
Community/District Literacy Plan

2008-2009

*The Board of Education of
School District No. 34 (Abbotsford)*



Community/District Literacy Plan

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Summary

In Abbotsford, the Community Literacy Plan and the District Literacy Plan are one and the same. The Abbotsford Community/District Literacy Plan is informed by research findings from the Abbotsford Literacy Asset Inventory Research Report, statistical information and through the collaborative efforts of Literacy Matters, Abbotsford Committee (LMAC) members, who collectively bring to this work a spectrum of community perspectives. In the process, the committee has selected six key focus areas: early learning, youth, aboriginal, adults, ESL, and workplace literacy to form the basis of the Community/District Literacy Plan and determine its strategies.

The strategies and subsequent actions essentially build on existing frameworks of established community bodies and more formally fortify the efforts of others through the integration of literacy supports. Recognizing the sizeable amount of work required in the adult dimension, the committee resolved to hire a Community Literacy Coordinator who, in collaboration with the wider community, is charged with initiating the development of community adult strategic plan which also includes workplace and ESL literacy. The primary objectives of the adult strategic plan are to diversify and broaden the delivery of adult literacy services.

Definition of Literacy

Borrowing on the Literacy Now planning guide, Literacy Matters, Abbotsford defines literacy in its Terms of Reference (Abbotsford Literacy Asset Inventory Research Report, 2007) as “an essential cultural, social and academic practice that involves, not only reading, writing and numeracy, but also a variety of abilities including viewing and representing, aural literacy including language, musical and listening skills, cultural literacy including media and social literacy and critical literacy including civic skills” (2010 Legacies Now, Literacy Now).

Mission Statement

Literacy Matters, Abbotsford mobilizes, integrates and supports activities that enhance literacy and learning in our community.

Vision Statement

Abbotsford...a community where literacy matters.

Bold Aspiration Statements

Early Learning

Literacy matters for all early learners in Abbotsford. Play is recognized as a vital avenue to learning. Confident parents/caregivers have access to preschool, family support programs and services close to home. Health and learning differences are approached with a variety of strategies and interventions in a timely manner. Community buy-in is evidenced by unique partnerships, and creative approaches to learning.

School Age

Literacy matters for all school-aged students in Abbotsford. Every school-aged child has the necessary supports in place to complete school. Abbotsford offers a variety of learning opportunities for community engagement. There is an increase in social and emotional health.

Aboriginal

Literacy matters to all aboriginal learners in Abbotsford. The community acknowledges the cultural imperatives of the aboriginal community. The Aboriginal Education Centre is a full community resource with year-round access. Aboriginal families have access to health, nutritional, cultural and educational supports. Intergenerational activities are valued and in evidence. School completion of aboriginal youth has increased noticeably.

Adult

Literacy matters to all adults in Abbotsford. we provide a seamless, integrated connection between public and private programs and initiatives. Our holistic approach celebrates and includes literacy throughout our human support system. We have increased engagement and satisfaction with our ability to increase and achieve our life choices.

Workplace

Literacy matters in all workplaces of Abbotsford. We have implemented and integrated literacy and essential skills into the fabric of the local economy. We invest in traditional and non-traditional partnerships to provide a richness of opportunities which benefit workers, businesses and the community.

ESL

Literacy matters to all ethnic communities in Abbotsford. We have adequate, accessible supports and services, which honour and respect our diverse and mainstream cultures. By fostering independence and informed choices, we have increased opportunities to acquire skills which improve our economic and social successes across the generations.

The Process

Members of the Literacy Matters, Abbotsford committee have been meeting since 2005 and during this time have articulated their Terms of Reference, Bold Aspiration Statements, Definition of Literacy, Mission Statement and Vision Statement (Abbotsford Literacy Asset Inventory Research Report, 2007). The Literacy Matters, Abbotsford committee comprises a broad representation of community perspectives through a variety of associations.

Committee members include the following:

Name	Organization
Kevin Godden	School District #34 (Chair)
Cheryl Havens	Aboriginal Advisory Representative
Michael Kerry	Ministerial Association Representative
Sue Khazaie	Abbotsford Community Services (Early Learning)
Paul Lamarre	CSC
Ian MacKenzie	Abbotsford Police Department
Paula Mannington	Abbotsford Community Services (Adult ESL)
Rob McCreary	Corrections Canada
Tejvir (Lally) Pandher	Punjabi Patrika
Carole Clark	Spirit of B.C. Representative
Gerda Fandrich	Trustee
Julia Dodge	UCFV
Kirk Dickson	Abbotsford Police Department
Marcy Criner	ESL District principal
Neil Corbett	Abbotsford Times
Rosanna Chisholm	Abbotsford Community Services
Judy Chapman	School District #34
Martin Bartel	MCFD
Michael Kerry	ACLN
Terry Sidhu	Indo-Canadian Business Association
Hilary Russell	Fraser Valley Regional Library
Lisa Pearson	Accomplished Learning Centre
Penny Petersen	Community Services Family Centre
Perry Smith	Aboriginal Education Centre
Rod Thomson	Abbotsford Times

In early 2007, the Literacy Matters, Abbotsford committee contracted a research team to map the literacy assets in Abbotsford. As of May 2007, the research team presented the committee with their report, Abbotsford Literacy Asset Inventory Research Report, detailing the literacy assets per neighbourhood, as stratified by age groups, in four

domains: adult basic education, English as a second language, early learning and workplace literacy. By consolidating this data with local socio-economic maps, completed by the Human Early Learning Partnership (HELP), this report provides compelling and comprehensive evidence of the literacy strengths, gaps and opportunities in Abbotsford and substantially supports the rationale for the Community/District Literacy Plan directives.

