org/ausrap/>
- How safe is your car: <http://www.howsafeisyourcar.com.au/>
- Royal Society for the Prevention of Accidents: <http://www.rospa.com/roadsafety/>
- SaferRoads: <http://www.aaa.asn.au/saferroads/>
- Transport Accident Commission (TAC) of Victoria Crash Database – at their Road Safety website at: <http://www.tacsafety.com.au/>
- TAC Drivesmart website: <http://www.drivesmart.vic.gov.au/>
- TAC Learner Logbook: <http://www.learnerslog.com.au/>
- Vehicle Road Test Report Directory: <https://www.aaa.asn.au/roadtests/>

#### **Specific young driver information**

- Department of Infrastructure, Transport, Regional Development and Local Government – Key Facts for New Drivers: [http://www.infrastructure.gov.au/roads/safety/publications/2006/keyfacts\\_newdriver.aspx](http://www.infrastructure.gov.au/roads/safety/publications/2006/keyfacts_newdriver.aspx)
- Youthsafe – Road Fatalities and injuries in young people: <http://www.youthsafe.org>

**Other car and road related websites**

- Australia's Best Cars. Australia's Best Cars is the nation's most comprehensive and reliable consumer focussed testing and award program for new model cars. <http://www.australiasbestcars.com.au/>
- Fuel Consumption Guide. The Fuel Consumption Guide Database provides comparative data on the fuel consumption of many vehicles sold in Australia between 1986 and 2003. The database includes passenger cars and four-wheel drives, and light commercial vehicles up to 2.7 tonnes gross vehicle mass. For more recent vehicles refer to the Green Vehicle Guide. Both can be found at <http://www.environment.gov.au/settlements/transport/fuelguide/>
- FuelTrac. FUELtrac focuses on the provision of a wide range of fuel related services to organisations throughout Australia and New Zealand. <http://www.fueltrac.com.au/>
- Motormouth. Motormouth provides up-to-date petrol prices across Australian States and Territories. <http://motormouth.com.au/>
- AustRoads. Austroads is the association of Australian and New Zealand road transport and traffic authorities and aims to improve road and road transport outcomes. <http://www.austroads.com.au/>
- National Transport Commission. The NTC mandate is to progress regulatory and operational reform for road, rail and intermodal transport in order to deliver and sustain uniform or nationally consistent outcomes. <http://ntc.gov.au/>

**State Road Authority:**

- Tasmanian Department of Infrastructure, Energy and Resources: [www.dier.tas.gov.au](http://www.dier.tas.gov.au)

***Sport Related Sources for Potential Literacy Material*****AFL**

- <http://www.afl.com.au/>
- <http://www.afl.com.au/ladder/tabid/74/default.aspx>
- <http://www.afl.com.au/Development/AFLExplained/LawsoftheGame/tabid/10273/default.aspx> and go to "Laws of the Game"
- The key state or national newspapers have comprehensive sports sections.
- The Wikipedia is also a good starting point: [http://en.wikipedia.org/wiki/Australian\\_rules\\_football](http://en.wikipedia.org/wiki/Australian_rules_football)

**Other sports**

- The Australian Sports Commission has general information about different sports: <http://www.ausport.gov.au>
- The Australian Institute of Sport also has general information about different sports: <http://www.ais.org.au>
- The International Olympic Federation: <http://www.olympic.org>
- The Commonwealth Games Federations at: <http://www.thecgf.com>
- The International Association of Athletics Federations: <http://www.iaaf.org>
- National Basketball League: <http://www.nbl.com.au/>
- Netball Australia: <http://www.netball.asn.au/>
- Cricket Australia: <http://www.cricket.com.au/>
- Hockey Australia: <http://www.hockey.org.au/>
- National Rugby League: <http://www.nrl.com.au/>
- Australian Rugby Union: <http://www.rugby.com.au/>
- Football Federation Australia (soccer): <http://www.footballaustralia.com.au/>
- Softball Australia: <http://www.softball.org.au/>
- Australian Baseball Federation: <http://www.baseball.com.au/>

