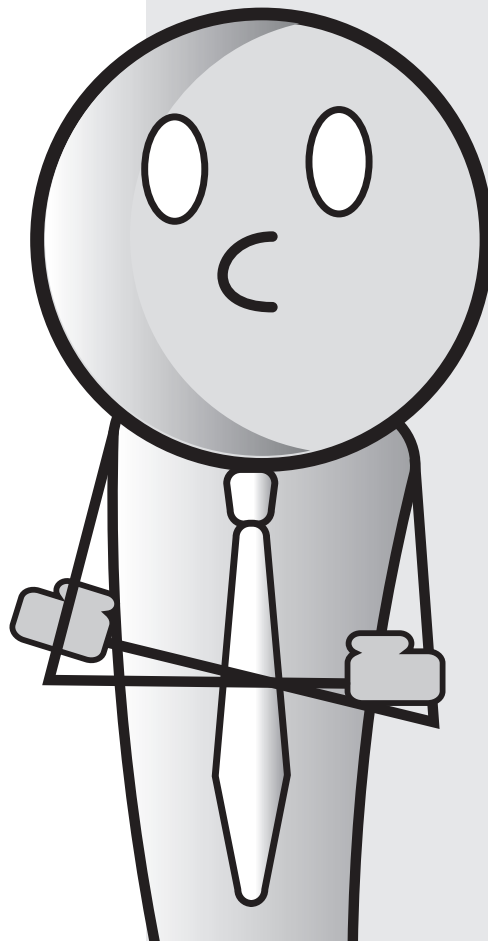


Strategies

Challenges and Barriers	19
Key Strategies for Success	20
Time and Resources Strategies	21
Organizational Support Strategies	24
Enhanced Understanding Strategies	27
Program Example #1	30
Program Example #2	33



Challenges and Barriers

There are three main barriers consistently cited when it comes to research integration. They are:

- **Lack of time and/or resources**
- **Lack of organizational support**
- **Lack of understanding of the process**

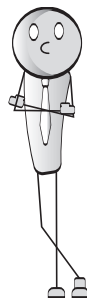
These barriers are referenced by people in all occupational sectors attempting to put research into practice – from education to health care and business. This was also supported throughout the development of this toolkit by results of a comprehensive literature review, stakeholder consultations, and a survey of Literacy and Basic Skills practitioners.

Strategies to address these challenges and barriers appear on the following pages. Identifying with and adopting any one of the strategies is evidence that your agency is working within a continuous improvement performance model. Some strategies are more applicable for the different stages of research integration and are noted as so.

Before reviewing and planning the use of strategies, you must first identify the challenge or potential barrier. From there, refer to the appropriate section and reflect on the strategies provided. It's important to learn from others who have faced similar challenges so continue to network and consult. Continue this cycle at every stage of research integration, but remember it is not expected that you will move through every stage. As you plan and identify new areas of research interest you will also identify new potential barriers.

1. Identify Barrier

Review the sample scenarios on the next page. Based on your research area of interest, identify a main barrier or challenge related to integrating research into practice in your program.



2. Reflect on Strategies

Read through the strategies provided for the potential challenge you have identified. Highlight one or two that appear to be manageable.

3. Learn From Others

Read through the *Voices from the Field* listed with each barrier as well as the two case studies provided at the end of this section. These will provide further tips and tools that have led to success for other LBS practitioners and agencies.

Key Strategies for Success

The strategies listed on the following pages are grouped according to the three main barriers and challenges identified by practitioners. However, regardless of the potential barriers or in cases where there are no anticipated barriers, there are key strategies that can lead to the successful use of research.

Practitioners stated that they had the most success integrating research into practice when:

- 1. There was training or other professional development linked to the research resource they were reviewing.**
- 2. They contributed some of their own personal time to reading and reflecting on the research they were interested in.**

While it is understood that applying these two strategies is not always possible, or even acceptable, they are the two that came up consistently in stakeholder consultations and survey results. These strategies can be applied at every stage of research integration.