Further developments in the planning process involved the addition of an aboriginal pillar as a means to respond to the culturally specific literacy issues facing aboriginal citizens. In addition, a working group was later formed from the larger committee to more efficiently prepare the Community/District Literacy Plan goals and strategies. Suggestions from the working group were then brought to the wider committee in person or via email for further discussion, feedback and consensus. It was by this approach that the committee elected to narrow the scope of its school-age focus to youth in response to the need and limited quantity of community literacy services. In total, committee members met for two more sessions and corresponded with the working group for over a month to finalize the details of the strategies, action items and goals of the Community/District Literacy Plan.

Community Profile

Abbotsford is situated at the eastern end of the Fraser Valley approximately 75 km from Vancouver. The United States resides on its southern boundary while the Fraser River delineates its north. Neighbouring communities of Aldergrove and Chilliwack mark its western and eastern boundaries respectively. It is noted as being the fifth largest city in British Columbia growing at a rate of .8% in 2006 (www.bcstats.gov.bc.ca) with a population of more than 134,000 residents (City of Abbotsford, Economic Profile 2007). While the majority of citizens reside in the downtown core, a significant proportion of the populace resides in rural communities such as Mt. Lehman, Bradner, Arnold, Matsqui Village, Clayburn, Barrowtown and Huntington. In addition, specific regions of

Abbotsford are regarded as the traditional territory of two Stolo communities, the Sumas First Nation and Matsqui First Nation.

Age Distribution

The age category of 25 to 64 years describes the largest of the four age strata profiled in British Columbia 2006 statistics (www.bcstats.gov.bc.ca) thus representing 51.7% of the populace; this is a statistic that is predicted to rise to 54.9% by 2016. The next largest demographic is the 0 to 17 year old group, the youngest residents of Abbotsford, who encompass nearly half of the former group making up 24.5 % of residents. Although the percentage of this group hovers above the provincial average of 19.9%, it is predicted to decline to 21.4% by 2016. In contrast, the following age cluster, 65 plus, is projected to increase from 13.2% to 14.5% by 2016. However, this falls short of the prediction for the provincial average which suggests that seniors will comprise 17.2% of the population by 2016. Lastly, young adults (17 to 25), encompass the smallest fraction of the population at 10.6%, a figure that is greater than the provincial average by .8%.

Family Structure

According to Statistics Canada 2006 figures, 55% of Abbotsford residents over the age of 15 are legally married, 29% have never been married, 3% are separated but legally married, 7% are divorced and 6% are widowed. Of the widowers, 80% are female (www12.statscan.ca). In 2001, the majority of families, 20,045 from a total of 32,075 families, had children residing at home, effectively rising above the provincial average by 2% (www.bcstats.gov.bc.ca). Since 2001, the number of families in Abbotsford has risen to a total of 44,365 (Stats Canada. 2006. Community Profiles. www12.statscan.ca). A similar increasing trend by approximately 50% occurs in the percentage of lone parent families from 2001 to 2006. In 2001 lone parent families comprised 22.4% of the local population or 4,485 of 32,075, which is less than the provincial mean by 3.3%. The number of single parent families has increased to 6,460 by 2006, of which 82% are

female led (www12.statscan.ca). Overall, the average household size in Abbotsford is 2.8 according to Canada Statistics 2006 Community Profiles.

In contrast, one statistic that remains relatively static between the years 2001 to 2006 is the number of unattached individuals, which in 2001 accounted for 12.4% households, or 12,595. At this time, this figure was 5.7% less than the province's average (www.bcstats.gov.bc.ca). In 2006 the number of one-person households remains at 12,750 (www12.statscan.ca).

Ethnic Identity

Abbotsford characterizes a diverse community, presenting the distinct feature of comprising a large proportion of a single visible minority group. The Sikh community represents the largest homogeneous visible minority in the region. According to British Columbia statistics of 2006, the South Asian populace makes up 14.9% of visible minorities in Abbotsford, thus exceeding the average of visible minorities throughout the province by 9.5%. Furthermore, a large proportion, 45%, of citizens identifies themselves as of multi-ethnic origin (Abbotsford, 2007 Economic Profile).

Of the two official languages, English predominates as the mother tongue by most Abbotsford residents (70%) while French is reported by a mere 1%. However, 27% of the community recognizes neither French nor English as their home language (www12.statcan.ca/English/census06). Furthermore, high concentrations of this variable in specific neighbourhoods (Townline East (34%), Townline West (25.6%), North Clearbrook (22%), and South Clearbrook (14.9%)) are noted in the ECD Mapping report (Abbotsford Literacy Asset Inventory, 2007). Linguistic isolation, where neither English nor French are practiced, is also noted in the ECD Mapping report to be most significant in these neighbourhoods (Abbotsford Literacy Asset Inventory, 2007).