### ***Cooking and Nutrition Related Sources for Potential Literacy Material***

- [http://www.dhhs.tas.gov.au/service\\_information/services\\_files/community\\_nutrition\\_unit](http://www.dhhs.tas.gov.au/service_information/services_files/community_nutrition_unit)

### ***Health and Well Being Related Sources for Potential Literacy Material***

- The Heart foundation: [www.heartfoundation.com.au](http://www.heartfoundation.com.au)
- Beyondblue – the national depression initiative: [www.beyondblue.org.au](http://www.beyondblue.org.au)
- ABC Health Online: [www.abc.net.au/health](http://www.abc.net.au/health)

### ***Performance Related Sources for Potential Literacy Material***

#### **Conference presentation**

*Literacy through life theatre*, Linno Rhodes, Carlton Neighbourhood Learning Centre(CNLC), VALBEC 2008, [www.valbec.org.au/conf08/sessions.htm](http://www.valbec.org.au/conf08/sessions.htm)

#### **Examples of easy reading play scripts for sharing:**

Oops! 1: Five plays for small groups, • 1992, Hazel Edwards, CAE,

Oops! 2: Five plays for small groups • , 1992, Hazel Edwards, CAE,

The Oops! scripts have been developed for and with adults who are beginning readers. All were trialled in classrooms and focus on social, personal and family issues.

#### **Examples of texts which could be adapted easily to play formats:**

- Prace Pageturners, 2001, PRACE Preston Reservoir Adult • Community Education, PO Box 510 Reservoir, Victoria 3073 [prace@vicnet.net.au](mailto:prace@vicnet.net.au)

Included in this series are: *The Hero; The Duck; The Stud; Too many Marias; Just One Friend; Spare Parts; Bikini Sandals; Tattoos.*

These accessible adult short stories focus on topical issues and could easily be adapted to play formats.

- *Room to Share*, Carol Storm, Adult Literacy Series P2, 1990, TAFE Publications Unit, 37 Langridge Street Collingwood 3066

Available as part of a set of six titles, this text is about the challenges of living harmoniously in a group house. The text is a little more difficult, however there is potential for it to be used as stimulus material for discussion and adaption to a script.

## **ADDITIONAL INFORMATION**

Tasmanian Association of Community Houses Inc

## Everyday Literacy for Local Communities



### Feedback Form

In the first half of each year, the Tasmanian Association of Community Houses is offering funding for suitable literacy projects under the Everyday Literacy for Local Communities program. Detailed information about the program is available on the TACH website at [www.tach.asn.au](http://www.tach.asn.au)

The results of each funding round will be published on the website along with the assessment panel's comments on the applications received. You may also have comments you wish to make on the way the program is operating. We may have missed something or be on the wrong track with some aspects of the program. We want to continually test the process and iron out any problems, so we welcome any feedback on how it is working. Ideas for the future are also welcome.

Whatever you have to say, it will not affect your funding application, so be as frank as you like.

#### Your information, comments or ideas:

#### Contact information (optional)

Name .....

Organisation (if applicable) .....

Postal Address .....

.....

Email.....

**Please return by post or email to:** Everyday Literacy for Local Communities  
Tasmanian Association of Community Houses Inc  
PO Box 169, Moonah, Tas, 7009  
Email: [tach@tach.asn.au](mailto:tach@tach.asn.au)

**THANK YOU FOR YOUR HELP**



*Tasmanian Association of Community Houses Inc*

## EVERYDAY LITERACY FOR LOCAL COMMUNITIES

### ***FUNDING ROUND 1, NOVEMBER 2009 - APPLICATION ASSESSMENTS AND OBSERVATIONS***

Applications received:	10 (covering 12 Houses)
Applications approved:	7 (70%)
Total funding requested:	\$ 70,415.20 (includes value added funding)
Total funding approved:	\$ 34,931.20 (includes value added funding)

Thank you to all who applied for a grant. A full list of successful recipients will be placed on the TACH website at [www.tach.asn.au](http://www.tach.asn.au) once funding agreements are in place.