For example, someone at the Information Gathering Stage (Stage 2) of integrating research related to workforce literacy may find it most effective to attend a workshop on the topic in order to better understand the concept.

A practitioner at the Collaboration and Exploration Stage (Stage 6) of integrating research related to working with students with learning disabilities may spend some of his or her own time attending meetings or networking events to share information about the work that has been done successfully within his or her program.

Other top strategies noted as being effective, but more specific to certain stages, included:

- having experts and key stakeholders brought into the agency to share information about relevant research and successful research integration models (Stage 2 — Information Gathering).
- appointing a lead person from the agency to review research relevant to the program's goals (Stage 4 — Preparing for Change).
- having agency staff participate directly in research development or other opportunities with peers such as research circles (Stage 6 — Collaboration and Exploration).

The *Voices from the Field* provided on the following pages are not defined as strategies, but are suggestions from LBS practitioners and managers and highlight what has worked for them. If you have additional suggestions that would be worthwhile sharing with the field, contact the Literacy Network of Durham Region (LiNDR) at www.lindr.on.ca so these can be collected, posted and shared with others.



Time and Resources

SCENARIO # 1

My time is already stretched to the maximum with all the mandatory parts of my job. I don't have the time it takes to reflect and read research.

Does this sound familiar?

Yes No



If this barrier is familiar, review the list of strategies below and highlight one or two that may work for you:

- Conduct a 'time audit'. Consider using the time audit template in this toolkit (Section 4) or the condensed version on *The 3Rs of Research Desktop Planning Tool*. By tracking the way you spend time, you may find a way to free up 30-60 minutes a week to devote to reading, reviewing and reflecting on research. Keep in mind this is only about 2% of your total work week but can make a huge impact on your program and the learners attending.
- Start by organizing the space you work from regularly, keeping files and resources in easily accessible locations. Many instructors say they waste a lot of time 'hunting and gathering.' From there, look at larger agency space such as classrooms and reception areas. Implement the organizational rule of thumb that speaks to addressing everything that comes across your desk immediately and delegating it to three piles: 'discard, file or review later'. Use tools such as the sheets provided with *The 3Rs of Research Desktop Planning Tool* to earmark relevant research you want to review at a later date.
- Remember that you don't need to do it all or reinvent the wheel. Don't feel pressure to move to another stage of research integration. It's okay to stay at the stage you are at, but you can look at ways to work more effectively at any stage. Try to utilize committees and structures that are already in place such as Literacy Service Planning (LSP) groups, regional and sectoral networks. See if there is a way research review and sharing can be a task shared by many stakeholders.

Time and Resources

SCENARIO #2

I've read and heard about a lot of great ideas, but they all take funding and extra resources that our agency doesn't have.

Does this sound familiar?

Yes No



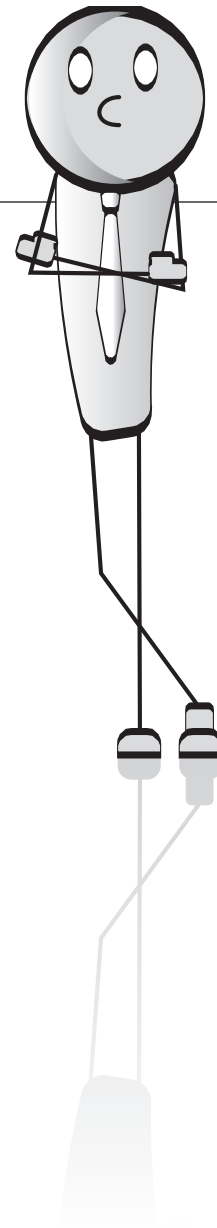
If this challenge sounds familiar, review the list of strategies below and highlight one or two that may work for you:

