



Maple Ridge - Pitt Meadows - Katzie  
**Community  
Literacy Committee**

**COMMUNITY AND DISTRICT LITERACY PLAN**  
**June 8, 2011**

*Literacy Happens Here*

## **ACKNOWLEDGEMENTS**

The Maple Ridge Pitt Meadows Katzie Community Literacy Committee gratefully acknowledges the BC Ministry of Education and 2010 Legacies Now for its funding and ongoing support.

The Community Literacy Committee would also like to thank School District 42 and the Fraser Valley Regional Library for their financial and in-kind assistance in 2010/11.

Finally, a sincere thank you to all the people who serve on the Committee and who give their time and energy to support literacy.

# TABLE OF CONTENTS

EXECUTIVE SUMMARY.....	i
INTRODUCTION.....	1
WHAT IS A COMMUNITY AND DISTRICT LITERACY PLAN? .....	1
District Literacy Plans.....	1
Community Literacy Plans.....	2
2010 Legacies Now.....	2
Guiding Questions.....	2
ABOUT LITERACY .....	3
Definition .....	3
Why Literacy is Important.....	3
MAPLE RIDGE PITT MEADOWS KATZIE COMMUNITY LITERACY COMMITTEE.....	4
History .....	4
Structure and Partners .....	4
CLC Mission Statement .....	4
CLC Vision Statement.....	5
OUR COMMUNITY .....	5
District of Maple Ridge .....	5
City of Pitt Meadows .....	5
Katzie First Nation.....	5
Demographic Profile.....	6
School District 42 .....	8
Community Resources.....	10
Joint Effort.....	11
REFLECTING ON OUR 2010 PLAN .....	12
LOOKING AHEAD TO 2011.....	13
Opportunities, Challenges, Issues.....	13
Goals.....	15
Proposed Action Plan.....	15
CONCLUSION .....	21
APPENDIX 1 - Guiding Questions for 2011/2012	
APPENDIX 2 - Glossary	

## EXECUTIVE SUMMARY

This Community and District Literacy Plan outlines the history, structure, purpose, and activities of the Maple Ridge Pitt Meadows Katzie Community Literacy Committee (CLC) and includes an action plan that describes how the CLC will achieve its goals in the coming year.

In 2002, the CLC was formed as a standing committee of the Community Network to monitor and promote literacy in Maple Ridge, Pitt Meadows, and Katzie First Nation.

In March 2007, the British Columbia government introduced legislation requiring Boards of Education to work with community partners in creating and implementing district wide Literacy Plans to promote literacy. Literacy Plans are supported by the Ministry of Education and by other partners including 2010 Legacies Now (2010 Legacies), whose mandate is to develop community legacies, including literacy and learning.

In 2007, the CLC became a literacy task group as defined by 2010 Legacies. The CLC applied to and received funding from 2010 Legacies to identify local literacy needs, produce a literacy plan and put it into action, and hire Literacy Outreach Workers (LOWs).

Two key partners in the literacy task group are School District 42 (SD42) and the Fraser Valley Regional Library (FVRL), both of whom supply valuable resources and support for the CLC's work. As the CLC's steward, FVRL receives and administers the funds from 2010 Legacies. SD42 offers the largest number of literacy services in our community while other community agencies provide important programs. The collaboration of SD42 and the community allows learners to access literacy through a variety of routes.

For much of the past year, the CLC was ineffective and did not properly document or track its work. In the fall of 2010, the CLC began reorganizing. It clarified the budget, rewrote job descriptions, and hired three new LOWs in March 2011. The CLC looks forward to:

- demonstrating leadership in literacy issues
- being accountable in all its activities
- being an education and information resource for agencies and the public
- raising awareness of literacy issues in our community

The following four goals reflect the CLC's revitalization.

1. Identify and increase free and community based services to adult learners in Maple Ridge, Pitt Meadows, and Katzie through partnerships with service providers.
2. Coordinate and cooperate with community service providers to enhance literacy levels across our community to improve quality of life.
3. Create an increased community literacy profile in Maple Ridge, Pitt Meadows, and Katzie through awareness building, community outreach, and marketing efforts.
4. Become a leader in literacy initiatives.

Through consistent action and collaborative partnerships, the CLC will establish sustainable literacy initiatives that will benefit learners in our community for years to come.



## INTRODUCTION

This Community and District Literacy Plan (CDLP) outlines the history, structure, purpose, and activities of the Maple Ridge Pitt Meadows Katzie Community Literacy Committee (CLC) and includes an action plan that describes how the CLC will achieve its goals in the coming year.

This document updates and replaces previous literacy plans written by the CLC. Previous plans can be viewed at the [ReadNowBC](#) website.

## WHAT IS A COMMUNITY AND DISTRICT LITERACY PLAN?

### District Literacy Plans

In March 2007, the British Columbia government introduced legislation recognizing the equally significant role that Boards of Education and community organizations play in educating people of all ages. This legislation required Boards of Education to work with community partners in creating and implementing District Literacy Plans to promote literacy.