The proportion of local aboriginal citizens represents 2.4% of the population, effectively a little more than half of the provincial mean of 4.4% (BC Stats. 2006). Urban

Aboriginals along with Matsqui and Sumas First Nations residents comprise this demographic. Abbotsford is also home to citizens of Métis origin.

In total, visible minorities account for 20% of the population which closely follows the provincial average of 21.2%.

General Education

Most grade-school students in Abbotsford are performing at par or better than their provincial counterparts. Test score results, for the years 2003/04 and 2005/06, by grade four and seven students reveals that fewer students in Abbotsford fall below academic expectations as compared to students across the province (www.bcstats.gov.bc.ca). Likewise, 79% of 18 year old residents in Abbotsford are high school graduates, which exceed the provincial average by 2.3%. Recent British Columbia statistics also report that the non-completion rate of grade twelve English provincial exams by local students is 33.2%. This is almost equivalent to the provincial average of 33.6%.

However, of the academic indicators reported in 2001 BC Statistics, the largest discrepancy between provincial and local averages concerns the percentage of residents between the ages of 25 and 54 years, specifically those who have not completed high school and those without post-secondary education. The high-school non-completion rate in Abbotsford is 23.5%, and this demographic represents 17.2% of the province's adult population. The distribution of this variable is described in greater detail in the, *Abbotsford Literacy Asset Inventory Research Report*, which illustrates specific communities where residents without high school graduation are most pronounced. These communities include: Mill Lake (38.1%), Townline (37.9%), North Clearbrook (37.2%), Townline West (37.0%), West Clearbrook (36.0%), South Clearbrook (35.2%), South Poplar (34.9%).

Non-completion rates are higher for those without post secondary education, representing 50.9% of the population, thus differing significantly from the provincial

figure of 42.3% (www.bcstats.gov.bc.ca). Of Abbotsford residents with post-secondary education, 31.7% have acquired a Certificate or Diploma, while 11.4% have earned a post secondary degree. Again, these figures fall short of the provincial average by 1.1% and 6.2% respectively (www.bcstats.gov.bc.ca).

Economic Profile

Abbotsford is a community that is benefiting from a flourishing provincial economy; subsequently the unemployment rate is 3.9% (<http://srv200.services.gc.ca>). Within the primary sector, Abbotsford's economy is most reliant on agricultural production (11%) (www.bcstats.gov.bc.ca). A total of 1,284 farms operate in Abbotsford, as noted in the Abbotsford 2007 Economic Profile, which collectively amass the "highest farm-gate agricultural value of any community in British Columbia" (23). Meanwhile, Abbotsford's economic dependence on forestry, mining and fishing industries (9.0%) is less to that of agriculture, likewise as compared to other provincial communities (10.0%) (www.bcstats.gov.bc.ca). In total, this sector accounts for 10.3% of the local labour force (Abbotsford 2007 Economic Profile).

Light manufacturing industries, particularly those associated with finished wood and food products, along with the construction industry comprise the secondary sector in Abbotsford (www.bcstats.gov.bc.ca). According to the Abbotsford 2007 Economic Profile, the local manufacturing economy sustains 12.4% of the labour force while 7.5% describes the labour force in construction.

Several industries contribute to make the local tertiary sector dynamic. Firstly, the region's retail trade supports 11.5% of the labour force (Abbotsford 2007 Economic Profile). In addition, aerospace and health services are anticipated areas of considerable economic growth. For instance, the construction of the new state-of-the-art healthcare and cancer clinic, the Abbotsford Regional Hospital and Cancer Centre, is expected to service 150,000 people local residents and up to an additional 330,000 from throughout the Fraser Valley (www.abbotsfordhospitalandcancercentre.ca). In 2001, BC Statistics

state that 9.50% of the labour force participated in the health and social services sector. This figure is projected to increase significantly.

In addition, the future expansion of the local aerospace industry including the construction of a new passenger terminal, hotel and business park for aerospace-related services, and additional air cargo and freight services is evidence growth in this industry (www.abbotsford.ca).

Household economic figures vary throughout Abbotsford. Drawing on the ECD Mapping Project data analyzing family median income, as based on neighbourhoods, findings describe a range from \$38,535 to \$70,603 in income. Furthermore, additional data states the general median family income is \$51,498.00 (www.bcstats.gov.bc.ca). On average, an Abbotsford family produces \$58,750.00 in annual income (Abbotsford 2007 Economic Profile), while an individual earns \$36,984.00 (Abbotsford 2007 Economic Profile). More specifically, the male median income is \$27,884.00 and the median income for women is \$15,836.00 (www.bcstats.gov.bc.ca).

