



**Chilliwack
School District**

Chilliwack District / Community Literacy Plan

Update: July 2010

DISTRICT LITERACY PLAN

REFLECTIONS ON THE 2009-10 YEAR

1. *What priorities/objectives and actions from your 2009 District Literacy Plan have you addressed this year?*

Community Literacy Plan Strategy Implementation

C/DLP Strategy #1: Reach out to adults in need of help from others. Give them support, services and programs that bring back the desire to learn.

Weaving Literacy into Programs and Services is an ongoing goal of the literacy plan and the Adult Literacy task group.

- 2 literacy training sessions were provided for Ford Mountain Correctional Centre Staff (August 2009 and March 2010)
- The CLCS has participated in the planning of a proposed Chilliwack Health Contact Centre. This centre will provide a variety of supports for Chilliwack's most vulnerable adults.
- Community programs looking for free books were connected with local book stores, including the Book Man and Literal Alley book stores
- A "Community Conversation about Learning Disabilities" was designed in partnership with Chilliwack Community Services and held through the Chilliwack Network of Volunteers

CALL Chilliwack volunteer tutor and learner program

Trends: Chilliwack's immigrants seem to be from a wider number of countries than those reflected in census data from earlier years.

Concerns/ Issues: There is always concern when learners are waiting for tutors, which has been the case from time to time over the year.

Milestones/ Achievements:

- 2009/10 grants were received from the Ministry of Advanced Education and Labour Development (CALP and ESLSAP) for this program
- The numbers of learners and tutors has increased from 2008. By November 2009, the roster of tutors grew to 50 and the program now has the capacity to serve a similar number of learners in one-to-one or group settings
- A book mark to promote the program to both learners and potential tutors has been produced.
- A new data base to collect program statistics is developed
- A list of tutor resources housed at the University of the Fraser Valley has been updated for the tutors
- A lap top computer and ESL pronunciation software was purchased with an ESLSAP Technology grant. The software is being placed in the ESL lab at Chilliwack

Community Services, in the CAP lab at Central Elementary Community School and on the lap top

- A knowledge exchange will be held to bring community organizations together throughout Chilliwack to exchange information about programs, services, trends, resources and challenges. A report will be produced from the knowledge exchange
- The CALL Chilliwack program's capacity to serve ESL learners is steadily increasing. The vast majority of new tutors took the ESLSAP on-line training prior to attending the face to face session. Approximately 25% of our existing tutors also took the ESLSAP on line training.
- A fall Conversation Circle pilot project was originally planned for 9 weeks. It was very well received by coordinators, volunteers and learners, and we were therefore able to add a second session that ran over the 2009/10 Christmas season. The 3rd (current) session is planned to run until May 2010. The Fraser Valley Regional Library - Chilliwack branch, Chilliwack Community Services – Immigrant Services department and the Chilliwack Learning Community Society are all working together on this project. Collectively, the partners provide space, equipment, promotional material, immigrant services expertise, liability coverage for volunteers and volunteer recruitment and training.
- The University of the Fraser Valley provided training for new tutors in the fall of 2009, the Fraser Valley Regional Library provided Conversation Circle training in April 2009 and January 2010, and the Chilliwack School District provided math training in May 2010.
- One to one tutor learner pairs have been placed under School District 33, Chilliwack Community Services – Immigrant Services, Ford Mountain Correctional Centre, one work place, StreetHope and the Chilliwack Community Correctional Centre.
- Tutor placements in Small Groups or Classes have included
 - Conversation Circle (FVRL/CCS/CLCS)
 - Christmas reading at FMCC
 - Tutors in University of the Fraser Valley Upgrading and University Preparation Classes on 2 campuses and in Family Literacy Programs (math and English)
 - Tutors at Sardis Doorway for Single Mothers and their children program and 2 Family Place programs (CCS)
- The program was promoted on The Hawk radio station, Star FM radio and in the Chilliwack Times newspaper.

C/DLP Strategy #2: Reach out to parents and care-givers of young children. Give them skills, tools and support to develop a love of learning and school-readiness in their child.

“Read While You Wait” Book Bin Project: A joint application from the CLCS Early Family Literacy Task Group and the Chilliwack Child and Youth Committee’s Early Years Social Marketing Committee was submitted to the Chilliwack Foundation, and the Foundation has granted \$4125.00 for this project.

