



# Tutor Connection

Winter 2019 Edition

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Tri-County Literacy Council is a community-based, non-profit organization that enriches both community and individuals by addressing literacy needs

**“First, think.  
Second, dream.  
Third, dream. And  
finally, dare.”**

*~ Walt Disney ~*

## Managing S.M.A.R.T. Goals

The New Year is a time of new beginnings and setting both small and large goals. This fall I had the pleasure to instruct a training class titled “Choices”. As part of the program, we were fortunate to have a local author, educator and coach, Betty Healey, to do a presentation on intentions and goals.

During the workshop, students learnt that our thoughts are powerful. What we think about expands. Intentions are wide-based statements describing what you want to attract to your life. They are designed to open you to new possibilities and options. Betty mentioned they are the way she begins each day, before even getting out bed. Examples of intention could be:

- **“I am** healthy, healed and whole.”
- **“I am** attracting meaningful work.”
- **“I am** attracting my higher purpose.”
- **“I am** engaged to the service of others.”

Intentions serve as your vision and destination.

Goals, on the other hand, have specific actions to get us where we want to go. Setting and achieving your goals boosts your sense of self-confidence and self-esteem. The acronym “S.M.A.R.T. Goals” has proven to be an effective tool in succeeding. The more **specific** the goal, the better. Will you be able to **measure** progress? How will you know when you have succeeded? Is the goal **attainable**? Do you have the skills, information and support required to achieve the goal? What is the **relevance** of this goal now? Is the goal time-bound? Deadlines are important to motivate us into action. Human nature is to procrastinate.

Examples of S.M.A.R.T. goals are:

- “I am registered in the 5-week Choices training that runs Monday to Thursday 9 am to 11:30 am.”
- “I will complete an online search for local job opportunities and register with Job Zone, on or before November 30<sup>th</sup>, 2018.”

“The way to get started is to quit talking and begin doing.”

~Walt Disney~

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**We're on the Web!**

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[www.tricountyliteracycouncil.ca](http://www.tricountyliteracycouncil.ca)

Visit our website regularly to learn about the latest FREE courses being offered.



Photo by Mathew Laycock

**Facts about Poverty and Literacy**

- \* According to Statistics Canada, people from impoverished families, people who have been unemployed for a long time, (including seniors, Aboriginal people, prisoners, people with disabilities, and racial and cultural minorities) have lower rates of literacy and higher rates of poverty. They have fewer choices in jobs, education, and housing.
- \* Adults who score at levels 1 and 2 on the numeracy scale are more likely to require social assistance payments. Sixty-five percent of social assistance recipients have low literacy skills (Literacy in Ontario).
- \* Adults living in low-income households receive less job-

related training and education and engage less frequently in activities (both on the job and in the home) that favour the development of literacy abilities (Literacy in Ontario).

- \* Many barriers keep low-income adults out of literacy and job training programs. Only a small fraction (estimated at 5 - 10%) of eligible adults have ever enrolled in a literacy or upgrading program and among those who do enroll, dropout rates are high. The main barriers cited are socioeconomic-circumstantial factors such as lack of support for child care, transportation, and attendant care for disabled persons, long working hours, family needs, poor health, discouragement and lack of confidence - not to mention programs that just don't fit their needs. Also, poorer adults often don't have the literacy skills they need to get into job training programs.

“Although no one can go back and make a brand-new start, anyone can start from now and make a brand-new ending.”

*Carl Bard*