### **Assessment and Observations**

- ✓ Applications should identify both the literacy area or areas that the project seeks to address and the specific aims of the project. The aims of the project should be focussed and stated clearly, avoiding generalised broad brush statements. For example, the key literacy area might be Document Literacy, but the aim of the project might be to assist people prepare a resume to use in job hunting.
  - *Some applications listed the definitions of literacy areas as the aims of the project rather than aims specifically related to the description of the project.*
- ✓ Make sure that the aims of the project and the description of the project are logically related and that the project as described sets out to meet the aims.
  - *In some cases, the description of the project did not correspond well with the aims listed in the funding application.*
- ✓ Applications should include background information on the particular literacy needs identified in the community and how this led to the proposed project. Alternatively a project may target identification of needs.
  - *Some applications did not provide much information on the literacy needs of the community or clearly link those needs with the proposed project.*

- ✓ Applications should include enough detail to show how the project would be rolled out and therefore that the applicant can realistically deliver on the aims of the project.
  - *Some applications did not demonstrate clearly how they would deliver or roll out the project. In other words some applications tended to be somewhat unclear on how the project would be implemented.*
  - *Some applications placed disproportionate emphasis on the background need but did not provide sufficient or clear information on what would actually be done with the funding or how it was directly applicable to literacy.*
- ✓ Applications should be consistent throughout. For example, if an application sets out to address technology and information literacy, then the aims and description of the project should build on and explain how this will be done. Similarly, the budget items should bear a close relationship to the description of the project.
  - *Some applications were inconsistent, in that the needs identified, the project as described, and the items requested in the budget did not appear to match.*
- ✓ Applications need to fall within the Funding Guidelines. Consistent with the original funding from the Tasmanian Community Fund, the Everyday Literacy for Local Communities Program targets and is confined to adult literacy and family literacy. There may be other good projects and good ideas but these will need to be funded elsewhere by a different program.
  - *Projects exclusively targeting school age children are outside the scope of the Program.*
- ✓ Applications will benefit from clearly defined success measures, where possible expressed in concrete terms. Success measures should link to the aims of the project. In some types of applications, there is scope for more concrete measures such as "target of 50% attendance" etc. In other types of applications, more information in the form of personal stories and the like would be of benefit.
  - *Some of the success measures were vague or not strongly linked to the aims and description of the project.*
- ✓ Budgets should contain sufficient detail for the proposed expenditure of application to be assessed. This detail will also be useful if a partial grant is to be considered. Budgets should include costings for all items directly attributable to the project. The items should be identifiable and not listed as a percentage (with the exception of salary on-costs).
  - *Some applications included percentage based administrative or auspicing costs.*
- ✓ Check costings (including the maths) and ensure that rates are realistic.
  - *Costings for similar items, for example tutors, varied considerably and in some cases seemed to underestimate the hourly rates usually involved.*
  - *In some cases, costings (for examples books) appeared not to have been researched and were unrealistically low.*
  - *In some cases, budgets contained typos or totals that were incorrect.*



*Tasmanian Association of Community Houses Inc*

## **EVERYDAY LITERACY FOR LOCAL COMMUNITIES**

### ***SUCCESSFUL APPLICATIONS FUNDING ROUND 1***

**November 2009**

Thank you to all those who made an application. Ten applications were received covering twelve houses. Funding requests ranged from \$500 to just over \$29,000.

Seven applications were successful and, of the total of \$70,415 requested, funding to the value of \$34,931 was approved.

Applications covered a variety of approaches and funding requests. Useful general feedback on the applications is available on our website at [www.tach.asn.au](http://www.tach.asn.au). Details of the successful projects are listed below.