A greater proportion of income is comprised of government transfers (13.5%) in Abbotsford as compared to most other communities throughout the province (11.8%). Specific neighbourhoods, such as Clearbrook (25.6%), Mill Lake (23.1%), West Clearbrook (18.3%), South Clearbrook (18.2%) and Babich (17.6) are noted in the ECD Mapping Project as receiving the highest ratio of government transfers. These neighbourhoods (Babich (23.4%), Clearbrook (21.6%), South Clearbrook (17.4%) and Mill Lake (20.7%), with the addition of the Abbotsford neighbourhood (22.4%) rank the highest on the LICO index. These areas reporting high concentrations of economic stress may describe a population of working poor as the overall percentage of Abbotsford citizens receiving income assistance (3.0%) is less than that of the provincial average (3.5%). However, a considerable proportion of Income Assistance (IA) caseloads are single parent families (18.5%), whereas 15.3% comprise IA caseloads province-wide (www.bcstats.gov.bc.ca). Lastly, Employment Insurance figures for 2006 report that

2,343 of local residents received these benefits, the majority of whom were female (72.6%).

Assets, Opportunities and Gaps

Early Learners

Early learners in Abbotsford benefit from a well established and functioning network of support services for children ages 0 to 6 with the establishment of at least one literacy program in each neighbourhood (Abbotsford Literacy Asset Inventory Research Report). Yet, opportunities remain to increase community capacity and strengthen the provision literacy supports, especially in lower socioeconomic communities.

For a complete list and further discussion on the community assets for children 0 to 6 please refer to the Literacy Plan (Strategy #1) inputs and Appendix B.

Youth

The school district delivers the vast majority of literacy programming for youth and according to provincial exam outcomes (www.bcstats.gov.bc.ca) is doing a commendable job. However, community literacy supports and programs for this age group are noticeably lacking. Furthermore, they are non-existent in some neighbourhoods (Literacy Asset Inventory, 2007).

For a complete list and further discussion on community assets pertaining to Youth please refer to the Literacy Plan (Strategy #2) inputs and Appendix B.

Aboriginal

Due to the latter addition of the aboriginal pillar, related literacy services and programs are not included in the Literacy Asset Inventory. While the Aboriginal Enhancement Agreement effectively addresses the literacy needs of local aboriginal children from kindergarten through to grade twelve, it does not include the literacy considerations of aboriginal early and adult learners.

For a detailed list of community assets pertaining to Aboriginal learners please refer to the Literacy Plan (Strategy #3) inputs.

Adults, Workplace and ESL

As mentioned above, the adult population represents the largest age demographic in Abbotsford, yet is offered the least variation and quantity of community-oriented learning opportunities. For instance, most programs for further learning and essential skills training are provided by the University College of the Fraser Valley; however, the current system of program delivery may not be conducive to the learning needs of many local adults (Abbotsford Literacy Asset Inventory Research Report, 2007). Particularly, when considering the statistical data of this population, which reveals a significant shortfall in academic attainment levels as compared to provincial averages in relation to both secondary and post secondary achievement. Thus, this suggests less than favourable comfort levels with formal education systems by a large proportion of the local adult populace.

The challenge of meeting the literacy needs of adults grows as local literacy programs and services struggle to accommodate a large aging demographic. Presently, one organization, outside of UCFV, delivers literacy specific programs for seniors in Abbotsford.

Abbotsford is making significant strides in the effort to meet the needs of the ESL community with the recent establishment of the Punjabi Advisory Council and the School Settlement Workers programs, both of which enhance pre-existing multicultural services at Abbotsford Community Services. While these programs and initiatives work towards mitigating the discrepancies evidenced in the Asset Inventory, neighbourhoods with a high proportion of ESL residents remain under-serviced relative to their literacy needs based on socio-economic indicators (Abbotsford Literacy Asset Inventory Research Report). Similar concerns are echoed throughout all age strata in the ESL community, but gain prominence in the adult sphere due to the additional dimension of workplace literacy, since the latter services are scarce and challenging to access.

For a complete list and further discussion on the community assets pertaining to Adult Learners please refer to the Literacy Plan (Strategy #4, 5 and 6) inputs, and Appendix B.

The Community/District Literacy Plan

Literacy Matters, Abbotsford and the School District's Community/District Literacy Plan describes four major focus areas and two subsidiaries in a comprehensive six strategic approach, detailed in the community literacy plan format. It aspires to emulate the Bold Aspiration Statements while promoting the literacy levels of early learners, youth, aboriginal and adults with additional attention to workplace and ESL literacy. The latter two components are subsumed within the adult pillar to form the principal work of the Literacy Matters, Abbotsford Committee's Literacy Plan. For this reason, the committee determined that the most effective use of its resources would be to hire a Community Literacy Coordinator whose main task is to focus on the enlargement and proliferation of adult literacy supports and services throughout the Abbotsford community.

Subsequently, LMAC's efforts into the remaining three strategies primarily concerns supporting existing community entities. Through such collaborations, the committee strives to optimize the reach of literacy supports and practices by raising literacy awareness to effectively integrate a literacy lens into all facets of community program delivery.

Success statements for each strategy are described as outcomes.