- Don't assume that every change you make to your program takes additional funding and resources. Contact other practitioners who have implemented changes and ask them how they were able to manage.
- Look at your overall agency vision and goals. Are there areas where you are using funds and resources that are not showing results? Could these funds and resources be diverted to new areas? Are you able to implement some efficiencies that can free up funds for new programming? Some agencies in communities pool their office supplies' budget and purchase in bulk once or twice a year. Others are able to negotiate a partnership through a larger institution where they can purchase supplies at a reduced cost, thus freeing up money to spend in other areas.
- Look to community agencies and institutions where you can access free or low-cost support such as practicum students from colleges and universities. Consider hiring people from work re-training programs to help with entry-level tasks and preliminary research review.
- If your area of interest falls outside what your core funding supports, think outside the 'literacy box' when looking for extra funding. Often organizations such as the Ministry of Agriculture, Food and Rural Affairs, or municipal governments have funds that support innovative community programming and development. Partner with other agencies to apply for funding to implement changes or do further research.

Voices from the Field

LBS practitioners and managers share other suggestions when **lack of time and/or resources** is a barrier to integrating research:

- Take the time to focus on one topic or area of interest; do some research and then develop a self-directed learning plan to implement or put the new knowledge into action.
- Highlight new resources at literacy planning meetings, via practitioner listservs and at other meetings and events.
- Distribute a list of relevant topics to other practitioners and request that each person choose three topics that he or she would most like to have more knowledge about. Collate results to determine the top three subjects to research. Create a fact sheet on each topic, as well as an annotated bibliography for staff who want more information. The fact sheet can be posted in the resource area of the agency's library or website. Identify a person who would lead this process as well a person to research the topics.
- Start small and be targeted in your goals related to the changes you want to implement and the research you need to access.
- Develop a 'Centre for Expertise' in an area of interest and relevance to your agency, such as family literacy or workplace literacy, to use as a model of research analysis where members of the centre are always looking at research results from this perspective.
- Request that your regional or sectoral network do a lot of the information sharing by sharing resources and project details at meetings and hosting training events.



Organizational Support

SCENARIO #1

I never see new research that is developed. If it is distributed to our agency it often goes to our main head office and never makes it past there to the practitioners. I don't know how to access the research that is available.

Does this sound familiar?

Yes No



If this barrier is familiar, review the list of strategies below and highlight one or two that may work for you:

- Keep track of research resources you hear about that relate to your program's area of interest. You can hear about these through conferences, community meetings, and online discussions. Even if there is currently no organizational support for the idea, you will be prepared to move forward if or when the situation changes. Keep checking in with your agency head or supervisor to see if the agency has received copies of any of the resources you have noted and keep asking if they can be sent to you for review.
- Be proactive. Often organizations will send copies of research directly to practitioners if requested at low or minimal costs. When you learn about new research that interests you, contact the publisher/developer directly and see if copies are available. If not, contact your regional literacy network or NALD (National Adult Literacy Database) to see if you can borrow a copy from their library. However, keep in mind you may have to use your own personal time and/or money to access these resources if there is no organizational support in place.
- Connect with other practitioners in your area. Community-based agencies often have staff in dual roles of administrator and practitioner so they often receive copies of new research resources. See if you can borrow the research from their collection.

Organizational Support

SCENARIO #2

Some of the research I have read really makes sense and I know my program would benefit from integrating some of it into practice, but I don't have the authority to make changes and I don't know how to approach my manager and make a case for change.

Does this sound familiar?