This project aims to increase the availability and accessibility of quality children’s books to young children in Chilliwack, many of whom might otherwise have little or no access, including children in isolated, vulnerable families.

A 2010 Work Plan goal is to complete this project with thanks to the Chilliwack Foundation.

Marci’s Family Literacy Workshop: A 2008 pilot project where literacy and learning supports were made available to a group of parents taking a parenting course has now resulted in the development of a new Family Literacy Workshop. Volunteer Marci Bulloch developed and has been delivering this workshop to groups of parents connected with parenting, resource and/or family support programs. Much of the material used in the workshop is material developed by the North West Territories Literacy Council who has given their permission for CLCS use.

A 2010 Work Plan goal is to develop ways to sustain this project by: 1) training volunteers to facilitate it and 2) raise funds to cover the costs of the materials and supplies for the workshops (approximately \$50.00 each) as some community programs are able to pay this cost and others are not.

OWL placements at Sardis Doorway, Families in Motion, and Greendale & Yarrow Family places: 7 volunteer Outreach Workers for Literacy (OWLs) have provided support to families attending community programs.

Ford Mountain Christmas Reading Program: 4 incarcerated dads read and recorded 6 books with CLCS representatives in December. The books and a recording CD were then given to the dads to give to their children for Christmas.

C/DLP Strategy #3: Work alongside the existing system of family development programs to increase pre-literacy supports and program sustainability.

The Early Family Literacy task group works in partnership with the Child and Youth Committee’s Early Years Social Marketing sub committee on this strategy. Ongoing work includes promoting literacy & learning, and the existence and importance of early family literacy programs. The group also looks for opportunity to secure funds to help sustain programs.

Ongoing work:

- Drafting criteria to define family literacy programs as distinct from other early years & family programs
- Providing Early Family Literacy task group members with orientation to local early years network and data
- Seeking input from the Early Years committee with a goal of establishing working agreement on definitions

Supporting early & family literacy programming within available resources to prevent loss or degradation of services in the absence of alternative sources of funds:

- A small amount of funds have been raised through Bruins hockey game and 50/50 ticket sales, and through a donation jar at a local book store

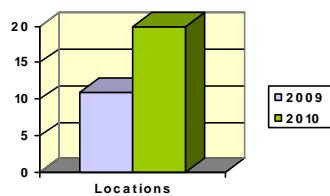
Developing processes for uniting support with that of the EY table.

- 2009/10 priorities have included planning for connecting in new ways with the Chilliwack Chamber of Commerce, and local book sellers.

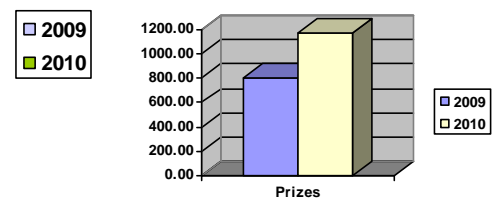
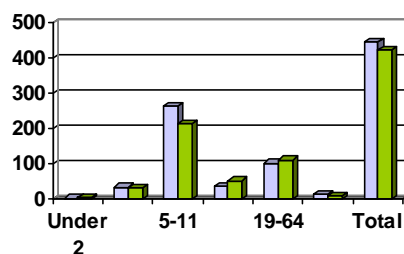
Collaborative planning on city wide literacy events and celebrations

- The February 2010 City Wide Literacy Challenge has a similar number to participants as in 2009. There was an increase in the number of drop box locations in the community and an increased number and value of prizes.

Drop Boxes



Challenge Participants



C/DLP Strategy #4: Work alongside community agencies to encourage and develop learning opportunities for youth to progress beyond their current capabilities.

Over the past year the Youth Literacy task group identified the following groups as in need of priority support:

- the 5 – 10 % of youth population with learning disabilities
- 20 % who are struggling
 - Aboriginal,
 - mental health issues, or
 - are deemed at risk in some other way

It was also decided that a goal is to build a stronger working relationship with the Chilliwack Child and Youth Committee and its Youth Matters sub committee.

Work has begun on the development of an Aboriginal Youth tutoring Youth Study Group Pilot Project, and has held it's first meeting with potential . This program will support Aboriginal youth at the grades 11 and 12 levels as they tutor academically at-risk middle school students who are of Aboriginal heritage. The tutors will participate in a training program, will tutor 2 students each term for the length of the school year, and will engage in reflective practice continually with the Work Experience coordinator at their school. Tutors and students will be selected in June 2010, with tutor training beginning promptly at the beginning of school in September.