The Community/District Literacy Plan

Strategy #1

To collaborate with Abbotsford Early Childhood Committee (AECC), Abbotsford School District #34, and Community Early Learning Leadership/Strategy Team to develop a long-term plan which integrates early learning and family literacy supports and services for families with children ages 0-6 years into the community of Abbotsford.

Inputs	Activities	Outputs	Outcomes
Resources: -Literacy Now funding -Literacy Matters, Abbotsford Members -Ministry grant for Early Learning -Staff -equipment and supplies -AECC strat. plan to date. -SD#34- Innovation Grant -Fraser Valley Child Development Centre (CDC) -Preschools: private and not-for-profit -Before and after school care with tutorial service -Abbotsford Community Services including Multicultural Dept. -NCFD Network -Children First via United Way -Integrated Leadership Team -Faith communities -Fraser Valley Regional Libraries	a) In collaboration with existing key stakeholders, the Literacy Matters...Abbotsford Committee (LMAC) works to ensure the integration of its framework into early learning and family literacy supports and services. b) In collaboration with AECC, LMAC raises awareness among community groups to encourage in-kind and financial support to help sustain programs.	a) Document(s) outlining the model/framework for integrating family literacy supports and services into programming for early years population with commitments from key stakeholders. b) Meetings, presentations, and promotional material. c) AECC strategic plan.	a) Clarity and consensus on the model/framework and desired programs. b) Increased awareness among potential local funders of the value of integrating literacy supports in into early learning services and programming. Increased long-term material and financial investment from the broader community in literacy affected FRP programs.

<ul style="list-style-type: none"> - Abbotsford/Maclure Community Schools -UCFV Child Development programs and instructors -MCFD: Mental Health -ESL agencies -City of Abbotsford: Parks and Recreation -Punjabi Pals Pilot -Home school programs -Fraser Valley Networking Committee -Punjabi Advisory Council Sumas First Nation -Matsqui First Nation -Métis association -Xyolhemeylh -Sto:lo Nation <p>Constraints:</p> <ul style="list-style-type: none"> -Time -material resources -community lack of awareness of issues 	<p>c) LMAC works with the AECC to ensure the successful implementation of its strategic plan.</p> <p>d) Study the most current literature and other exemplary models to glean knowledge that will help to refine delivery for services and effectiveness.</p>	<p>d) Executive summaries of findings for Literacy Matters...Abbotsford committee and AECC with suggestions/recommendations for refinement of programs or system of programs. Presentation(s) of findings to program operators and key program stakeholders.</p>	<p>d) Programs' and/or system of efficiencies and effectiveness are strengthened.</p>
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Indicators

Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes
<p>a) Key program stakeholders report satisfaction on shared framework and on-going collaboration.</p> <p>b) Community groups/individuals report increased awareness of the impact of the family literacy supports and services has on the broader community.</p> <p>c) Parents are establishing connection with literacy embedded programs.</p> <p>d) Providers report ways in which programs are refined to strengthen efficacy or effectiveness of family literacy supports and/or services.</p>	<p>a) Key stakeholders maintain their role and contribution to agreed-upon family literacy programming.</p> <p>b) Community funders continue to support the established programming. Programs report increased material support from community groups and individuals.</p> <p>c) Parents begin to use tools/information provided to support their children’s pre-literacy or emerging literacy learning.</p> <p>d) There is an exchange of knowledge about effective family literacy programming between groups and communities.</p>	<p>a) A sustainable system of delivering literacy embedded programs.</p> <p>b) Community funders maintain commitments to support programs.</p> <p>c) Families easily access and utilize literacy programs. Increased numbers of children begin school who are ready for kindergarten.</p> <p>d) Programs’ efficiencies and systems of delivery are refined and strengthened.</p>

Strategy #2

To collaborate with the local Children and Youth Committee (CYC) and Integrated Leadership Team (ILT) in the development of a strategic plan that integrates sustainable programs and services which meet the literacy needs of youth, including youth at risk.

Inputs	Activities	Outputs	Outcomes
<p>Resources: -time -Literacy Matters...Abbotsford members -Literacy Now funding -equipment and</p>	<p>a) LMA hosts and facilitates the development of a strategic plan in collaboration with key community partners that integrates literacy</p>	<p>a) Meeting(s), presentation(s), and resource materials. Document(s) outlining framework for integrating literacy</p>	<p>a) Buy-in from key community groups. A more synthesized and coordinated system of literacy supported programs and services for youth.</p>

<p>supplies -CYC -ILT -SD #34 -NCFD Network - APD -MCFD -Social services -Abbotsford Community Services including the Multicultural Dept. -Community Schools - Provincial correctional institutions -CSC -Provincial Corrections -Restorative Justice -Abbotsford Youth Commission -Punjabi Advisory Council -School Settlement Workers Sumas First Nation -Matsqui First Nation -Métis association -Xyolhemeylh -Sto:lo Nation -Aboriginal Access Services (UCFV)</p> <p>Constraints: -Time</p>	<p>supports into services and programs for youth.</p> <p>b)) In collaboration with key stakeholders (CYC and ILT), develop an awareness-raising campaign for service providers that highlight the literacy issues of youth.</p> <p>c) Establish a system of communication throughout network of key agencies and organizations.</p> <p>d) LMA works with ILT to identify opportunities for greater collaboration and resource sharing.</p>	<p>supports into programs and services for youth.</p> <p>b) Promotional material, resources, meetings, press releases, news articles.</p> <p>c) Model(s) of communications.</p> <p>d) Youth specific literacy goals from the District Literacy Plan literacy goals and School District Achievement Contract.</p>	<p>b) Increased awareness among community service providers of the literacy issues for youth.</p> <p>c) Increased efficiencies and constructive sharing of resources/information among community practitioners.</p> <p>d) Youth specific literacy goals from the District Literacy Plan are embedded in the School District Achievement Contract.</p>
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Indicators

Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes
<p>a) Key program stakeholders report satisfaction on shared vision of framework and continued collaboration.</p> <p>b) Community service providers are more aware and value the integration of literacy supports in their programming.</p>	<p>a) Key stakeholders maintain their role and contribution to agreed-upon literacy programs for youth.</p> <p>b) Service providers report the regular practice of informing/directing their clients to seek programming and/or including literacy programming into their services.</p>	<p>a) Students avail themselves of the vast resources and opportunities to further their education and increase their knowledge base.</p> <p>b) Greater number of students graduate and continue with post-secondary education.</p> <p>c) Community groups and citizens report greater sense of community cohesion and security.</p> <p>d) More youth possess the literacy skills to be successful in a knowledge-based economy.</p> <p>d) Youth specific literacy goals from the District Literacy Plan and School District Achievement Contract are realized</p>

Strategy #3

To support the delivery of sustainable, culturally relevant literacy programs for Aboriginal learners.

Inputs	Activities	Outputs	Outcomes
<p>Resources:</p> <ul style="list-style-type: none"> -Literacy Now funding -Mamele'awt Aboriginal Education Centre (MAEC) -Aboriginal Advisory Committee 	<p>a) LMA, works with the CLC to identify and collaborate with key community stakeholders to clarify and confirm their commitment to integrating the early years and adult</p>	<p>a) Document(s) outlining the collaboration among key stakeholders with their commitment to including the early years and adult literacy supports</p>	<p>a) Consensus and collaboration among partners on a delivery model of literacy programs and services for all aboriginal learners.</p>

<p>-Aboriginal Enhancement Agreement -CSC -Provincial Corrections -SD #34 -Health services -Social services -Sumas First Nation -Matsqui First Nation -Métis association -Xyolhemeylh -Sto:lo Nation -Literacy Matters...Abbotsford Members -Community Schools -Fraser Valley Public Libraries -time -equipment and supplies -Aboriginal Access Services (UCFV)</p> <p>Constraints: -time -cultural discrepancies ie. regarding differing customs, traditional practices, learning/teaching norms.</p>	<p>literacy supports into existing framework(s).</p> <p>b) In collaboration with key stakeholders, support the delivery of culturally relevant literacy programs and services that are accessible, sustainable and accommodating to a local diverse aboriginal population.</p> <p>c) In collaboration with local aboriginal groups, develop awareness-raising program(s) for service providers that highlight the literacy issues of aboriginal learners.</p>	<p>into existing framework(s).</p> <p>Meeting(s), presentation(s), and resource materials.</p> <p>b) Framework describing the system and approaches to supporting the delivery of aboriginal literacy programs.</p> <p>c) Promotional programs, material, and system for conveying information.</p>	<p>b) More aboriginal learners and families engage in, and easily access, literacy programs and/or services.</p> <p>c) Increased awareness among community service providers of low-literacy issues and value of literacy programming.</p>
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Indicators

Short Term Outcomes	Intermediate Outcomes	Long-Term Outcomes
<p>a) Key program stakeholders report satisfaction on shared vision of framework and on-going collaboration.</p> <p>b) Aboriginal learners are establishing positive connections with literacy programming.</p> <p>c) Community service providers are more aware and value the integration of literacy supports in their programming.</p>	<p>a) Key stakeholders maintain their role and contribution to agreed-upon aboriginal literacy programming.</p> <p>b) Aboriginal learners begin to use literacy tools and information to empower themselves.</p> <p>c) Service providers report the regular practice of informing/directing their clients to seek programming and/or including literacy programming into their services.</p>	<p>a) Aboriginal learners report -increase confidence in their learning ability. -Increased learning capacity -greater satisfaction with life choices and opportunities. -increased health indicators</p> <p>b) Realization of Aboriginal Enhancement Agreement goals. Greater number of Aboriginal students are graduating and continuing with post secondary education confident in their learning capacity.</p> <p>c) Community service providers are well informed of adult literacy issues and knowledgeable of community literacy programs to which they regularly refer their clients.</p>

Strategy #4

To facilitate the provision of seamless, integrated literacy programs and services for adult learners throughout our community literacy and learning support systems.