Yes No



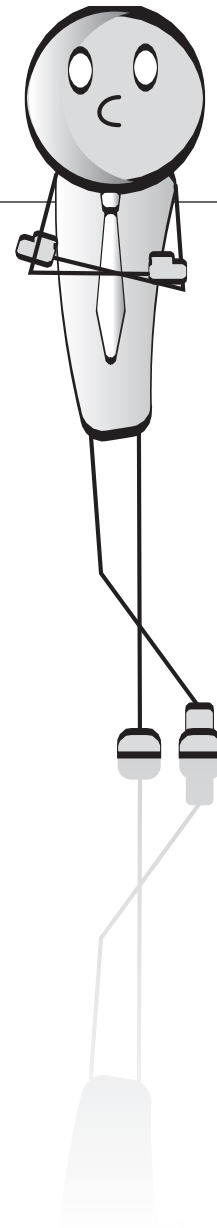
If this barrier is familiar, review the list of strategies below and highlight one or two that may work for you:

- Take small steps. Use the *Reflective Planning Sheets* provided in this toolkit (Section 2) to identify one or two goals and present this to your manager. Be sure to point out the outcomes you hope to achieve by integrating new research into your program practice. Emphasize the links to the continuous improvement performance model and point out how you have factored in the time and funding issues.
- Point to the research and testimonials from other practitioners. Ensure the research and testimonials come from credible sources that your manager is familiar with and respects. In a survey of LBS practitioners conducted by the Literacy Network of Durham Region (2007), most practitioners indicated that with support from their agency they were successful at implementing new changes into their program. Share these results with your supervisor.
- If your manager is still not willing to move forward, share your ideas with other practitioners. Perhaps there is another agency or organization that is interested in taking on the idea. Your manager may support the idea of your involvement as a partner with this agency or even as a field test site. Even if you are unable to be actively involved, you can use the results of the other agency's work to provide leverage and support the next time you go to your manager.

Voices from the Field

LBS practitioners and managers share other suggestions when **lack of organizational** support is a barrier to integrating research:

- Hold an agency retreat to do strategic planning that includes review, reflection and analysis of current, relevant research.
- Develop agency policies that support a continuous improvement performance model.
- Provide honorariums or other incentives for staff who put time into reviewing research and reflecting on integration program practices.
- Adopt a ‘knowledge management mantra’ that asks, for each new piece of research information that comes into a program ‘what are the next steps to take?’
- Involve learners in program changes and planning.
- Conduct follow-up with practitioners after they have attended training and other professional development events.
- Close the agency for a certain amount of time each year for strategic planning.
- Implement a policy that states each practitioner has a certain amount of paid time to use for preparation and research.
- Plan a research and development week once a year for practitioners. During that time have learners participate in activities with the support of other agencies/stakeholders so contact hours are not an issue.
- Consult regularly with practitioners to determine their needs in terms of projects, training and research and development.
- Support the creation of research circles and other peer networking collaboratives.




Enhanced Understanding

SCENARIO #1

I'd like to make some changes to my program, but I've never done this before and I don't know where to start.

Does this sound familiar?

Yes *No*



If this barrier is familiar, review the list of strategies below and highlight one or two that may work for you:

- Draw on the skills and expertise of the people in the literacy community. Ask them how they made changes. Ask them to meet with you and share their plans.
- Don't rush through any major changes. It often takes up to 18 months for change to be fully implemented and sometimes as long as 5 years. Give yourself time to read through the research, consult with others and reflect and plan the changes you want to make. Look back on other changes you have made to your program. What worked and what didn't?
- Access the supports provided by regional, sectoral and provincial support organizations. Organizations such as NALD (National Adult Literacy Database) have endless databanks of research that can be categorized by topic and lent to practitioners at no cost. Networks often have contact lists of experts in certain topic areas.

Enhanced Understanding

SCENARIO #2

I know it's important to review and reflect on research but I find it difficult to get through the material at times. I'm not even sure I know what true research is.

Does this sound familiar?