C/DLP Strategy #5: Work with local businesses to create or improve literacy and employability skills training in the workplace.

The Chilliwack Cross-Sector Literacy and Essential Skills Project (also known as the *WES Project*) entered its second year in 2009. Significant progress has been made on all four project objectives.

Objective 1: Initiate the development of a sustainable cross-sectoral network of workforce stakeholders committed to increasing affordable and applicable workforce literacy and essential skills training opportunities in Chilliwack.

- Task group initiated and meeting regularly – representation from business organizations, community organizations, government, First Nations, and local businesses

Objective 2: Document and depict A Literacy and Essential Skills profile for Chilliwack, with a focus on low-skilled, immigrant &/or agricultural workers employed, or preparing for work in small & medium sized places of employment.

- The Profile report is complete and posted on WES Strategy page of CLCS website

Objective 3: A sustainable workforce literacy and essential skills program is developed through the adaptation of existing best practices in Literacy and Essential Skills, specific and relevant to small & medium sized communities and employers.

- CLCS brochure created and distributed throughout community.
- WES brochure was produced and distributed throughout the community.
- WES Strategy page created on CLCS website and regularly updated.
- WES-related columns printed in the Chamber Report. Press releases printed in Chilliwack Times, Chilliwack Progress, Business Fraser Valley, The Coffee News. Both local radio stations - The Hawk 89.5 FM and STAR-FM have helped promote the project. Shaw-TV has done one piece in 2008 and is scheduled to do another one in the next few weeks.
- Promotion of project done by Chamber of Commerce, Chilliwack Economic Partners (CEPCO), Downtown BIA, and Tourism Chilliwack to their client bases or through their client newsletters.
- Created WES Survey created to determine businesses literacy and training needs. The survey was sent to 475 businesses in Chilliwack; received 48 completed surveys in return. The information from these surveys was used for planning courses.
- Five potential WES OWLs (Literacy Tutors) were recruited; three completed training in 2009
- OWL bookmark created and distributed throughout community.
- Numerous organizations have participated in the development and provision of the following courses:
 - Budgeting & Credit Essentials
 - Communications & People Skills/Communications for Front Line Staff
 - Conflict Resolution
 - Dealing with Conflict
 - Dealing with Difficult People
 - Microsoft Office 2003
 - Microsoft Office 2007
 - Problem Solving for Front Line Staff
 - Listening for Success
 - Money Skills
 - Presentation Skills
 - Service Plus
 - WorldHost: Fundamentals
 - WorldHost: Solving Problems through Service
 - Writing for the Workplace
 - Additional courses being developed for delivery later in 2010:
 - Numeracy and Problem Solving
 - Reading and Document Use
 - Nine different organizations hosted a course (or multiple courses) at their workplace. The school district hosted courses at the Kipp Conference Centre and at Central Gateway for Families.
 - Approximately 100 students have participated in one or more courses

- Over 40 different businesses had employees attend one or more courses
- Course evaluation forms created and collected for each course delivered
- Project evaluation process begun with external project evaluator.
- WES Task Group and CLCS board evaluation form created and initial interviews completed.
- Evaluation form for WES instructors and evaluation form for businesses in process of being created.

Objective 4: A manual for distribution to interested communities, business stakeholders, and literacy stakeholders across Canada with an interest in community-based, cross-sector LES training.

- Production of the manual is planned for late 2010. Information for manual is gathered on an ongoing basis.

Additional/Other Community Level Activities:

- A new “Book Shelf” project has been initiated which provides a wooden book shelf with books to any interested business. A volunteer produces the shelves and the books are provided free of charge by a local used book store.

Community Literacy Plan – Ongoing Development: no major changes were made to the literacy plan this year, however, the plan is always in motion as new pieces are added to the coordinator and task group work plans when new opportunities or community needs arise.

The plan now includes Appendix D, which is an inventory of school-based assets related to the strategies of the plan and the pillars of Read Now BC. The plan and a report was presented to School District 33 Board of trustees on May 26th

CLCS/Literacy Plan promotion: 2009/10 promotional activity included

- presentations to Rotary clubs
- Literacy display board at City Hall, and free books distributed at a January Bruin’s hockey game and Feb. Science World Community Celebration
- Literacy questions were prepared and provided to provincial electoral candidates at the Chilliwack Chamber’s meet the candidates event
- Some additional items were added to the web site this year (including community literacy programs, a CRAWLL slide show, tutor training, community events calendar)
- The news was spread via email about Star FM/Book Man’s summer/fall “Little Star’s Reading Club”
- A CLCS “News and Resources” distribution list is maintained, and information about literacy and learning events is sent out from time to time
- There is now a new monthly section in the Times Newspaper dedicated to literacy. The section includes news, events and articles about literacy and learning.