Inputs	Activities	Outputs	Outcomes
<p>Resources: -Literacy Now funding -staff -Literacy</p>	<p>a) LMA forms a sub committee to work with the Community Literacy</p>	<p>a. Document(s) outlining LMA framework for the provision of sustainable,</p>	<p>a. Collaboration and consensus among all community partners.</p>

<p>Matters...Abbotsford members</p> <ul style="list-style-type: none"> -for-profit agencies -Faith Communities -SD#34 -Abbotsford Community Services including the Multicultural Dept. - Gladwin Language Centre. -Community Schools - UCFV -Literacy Coordinator -equipment and supplies -CSC -Provincial Corrections -Adult learners -Fraser Valley Regional Libraries -private post secondary institutions -Community Corrections -HRSDC -Aboriginal Access Services (UCFV) Sumas First Nation -Matsqui First Nation -Métis association -Xyolhemeylh -Sto:lo Nation -Punjabi Advisory Council -School Settlement Workers <p>Constraints:</p> <ul style="list-style-type: none"> -time 	<p>Coordinator (CLC) and key service providers in the development and implementation of an Adult Literacy Strategic Plan that embeds literacy resources and programs throughout the local adult support system.</p> <p>b) In collaboration with key stakeholders, develop awareness-raising program(s) for service providers and the general public which highlights the literacy issues of adult learners.</p> <p>c) Host a public presentation and consultation event showcasing a draft of the above strategic plan.</p>	<p>accessible literacy supports and programs with commitments from key stakeholders. Meeting(s), presentation(s), and resource materials</p> <p>. A developed synthesized system of delivering and integrating adult literacy services</p> <p>b) Promotional programs, resources, meetings, press releases, news articles.</p> <p>c) Public presentation of the strategic plan draft and document(s) detailing public feedback. Revised plan as per public consultation input.</p>	<p>Sustainable adult literacy programs which are effectively reducing low literacy levels.</p> <p>b) Increased awareness among community service providers and general public of low-literacy issues and value of literacy programs and services.</p> <p>c) Community buy-in and greater engagement in Adult literacy programs and services.</p>
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Indicators

Short Term Outcomes	Intermediate Outcomes	Long Term Outcomes
<p>a) A literacy coordinator is hired and establishes a good working relationship with LMA Committee, adult literacy practitioners, and service providers.</p> <p>b) Community service providers and residents are mobilized and made aware of literacy issues.</p> <p>c) Community service providers are more aware and value the integration of literacy supports in their programming.</p>	<p>a) Key adult service providers work together with literacy coordinator to establish a long-term strategic plan that is responsive to the expressed needs and desires of the community, and which integrates literacy programs and services throughout all adult support systems.</p> <p>Plan is approved and adopted by all key stakeholders. Implementation of plan is set in motion.</p> <p>b) Sustainability of plan is maintained with continued recognition for the value of literacy programming and services.</p> <p>c) Service providers report the regular practice of informing/directing their clients to seek programming and/or including literacy programming into their services.</p>	<p>a) Adults identified as having low literacy skills (IALS level 1 and 2) are advancing to higher levels of literacy competencies.</p> <p>More adults are identified as having the literacy skills to effectively engage in the knowledge base economy.</p> <p>b) The stigma of low literacy is reduced as greater numbers of adults engage in and embrace life-long learning practices.</p> <p>Adult learners report increased satisfaction with life choices and personal achievements. Adult learners exercise greater efficacy in their lives as reported by service providers and learners.</p> <p>c) Community service providers are well informed of adult literacy issues and knowledgeable of community literacy programs to which they regularly refer their clients. e. Service providers weave literacy programming into their services.</p>

Strategy #5

To collaborate with key community businesses and employment stakeholders in the provision of programs which integrate literacy and essential skills training in the workplace.

Inputs	Activities	Outputs	Outcomes
<p>Resources:</p> <ul style="list-style-type: none"> -Literacy Now funding -Literacy Matters...Abbotsford members -UCFV -SD #34 -Chamber of Commerce -Abbotsford Community Services including the Multicultural Dept. -Faith Communities -Gladwin Language Centre -HRSDC -Employment Service Providers -Employers Associations -Education community -equipment and supplies -Unions -Health professionals -Fraser Valley Regional Libraries -CSC -Provincial Corrections -Adult learners - Sumas First Nation -Matsqui First Nation -Métis association -Xyolhemeylh 	<p>a) LMA works with the CLC and key stakeholders, to identify, clarify and confirm commitments to the development and implementation of the Adult Literacy Strategic Plan which integrates the LMA framework into workplace programs.</p> <p>b) Seek out government incentives offered to businesses for employee literacy and essential skills upgrading.</p> <p>c. Foster collaboration with employers and employee associations to raise awareness about the benefits of initiatives to strengthen literacy and workplace essential skills.</p> <p>d. In collaboration with employers and employees,</p>	<p>a. Document(s) outlining Literacy Matters...Abbotsford framework and essential skill strategic plan with commitment from key stakeholders.</p> <p>b. Inventory of employer incentive programs.</p> <p>c. Promotional items and strategies. Presentation to key groups and stakeholders.</p> <p>d. Workplace literacy and essential</p>	<p>a. Collaboration and cooperation among all community partners.</p> <p>b. Employers report an increased awareness of incentive programs.</p> <p>c. Both employers and employees recognize the benefits of continued learning and upgrading of skills. Employers implement workplace literacy initiatives. Employees fully utilize workplace literacy programs.</p> <p>d. Workplace pilot programs are</p>