Yes No



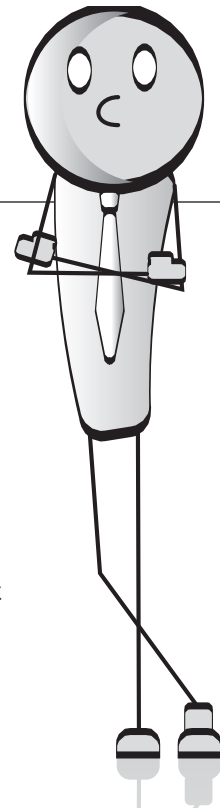
If this challenge sounds familiar, review the list of strategies below and highlight one or two that may work for you:

- Understand that research is simply information about a specific topic and can come in many forms. Anything you can access, whether it be an online article, a product, or an in-depth report, that can provide credible and validated information can be considered research. Review the introduction section of this toolkit if you are still unclear about the definition of research and research integration.
- Concentrate on areas of research that you are interested in and are relevant to you and your agency. Just like adult learners, we get more out of what we read when it interests us.
- Seek out research that is authentic and applies to good standards. (See Introduction section of this toolkit for more information about what makes good research.) Look for research that is presented in clear language. If possible, see if there is an executive summary of the research or better yet, contact the researcher directly and ask him or her to provide or send you highlights.
- See if there were other practitioners who were part of the research advisory committee or piloted the program. This information is usually contained somewhere within the research report or resource acknowledgments. Contact these individuals and ask them to share what they learned through participating in the research development. Research is about both sharing information and producing change.

Voices from the Field

LBS practitioners and managers share other suggestions when **lack of understanding** the process is a barrier to integrating research:

- Have your agency host professional development events that focus on new strategies and research.
- Make a list available of community experts that agency staff can access for research information.
- When disseminating research information produced by your agency ensure that the format is easy to read and in a condensed format.
- Publish newsletters or bulletins for the purpose of keeping practitioners up to date on current research and field development to keep emerging issues in the forefront.
- Review research that has been done about the topic of ‘research into practice’ such as: the Festival of Literacies Project through OISE; the project publication *What Goes on Here: Travelers’ Guide to Research* by Mary Norton; and the Numeracy Project by Lisa Hagedorn. (Check with NALD or your regional network for these titles.)
- Follow the ‘Knowledge Mobilization’ project model implemented by York University which has made research a top priority by hosting breakfasts with community leaders, supporting graduate students working on research projects, and providing brief, clear-language summaries of research results and highlights. Check it out at www.researchimpact.ca.
- Implement a coaching model that is led by an education and planning committee where local sharing and development is encouraged through human interaction.
- Involve all appropriate stakeholders in a community when integrating new changes in a program. Look to the **wrap-around model** where all partners play a role in the mobilization process and there is education, dialogue and activity-based interaction. Consult with the Literacy Network of Durham Region for more information about this model through www.lindr.on.ca.
- Monitor research trends, issues and projects and endeavour to make the products, reports and documents available to the field through the ALRiO (Adult Literacy Research in Ontario) website <http://researchdb.alphaplus.ca/index.html> where links are also available to adult literacy research projects and initiatives in other jurisdictions.
- Ensure that when networks and other support organizations apply for research and development funding that training is attached to the plan.



Parkdale Project Read

What Successful Research Integration Looks Like in Our Agency

Agency Name: *Parkdale Project Read*

Agency Sector/Stream: *Community-based/Anglophone*

1. What area of your program did you make changes to and integrate new practices as a result of reviewing and reflecting on relevant research?

- | | |
|----------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Program Curriculum | <input checked="" type="checkbox"/> Program Policies |
| <input checked="" type="checkbox"/> Assessment | <input checked="" type="checkbox"/> Practitioner Support/Professional Development |
| <input checked="" type="checkbox"/> Program Planning | <input checked="" type="checkbox"/> Program Evaluation |
| <input checked="" type="checkbox"/> Learner Recruitment | <input type="checkbox"/> Other: _____ |
| <input checked="" type="checkbox"/> Learner Retention and Motivation | |

Briefly describe what prompted you to make the changes and describe the changes that were made:

Our work with this issue began in 1999 when we became an active participant and research partner with Dr. Horsman. Our intake process, group structure (continuous intake), program environment (safe and supportive learning environment), what we document in learners' files, how we document information, our approach to learning from a holistic perspective that acknowledges the body, mind, emotion and spirit and overall program structure encompasses all areas of Dr. Horsman's work. Parkdale Project Read's entire program has changed as a result of being involved in and engaged with Dr. Jenny Horsman's research on the impact of violence on learning.