Additional/Other Community Level Activity

- Every task group, worked with Science World representatives to plan 2010 activities and celebrations

An April 2010 celebration, with approximately 60 people in attendance, was held to thank volunteers and community organizations who have been instrumental in implementing the Community Literacy Plan, and to broaden the community's awareness of the numerous CLCS initiatives and ways people can get involved.

Regional and Province-Wide Activities:

- The CLCS Coordinator attended Feb. infrastructure training in Richmond provided by Legacies 2010 Literacy Now
- Legacies 2010 and NALD resource mail outs are reviewed regularly
- The CLCS Coordinator attends regional coordinator gatherings which are currently organized by the RLC.
- In July, the CLCS coordinator wrote, and submitted to an "Impact" letter about the RLC position cut.
- A survey from the RLC to help inform decisions about RLC fall priorities and transitions was also completed

Funding/Finance:

- Implementation grants were received from Legacies 2010/MOE

Additional People Resources: The LOC and WES coordinators were pleased to have Meagan Mucha working with the CLCS for a few months to provide clerical and promotional support to the initiative. Meagan left her work with the CLCS in early December after the birth of her child. Annette Williams began working the CLCS Coordinator in January 2010 to provide clerical/administrative support.

2. What have been the major impacts or outcomes?

- Increased number of supports/learning opportunities for people with lower literacy skills – for example -
 - WES – approximately 100 learners have taken at least one WES course
 - Marci's Family Literacy Workshop – 24+ learners have attended this workshop
- Presentations, special events and promotional efforts, are increasing awareness about the topic of literacy in Chilliwack and momentum is building – for example
 - Presentations were made to Rotary and Lions clubs, businesses and the City of Chilliwack
 - Special events included the City Wide Literacy Challenge, Science World's Community celebration and an April 21st Chilliwack Learning Community Society celebration event
 - Literacy was a focus at a January Bruin's Hockey game where the City wide Literacy Challenge was launched, free books were handed out to children and funds were raised for family literacy programs
- There have been more opportunities to learn about the topic of literacy through extensive and excellent media coverage (radio and newspaper articles). Focus

over the past year has been on promoting WES courses, CALL Chilliwack volunteer tutor/learner program, Family Literacy and Lifelong learning – for example -

- 1 radio news item and 2 interviews
- 14 Chilliwack Times articles
- 1 Valley voice article
- Chamber Report articles
- Chilliwack Progress articles
- There are increased opportunities to be involved in personal learning or helping others learn through CALL Chilliwack volunteer tutor/learner program. Learning goals of people with literacy issues are being met through the support of OWLs – for example -
 - The roster of tutors has increased from 8 in 2007 to 50 in 2010. The tutors have worked an approximate 70 + learners over the past year in one-to-one, small group and classroom situations.
 - The broad community and multi-faceted approach to implementing the literacy plan has produced numerous new cross-sectoral relationships and partnerships – for example -
 - Marci's Family Literacy workshop was developed with consultation with the Chilliwack Child and Youth Committee's Interagency Parenting committee
 - Chilliwack Community Services, the Fraser Valley Regional Library and the CLCS work in partnership to provide the Conversation Circle program
 - The new "Book Shelf" program for businesses results from a Rotarian volunteer who builds the shelves, the WES coordinator locating businesses who would like shelves and a local book store (The Book Man) provides the books
 - The number of "Read while you wait" book bins will be increased as a result of funding from the Chilliwack Foundation. The new bins are being built by inmates at Ford Mountain Correctional Centre, and implementation responsibilities will be shared between the CLCS Early Family Literacy task group and the Chilliwack Child and Youth Committees' Early Years Social Marketing sub committee.
 - The WES project Coordinator's email distribution list consists of approximately 200 businesses/organizations. A few of these contacts are umbrella organizations who fan out Literacy information to their contact lists.
 - Literacy strategies are being "woven" into other community strategic plans and the other plans are being appended to the C/DLP – for example -
 - School District 33 adopted the existing Community Literacy Plan and added a District related appendix (as opposed to developing a separate plan)
 - The number of opportunities to volunteer with literacy activities has increased – for example-

- CLCS Board of Directors
- CLCS task groups (4)
- Book Bin & Shelves Projects
- Marci's Family Literacy workshop
- Tutoring

3. What are the factors that contribute to success? (Here you might consider partnerships, community resources, the task group, coordination, communication. Examples are important to include.)