<b>House or Centre</b>	<b>Project Summary</b>	<b>Amount</b>
Devonport Community House	Provide professional development for staff and volunteers to increase understanding of text and interaction when reading to children attending The Playhouse	\$2,250
Dorset Community House	Train volunteer literacy tutors for one on one literacy tutoring and provide a "family bookcase" and reading area at the House	\$2,832
Eastern Shore Community House	Train front line staff of pharmacies, post offices and Government offices to identify people who may benefit from literacy support. Offer targeted training to referred people using a paid literacy tutor.	\$7,600
Goodwood Community Centre	Provide children's books to participating families where parents will read/look at the books with their children. The parents will have the children draw their interpretation of the story and the parents will then help in writing a narrative to accompany the pictures. The project officer will visit each home during the project to support and encourage the parents. A book of the drawings created will be produced.	\$13,277
Risdon Vale Neighbourhood Centre	Purchase computer games with a theme where words are integral to the game. Create game teams (including staff and volunteers who can quietly provide literacy support) to aim for small prizes for improvement each week. Purchase a combined book and DVD parenting course for loan. Provide laptops for running the program.	\$3,298
St Helens Neighbourhood House	Provide tutor support for small groups taking them through all the stages of job seeking, including online searching, resumes, preparing applications, mock interview.	\$1,674
Zeehan Neighbourhood Centre	Provide basic computer and internet skills support both one on one and in small groups. Provide laptop, printer and software for the project and employ a computer tutor.	\$4,000



*Tasmanian Association of Community Houses Inc*

## EVERYDAY LITERACY FOR LOCAL COMMUNITIES

### **FUNDING ROUND 2, MAY 2010 ASSESSMENT PANEL FEEDBACK AND OBSERVATIONS**

Applications received:	8 (covering 10 Houses)
Applications approved:	6 (75%, covering 9 Houses)
Total funding requested:	\$ 64,483.89 (includes value added funding)
Total funding approved:	\$ 55,081.00 (includes value added funding)

Thank you to everyone who applied for a grant. A list summarising the successful applications will be placed on the TACH website at [www.tach.asn.au](http://www.tach.asn.au) once funding agreements are in place.

#### **Feedback and Observations**

- ✓ Applications should describe how the literacy component will be deliberately and actively included in a project, even if the project does not flag to participants that literacy support is involved.
  - *Some applications merely relied upon the project activities incidentally involving literacy, without showing how the literacy elements would be consciously dealt with and built upon. While many activities and programs inherently involve literacy in some way, an Everyday Literacy project should show how it will actively include a literacy component to work towards improving literacy.*
- ✓ Applications should identify the literacy support skills that tutors, project officers and the like should have to present the project.
  - *In some cases, the description of the project did not identify the literacy support required for the project, the skills needed to provide that support or the availability of people with those skills.*
- ✓ Applications should be as explicit as possible about the people being targeted by the project. Depending on the project, age, gender, literacy issues etc, and information on how the people targeted by the project have been identified could all be useful.
  - *Some applications did not provide much information on who the targeted people were, their literacy needs or how those needs were identified.*
- ✓ Applications should include enough detail to show how the project would be rolled out to realistically deliver on the aims of the project. While the degree of detail depends on the scope of the project, a project timeline and/or work plan could be helpful in clarifying how the project would work.
  - *Some applications did not demonstrate clearly how they would deliver the project.*