2. How did you access research materials and products that you reviewed and utilized during the integration process (include websites, publishers, titles, etc.)?

- Existing resources we had in our agency library
 - Through information sharing at networking events, LSP meetings, conferences, etc.
 - Other: *Research done by Dr. Horsman at our program*
-

List any specific research materials, reports, websites and products that were reviewed and referenced:

Horsman, J. (1999/2000). ***Too Scared to Learn: Women, Violence and Education.*** Toronto: McGilligan Books, New Jersey: Lawrence Erlbaum Associates.

Horsman, J. (2000). ***Moving Forward: Approaches and Activities to Support Women's Learning.*** Toronto, Ontario: Parkdale Project Read. Available online: www.jennyhorsman.com/Movingforward.pdf

Morrish, E., Horsman, J. & Hofer, J. (2002). ***Take on the challenge: A source book from the women, violence, and adult education project.*** Boston: World Education.
Website: www.learningandviolence.net

Grieve, Katrina. (2003). *Supporting Learning, Supporting Change: A Research Project on Self-Management and Self-Direction*. Toronto: Ontario Literacy Coalition.
Available online: www.on.literacy.ca/research/smsdfld/smsd_fld.pdf

Battell, E. (2001). *Naming the Magic: Non-Academic Outcomes in Basic Literacy*.

Lefebvre, S. et al (2006). *I Open Up: Exploring Learners' Perspectives on Progress*.
Toronto: Parkdale Project Read. Available online: www.nald.ca/ppr/FinalProgressReport.pdf

Westell, T. (2005). *Measuring Non-Academic Outcomes in Adult Literacy: A Literature Review*.
Toronto: Parkdale Project Read. Available online: www.nald.ca/ppr/Finalprogresslitreview.pdf

Sookermany, N. Ed. (2006). *People and Progress*. Toronto: Parkdale Project Read

3. Who worked with you from your agency to assist with the change and provide ongoing support?

- | | |
|---------------------------------------------------------|-------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Manager/Coordinator | <input checked="" type="checkbox"/> Board of Directors/Committees |
| <input checked="" type="checkbox"/> Other practitioners | <input type="checkbox"/> Learners |
| <input checked="" type="checkbox"/> Volunteer tutors | <input type="checkbox"/> Other: _____ |

4. What external stakeholders and organizations were helpful in the process?

- Other LBS agencies
- Members of Literacy Service Planning Committee
- Community agencies from other sectors (health care, employment-readiness, social services)
- Regional support organizations
- Provincial/National organizations
- Other: *Dr. Jenny Horsman and various other supportive literacy practitioners*

Provide specific agency names and contact information if possible: *See above*

5. What were some of the challenges and barriers you faced during the integration process?

- Time
- Support/interest from others in agency
- Research results and information was hard to understand and read through
- Funding/other resources
- Staff experience and expertise
- Identifying outcomes and evaluation criteria
- Finding enough credible research, testimonials and evidence
- Other: *See below*

There were very few challenges as we embarked on this journey. Remaining committed to the issue of violence and learning, and meeting our mandate was not difficult since the approach was simply to acknowledge the ways in which learners had experienced violence in their lives and how that experience brought them through the doors of our literacy program.