- The concrete community wide literacy plan
- Task group work plans and annual budget projections
- Partnerships
- Funding
- Access to local, regional and provincial expertise
- In kind contributions
- Learning opportunities
- Literacy resources
- A community that cares
- The structure - Board of Directors and task groups
- Volunteers & OWLs
- Learners
- Communication (i.e. media and partner promotional support)

4. Evaluating the effectiveness of community partnerships and development can be a challenge. However, if you have thought about or found effective ways to evaluate how you have achieved goals and objectives, this is important to include in your district literacy plan.

- The CLCS develops annual (logic model) work plans for each strategy. Progress on the work plans is monitored by each related task group. This system provides a strategic way of implementing the plan and monitoring progress
- The CLCS has been asked to participate in a project sponsored by the B.C. Ministry of Education, Columbia Basin Trust, and 2010 Legacies Now Society, who are working jointly with a team from the University of British Columbia to research the community development and community literacy planning processes
- Focus groups are currently being held to evaluate the progress and outcomes of the Workplace Essential Skills project
- Feedback from activity is solicited at the board and task group levels as well as from program/training participants. As a result of compiling information and discussions; recommendations for change, continuation and/or cancellation are made to the appropriate decision makers – for example –
 - Adjustments have been made to the CALL Chilliwack tutor training program as a result of feedback from participants and partners
 - The City Wide Literacy Challenge took place a second year as a result of positive feedback

- The Chilliwack Rally and Walk for Literacy and Learning will not take place in the same format as last year as a result of feedback from the partners and community.
- The number and type of WES courses offered change as a result of feedback from employees and employers
- There is now a goal to train volunteers to facilitate Marci's Family Literacy workshop as a result of positive feedback

5. *What has changed in the past year that affects literacy in the community? What has been the impact of these changes? How are you addressing these changes?*

- An unfortunate change in the community is the loss of the Regional Literacy Coordinator position. This will result in less formal support and expertise available to Chilliwack. The transition to not having this person available in this capacity is difficult. The CLCS coordinator will continue to work with regional colleagues and search elsewhere for expertise as needed.

6. *What have you learned about collaboration and the community development process?*

- Community development does not happen without collaboration
- Collaboration builds momentum
- Impacts and changes are owned by a variety of people/organizations when solid community development processes are used.

THINKING ABOUT THE 2010-11 YEAR:

7. *Are there new opportunities, challenges, or issues in your community? How will you respond to those?*

- Perhaps the biggest challenge is to sustain the work that has begun. Engagement and excitement needs to be sustained.
- Future ongoing funding for various parts of the initiative is not secure at this time.

8. *What adjustments have you made to your plan?*

- No major changes have been made to the Literacy Plan. Each year specific items are chosen from the Literacy Plan for action. These items are included in 2010 Work plans for each task group.

9. *What new initiatives are planned? What initiatives have been expanded or continued?*

- All items reported above will continue
- Examples of specific 2010 goals include:
 - Increasing the number of volunteers to support youth, adult and family literacy learners
 - Completing the "Read While You Wait" book bin project
 - Piloting a youth tutoring youth project

- Producing promotional material to outline why sustaining early years and family literacy programs is important to the well being of the whole community
- A Sustainability Planning Session with the business community for the Workplace Essential Skills project is intended before the end of 2010. It is anticipated that some of the results will inform the CLCS and position it for decision making about next steps for sustainability.

10. What will be required to meet the goals and effectively employ actions for the coming year?

- All items listed in question 3

11. How will you measure or assess your progress?

- Updates of Logic Model and Business Plan based on results of Sustainability Planning Session & focus group responses from Workplace Essential Skills project evaluation
- Assess improvement to programs through participant and stakeholder surveys
- Track increases in private &/or local funding
- Track increases in individual and business participation in the City-wide Literacy Challenge
- Track 'hits' on CLCS website, and Face Book Fan Site
- Track increases in requests for workshops, tutors, support