<p>-Sto:lo Nation -Punjabi Advisory Council - Aboriginal Access Services (UCFV)</p> <p>Constraints: -time</p>	<p>determine workforce learning needs.</p>	<p>skills programs, curricula, and learning tools are made available to accommodate learners in the workplace.</p>	<p>established and learning materials are effectively utilized.</p>
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Indicators

Short-Term	Intermediate Outcomes	Long-Term Outcomes
<p>a. A literacy coordinator is hired and establishes a good working relationship with key practitioners and service providers.</p> <p>b) Literacy Matters members are aware of available incentive programs.</p> <p>c) Employers are generating innovative ways about how they can develop workplace literacy programs.</p> <p>d) Employers commit to and support the provision of workplace literacy.</p>	<p>a) Key community groups report satisfaction on shared vision of framework and continue to work together with literacy coordinator to support the implementation of the strategic plan and/or workplace literacy model. Strategic plan/model is set in motion.</p> <p>b. Employers are aware of available incentive programs.</p> <p>c. Several models of workplace initiatives are operating in Abbotsford.</p> <p>d) Several models of workplace initiatives are operating in Abbotsford.</p>	<p>a. Employees attending programs and gaining skills. Increase in literacy and essential skill levels of employees.</p> <p>More adults are identified as having the literacy skills to effectively engage in the knowledge base economy.</p> <p>b. Employers utilize incentive programs.</p> <p>c. Employers report satisfaction with the literacy and skills acquired by employees.</p> <p>d) Employers report: -higher employee productivity - longer employee retention -increased employee capacity for roles and responsibilities Employees report: -increased confidence in abilities. -increased earnings -greater opportunities.</p>

Strategy #6

To collaborate with key community service providers in the provision of accessible and relevant programs which meet the literacy needs of ESL learners.

Inputs	Activities	Outputs	Outcomes
<p>Resources:</p> <ul style="list-style-type: none"> -Literacy Now funding -Literacy Matters...Abbotsford members -Staff -UCFV -SD #34 -Abbotsford Community Services including Multicultural Dept. -Faith Communities -Gladwin Language Centre -For profit organizations -ESL learners -Fraser Valley Regional Libraries -Community Schools -Punjabi Advisory Council -School Settlement Workers -equipment and supplies -CSC -Provincial Corrections <p>Constraints:</p> <ul style="list-style-type: none"> -time --cultural discrepancies ie. regarding differing customs, traditional practices, learning/teaching norms. 	<p>a) LMAC works with the CLC to ensure that ESL and Long Term English Learners' issues are reflected in the Community/District Literacy Plan and existing community frameworks.</p> <p>b) Host a minimum of 1 to 2 public forum(s) to facilitate dialogue among ESL practitioners and learners, which highlights the literacy issues of English language learners.</p>	<p>a) Document(s) integrating ESL literacy supports into existing frameworks.</p> <p>b) Promotional programs, resources, meetings, press releases, news articles.</p>	<p>a) Sustainable ESL literacy programs which are effectively reducing low literacy levels.</p> <p>The needs and issues concerning long-term English learners, including Canadian citizens, and newly arrived English language learners with limited formal schooling are adequately explored and addressed.</p> <p>b) Community buy-in and greater engagement in ESL and ESL literacy programs and services. Key service providers, learners, and the broader community report increased awareness and understanding of ESL literacy issues.</p>

Indicators

Short Term Outcomes	Intermediate Outcomes	Long Term Outcomes
<p>a) A literacy coordinator is hired and establishes a good working relationship with key practitioners and service providers.</p> <p>b) Community service providers and residents are mobilized and made aware of literacy issues.</p>	<p>a) Key ESL service providers work together with literacy coordinator to integrate ESL literacy supports and services into existing frameworks.</p> <p>b) Abbotsford citizens recognize the positive contribution of ESL literacy programs and services to the collective community and continue their support and commitment.</p>	<p>a) Learners report: -greater confidence and ability to engage in the dominant culture. -improved socioeconomic indicators.</p> <p>Learners identified as having low literacy skills (IALS level 1 and 2) are advancing to higher levels of literacy competencies.</p> <p>b) Community collective awareness of local ESL literacy resources and information is greatly enhanced. More ESL learners avail themselves of literacy supports and services.</p>

Appendix A: Glossary of Community Organizations' Acronyms

Acronym	Definition
AECC	Abbotsford Early Childhood Committee
APD	Abbotsford Police Department
CDC	Fraser Valley Development Centre
CSC	Correctional Services Canada
CYC	Child and Youth Committee
EDI	Early Development Instrument
HRSDC	Human Resources and Social Development Canada
ILT	Integrated Leadership Team
LMAC	Literacy Matters...Abbotsford Committee
MAEC	Mamele'awt Education Centre
MCFD	Ministry of Child and Family Development
NCFD Network	Network for Child and Family Development
SD #34	School District 34
UCFV	University College of the Fraser Valley