Describe how you overcame these challenges: *n/a*

6. What strategies did you apply to help integrate the research into practice?

- Agency staff participated in research circles and other networking opportunities with peers
- Agency staff attended training and other professional development related to research information and products
- Agency staff used some of their own personal time to read and reflect on research information and products
- Learners from our agency were involved in reviewing research and recommending changes
- Other: _____

7. Describe successful impacts the change has made to your program:

- Increased learner attendance and motivation
- Increased learner enrollment
- Increased learner goal achievement
- Increased volunteer involvement
- Increased staff productivity and motivation
- Increased awareness and visibility in community
- Increased partners and external stakeholder involvement in agency
- Other: *See below*

There have been many successful impacts, most notably the impact on learners' lives. They have described to us how the environment, the openness and simply working from the assumption that they have experienced violence in their lives has created a positive learning environment, one that adults who have had mostly negative experiences with learning find supportive and positive.

8. How much estimated time did you and members of your support team devote to the integration process, including reviewing new and existing research, evaluating and documenting information?

- Weekly number of hours: 10-12

What was the timeline from start to finish from when you first accessed and read the research until you successfully implemented changes and were able to evaluate the results?

There was no active timeline. The program committed to the change when we began exploring Dr. Horsman's research and was involved as a program in her research (1999). The work is ongoing as we learn more and more about the impact of violence on learning, particularly now as we begin to be more inclusive about all forms of violence, particularly systemic and institutional violence like racism, heterosexism, sexism, religious and cultural intolerance, etc.

9. What are your next steps related to this initiative, if any?

*We are in an ongoing process of looking at the impact of violence on learning. A staff member is currently involved in new research related to this issue, specifically the institutional and systemic impacts of violence. We have an ongoing tutor information/support group that is reading Dr. Horsman's book *Too Scared To Learn* and discussing various impacts on their tutoring and personal experiences with education.*

10. How can someone contact you to get more information?

Parkdale Project Read
1209 King St. West, Unit 2
Toronto, Ontario M6K 1G2

Tel: 416-531-6308
Email: projectread2@bellnet.ca
Website: www.nald.ca/ppr

Owen Sound Adult Learning Centre

What Successful Research Integration Looks Like in Our Agency

Agency Name: Owen Sound Adult Learning Centre

Agency Sector/Stream: Community-based/Anglophone

1. What area of your program did you make changes to and integrate new practices as a result of reviewing and reflecting on relevant research?

- | | |
|----------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Program Curriculum | <input checked="" type="checkbox"/> Program Policies |
| <input type="checkbox"/> Assessment | <input checked="" type="checkbox"/> Practitioner Support/Professional Development |
| <input checked="" type="checkbox"/> Program Planning | <input type="checkbox"/> Program Evaluation |
| <input checked="" type="checkbox"/> Learner Recruitment | <input type="checkbox"/> Other: _____ |
| <input checked="" type="checkbox"/> Learner Retention and Motivation | |

Briefly describe what prompted you to make the changes and describe the changes that were made:

Web 2.0 refers to the concept of a second generation of internet applications that encourages the users not only to view the web, but to participate actively in the creation and sharing of content. It includes social networking sites, wikis and folksonomies.

The Adult Learning Centre became aware, as part of the Owen Sound and North Grey Union Public Library, of the “web 2.0” concepts and ideas behind “library 2.0”. Upon further research and reflection, it became apparent that these concepts could be transformational for our staff and students. A library-based staff development model was modified for our staff and the program continues to integrate web 2.0 practices into the daily delivery model for literacy and basic skills.

This process is transforming our organization. It is having significant impact on all areas of our program delivery.

2. How did you access research materials and products that you reviewed and utilized during the integration process (include websites, publishers, titles, etc.)?

