

Updated May 13, 2010

PALS - FREQUENTLY ASKED QUESTIONS

How is PALS funded?

Individual PALS programs around the province are funded through a variety of sources, such as:

- CanWest Raise-a-Reader grants
- Community partnerships, e.g. shopping centres, local businesses
- Service clubs such as Rotary
- First Nations funding sources are being used to support PALS in many Aboriginal communities

The provincial government supports PALS in school districts. 2010 Legacies Now conducts PALS training sessions and provides funds for ongoing research.

How much does PALS cost to run?

PALS is offered free of charge to families. The school or organization running the PALS program will need to cover the cost of materials (\$10-15 per family per session), plus costs related to planning, release time for the facilitator, and food and refreshments.

Who can be trained?

A variety of people can be trained, including kindergarten teachers, primary teachers, early childhood educators, support workers, Aboriginal support workers, speech and language pathologists, administrators, parents and community members.

In many cases, teams (made up of teachers, early childhood educators, librarians, parents, administrators, speech and language pathologists, community service providers, etc.) participate in training and this seems to be especially beneficial for communities.

Where can I get training?

Please contact 2010 Legacies Now for information on training sessions.

Email: literacy@2010LegaciesNow.com

Telephone: 778-327-5150

Toll Free: 1-866-427-2010

Fax: 778-327-5199

What about specific language groups? Diverse cultural groups?

PALS can be adapted for different cultural and linguistic groups. For example, a program delivered in Punjabi has been in place for several years in Abbotsford. The Langley school district is offering a Vietnamese PALS program.

Printed materials that reflect Aboriginal culture are now available.

A three-year pilot program called PALS in Immigrant Communities ran between 2007-2010 for families in Abbotsford, Burnaby, Langley, North Vancouver and Surrey. A bilingual facilitator led discussions and activities in the participants' first language

(Farsi, Karen, Mandarin, Punjabi or Vietnamese) and in English. As a result, we have models and examples to show how PALS was adapted to address the needs of these families who had been in Canada for less than three years.

What are some lessons learned (advice) from others who have implemented PALS?
PALS programs around the province have offered the following suggestions:

- Don't do it alone - form a team
- Identify someone to coordinate purchasing and distribution of the materials
- Involve the community in decisions(e.g., time and location of program, food, etc.)

What are some successful models for implementation?

PALS programs have experienced success using the following models:

- Kindergarten teacher as facilitator of program with teacher-on-call support
- Team approach to facilitation (e.g. facilitator who rotates from school to school for the program's adult-only component)
- Program is adapted to fit different contexts (e.g. preschool settings, Aboriginal Headstart, etc.)