- ✓ Applications should aim for what is achievable and do it well. It is not necessary to set grand goals if the capacity to deliver on them is doubtful. Small steps, well done, are also of value.
  - *Some applications set ambitious goals for which the skills and resources to achieve them could prove difficult to provide.*
- ✓ Applications should aim to meet the literacy needs of people in ways that suit and engage the target audience.
  - *Some applications proposed methods and delivery mechanism that may not be engaging to the target group.*
- ✓ For Everyday Literacy funding, the aims and success measures or outcomes included in applications should include ones that are related to improving literacy.
  - *Some applications did not directly include project aims or success measures related to literacy, or only included limited reference to them.*
- ✓ Applications will benefit from clearly defined success measures. Success measures should link to the aims of the project. In some types of applications, there is scope for quite concrete measures such as "75% participant satisfaction with the program" or "over half the participants have increased confidence in completing the forms". In other types of applications, information such as personal stories and the like may also be appropriate.
  - *Some of the success measures were vague or not strongly linked to the aims and description of the project.*
- ✓ Where applications include equipment purchases, the use to which the equipment is put needs to be kept in mind and should be focused on improving literacy.
  - *Some applications focussed overly on the equipment without clearly showing how it would be used to improve literacy outcomes.*
- ✓ Budgets should contain sufficient detail for the proposed expenditure of the project to be assessed. A line item "Materials" with an amount against it but no explanatory information is not sufficiently useful, especially if the amount requested is quite large. More detail will also be useful if a partial grant is to be considered. Budgets should include costings for all items directly attributable to the project. The items should be identifiable and not listed as a percentage (with the exception of salary on-costs).
  - *Some applications included percentage based administrative or auspicing costs.*
  - *Some applications used very broad budget descriptions that did not allow for considered assessment.*
- ✓ Check costings (including the maths) and ensure that rates are realistic.
  - *Costings for similar items, for example tutors, varied considerably and in some cases seemed to underestimate the hourly rates usually involved.*
  - *In some cases, budgets contained typos or totals that were incorrect.*

In summary, your application should be clear about who you plan to assist, why they were chosen, and the literacy aims and success measures for the project. You should identify and describe the resources and people needed to run the project, especially the literacy expertise needed to provide the literacy support. The proposed program should be one that will suit and interest the participants and help them develop their literacy skills.



*Tasmanian Association of Community Houses Inc*

## **EVERYDAY LITERACY FOR LOCAL COMMUNITIES**

### **SUCCESSFUL APPLICATIONS FUNDING ROUND 2**

**MAY 2010**

Thank you to all those who made an application. Eight applications were received covering ten houses. Funding requests ranged from \$1,500 to just over \$29,000.

Six applications were successful and, of the total of \$64,483.89 requested, funding to the value of \$55,081.00 was approved.

Applications covered a variety of approaches and funding requests. Useful general feedback on the applications is available on our website at [www.tach.asn.au](http://www.tach.asn.au). Details of the successful projects are listed below.

<b>House or Centre</b>	<b>Project Summary</b>	<b>Amount</b>
Burnie Community House	<b>Getting It Together</b> - Build a collection of resources and skills in literacy, including developing a literacy library with reference books and Quick Read novels, and working with the local LINC to provide literacy tutoring.	\$1,500
Ravenswood Neighbourhood House, Northern Suburbs Community Centres (Rocherlea and Mowbray)	<b>Literacy Links</b> - Build self esteem and confidence with literacy needs in both groups and one to one settings using fortnightly activities and workshops at all three centres. A Literacy Links worker will facilitate classes/workshops, foster and support partnerships with local service providers and link with and undertake referrals to existing literacy services.	\$29,434
Rosebery Community House	<b>Basic Computer and Internet Skills Training</b> - Assist community members gain or improve internet and basic computer skills and help with resume writing and job applications.	\$4,900
Tresca Community Centre and Beaconsfield Neighbourhood House with Exeter Online Centre and Beaconsfield Online Access Centre	<b>Window On Words (WOW)</b> - Assist people gain skills to obtain employment or improve their skills to enhance work choices or promotion in the workplace. Assist parents and families deal with the literacy requirements of everyday life. Project managed by an employed literacy coordinator and utilising volunteer tutors.	\$12,435
Ulverstone Community House	<b>Basic Computer Savvy; Computer Savvy Seniors; Literacy Using Computers</b> - Provide a wide range of inclusive activities for adults using computers in a non-threatening environment. Learn basic computer functions, typing, sending emails, surfing the internet, using literacy software	\$4,652
Zeehan Neighbourhood Centre	<b>Let's Get Cooking</b> - Produce a cookbook from scratch, collecting recipes, typing them up, proof reading, putting it together and distributing finished cookbook.	\$2,160

## NOTES