- Existing resources we had in our agency library
- Online through internet searches and litserv sites
- Through a support organization such as AlphaPlus, regional network, etc.
- Through information sharing at networking events, LSP meetings, conferences, etc.
- Other: _____

List any specific research materials, reports, websites and products that were reviewed and referenced:

Maness, J.M., (2006) *Library 2.0: The next generation of web-based library services* In Logos 17 no3 2006

PEW/Internet www.pewinternet.org/PPF/r/189/report_display.asp

Cory Doctorow – Speech at Ontario Library Conference, January 2007

www.accessola.com/superconference2007/index.html

Michael Stephens – Presentation at Ontario Library Conference, January 2007

<http://tametheweb.com/index.xml>

Helene Blowers, online resource <http://plcmcl2-about.blogspot.com/>

3. Who worked with you from your agency to assist with the change and provide ongoing support?

- Manager/Coordinator
- Other practitioners
- Volunteer tutors
- Board of Directors/Committees
- Learners
- Other: _____

4. What external stakeholders and organizations were helpful in the process?

- Other LBS agencies
- Members of Literacy Service Planning Committee
- Community agencies from other sectors (health care, employment-readiness, social services)
- Regional support organizations
- Provincial/National organizations
- Other: *We are indebted to Helene Blowers for her incredible work, <http://plcmcl2-about.blogspot.com/>*

Provide specific agency names and contact information if possible: *See above* _____

5. What were some of the challenges and barriers you faced during the integration process?

- Time
- Support/interest from others in agency
- Research results and information was hard to understand and read through
- Funding/other resources
- Staff experience and expertise
- Identifying outcomes and evaluation criteria
- Finding enough credible research, testimonials and evidence
- Other: _____

Describe how you overcame these challenges:

We had some staff that were quite resistant to utilizing the computer as an everyday learning activity. By utilizing the learning 2.0 approach to staff development, we generated significant interest and active participation. Staff supported others' efforts and gained understanding and skills which can be directly applied at work and at home.

6. What strategies did you apply to help integrate the research into practice?

- A lead person was appointed to take the lead in reviewing relevant research
- Agency staff participated in research circles and other networking opportunities with peers
- Agency staff attended training and other professional development related to research information and products
- Agency staff used some of their own personal time to read and reflect on research information and products
- Experts and key stakeholders were invited to come to visit and share information related to relevant research information and products
- Learners from our agency were involved in reviewing research and recommending changes
- Our agency has in place (or developed new) policies and protocols related to reviewing research and related products
- Other: _____

7. Describe successful impacts the change has made to your program:

- | | |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Increased learner attendance and motivation | <input checked="" type="checkbox"/> Increased program efficiencies (costs, time, etc.) |
| <input checked="" type="checkbox"/> Increased learner enrollment | <input checked="" type="checkbox"/> Increased staff productivity and motivation |
| <input checked="" type="checkbox"/> Increased learner skills attainment | <input checked="" type="checkbox"/> Increased awareness and visibility in community |
| <input checked="" type="checkbox"/> Increased learner goal achievement | <input checked="" type="checkbox"/> Increased partners and external stakeholder involvement in agency |
| <input type="checkbox"/> Increased volunteer involvement | <input type="checkbox"/> Other: _____ |

This process continues to be transformational for our entire organization. We would be happy to share more information in the coming months. We believe that our student participation and success rates will significantly improve as adult learners begin to utilize these new tools.

8. How much estimated time did you and members of your support team devote to the integration process, including reviewing new and existing research, evaluating and documenting information?

- | | |
|--------------------------------------------------------|------------------------------------------------------------------------|
| <input type="checkbox"/> Daily number of hours: _____ | <input checked="" type="checkbox"/> Monthly number of hours: <u>50</u> |
| <input type="checkbox"/> Weekly number of hours: _____ | <input type="checkbox"/> Annual number of hours: _____ |

What was the timeline from start to finish from when you first accessed and read the research until you successfully implemented changes and were able to evaluate the results?

The change has been ongoing since January 2007 with staff development activities continuing throughout this summer. New learner activities and focus were launched in September of 2007. Further assessment will take place in January of 2008.

9. What are your next steps related to this initiative, if any?

We are excited to share this information with other programs and recognize that the development of these activities grew from accessing current research and best practice.

10. How can someone contact you to get more information?

Tim Nicholls-Harrison, Owen Sound Adult Learning Centre
Tel: 519-376-6623 ext. 300
Email: learning@e-owensound.com