The Ministry of Education (MoE) requires District Literacy Plans to be:

- inclusive of education from early learning through adult learning
- collaborative
- prepared annually
- submitted to the MoE by July 15 of each year
- published

A District Literacy Plan is a “statement of commitment by a school district to work with community partners to improve literacy locally”.

~BC Ministry of Education,  
*DLP Transitional Guidelines 2007-2008*



### **Community Literacy Plans**

A school district may cover more than one community and each of those communities may write its own Community Literacy Plan to address its unique needs. All the Community Literacy Plans combined, make up the District Literacy Plan.

Although School District 42 (SD42) includes Maple Ridge, Pitt Meadows, and Katzie First Nation, there is only one Community Literacy Plan for all three communities. Therefore, in SD42, the Community Literacy Plan is the same as the District Literacy Plan.

### **2010 Legacies Now**

District Literacy Plans are supported by the MoE and by other partners such as provincial ministries and education organizations, Literacy BC, and 2010 Legacies Now (2010 Legacies).

2010 Legacies was created in 2000 to build support for Vancouver's bid for the 2010 Olympic Winter Games. In 2004, they expanded their mandate to developing community legacies, including literacy and learning.

One of the literacy programs is the Literacy Now Communities program. This program provides funding for and guides communities through a process to identify local literacy needs, produce a literacy action plan, and put it into practice. The CLC is a literacy task group as defined by 2010 Legacies and is part of the Literacy Now program.

On May 30, 2011, Literacy BC and Literacy Now merged to form a new provincial literacy organization, Decoda Literacy Solutions. Decoda supports the full literacy continuum from early childhood to family, adult, workplace, and emerging literacy.

### **Guiding Questions**

Each year, 2010 Legacies asks literacy task groups to answer a series of Guiding Questions. The answers to these questions help 2010 Legacies to analyze and compare the work of task groups across the province.

The Guiding Questions for 2011/2012 and most of the CLC's responses are contained in Appendix 1. Some of the Guiding Questions are answered in the body of this CDLP and are identified by a blue box that contains the relevant Guiding Question.



## ABOUT LITERACY

**Definition** According to the International Adult Literacy and Life Skills Survey (IALLS 2005) literacy is defined as:

*“the ability to understand and employ printed information in daily activities, at home, at work, and in the community – to achieve one’s goals, and to develop one’s knowledge and potential”*

By this definition, literacy is more than just being able to read and write. It also includes social, emotional and interpersonal communication, the use of technology, and the arts. Literacy is therefore achieved through several routes including formal schooling, our culture, our work, and our community connections, such as church, politics and social activities.

42% of working-age adults in Canada have literacy skills below the minimum level to cope with the complex demands of everyday life and work in our global economy

~ 1994 International Adult Literacy Survey

<http://www.hrsdc.gc.ca/eng/cs/comm/reports/literacy/2.shtml>

### Why Literacy is Important

People need to use printed information to function well in their daily lives. There are many times when people need to understand and act on written and numerical information, such as to:

- read the label on a food package
- calculate a dose of medicine
- use a computer
- read a newspaper

Low literacy is linked to low income, poor health, and social exclusion. People with low literacy skills have a hard time supporting themselves and their families and often have profound self-esteem issues.

If low literacy prevents people from fully participating in society then society as a whole can suffer from a lowered quality of life and a poorer standard of living.





## MAPLE RIDGE PITT MEADOWS KATZIE COMMUNITY LITERACY COMMITTEE

**History** In 2002, the CLC was formed as a standing committee of the Community Network (formerly the Child, Youth and Family Network). This partnership was created to monitor and promote literacy in Maple Ridge and Pitt Meadows.

In 2007, the CLC became a literacy task group as defined by 2010 Legacies. The CLC applied to Literacy Now for a grant to develop and implement a literacy plan. That grant continues to fund the positions of the CLC's Literacy Outreach Workers (LOWs).

Over the past few years, the CLC held annual strategic planning sessions to decide how to conduct its work. A full record of these planning sessions are in the minutes for each meeting and are available on the CLC's [website](#) (under development).

**Structure and Partners** The CLC is a community group therefore membership is open to anyone who wants to be involved in literacy. Most committee members represent agencies and organizations. Some members are individuals with no formal affiliation. For a full list of members see Appendix 1 Page 3.

Literacy planning is a community-wide conversation with all partners having an equal voice. The CLC, SD42, and Fraser Valley Regional Library (FVRL) cooperate closely in this process. As the CLC's steward, the FVRL receives and administers the funds from 2010 Legacies. Both FVRL and SD42 provide valuable resources and support for the CLC's work.

**CLC Mission Statement** The Community Literacy Committee promotes and supports adult, community and family literacy and provides leadership and coordination of literacy initiatives in the communities of Maple Ridge, Pitt Meadows and Katzie First Nation.



**CLC Vision  
Statement**

We will be a community where:

- literacy programs are available to people of all ages and all backgrounds
- all people are encouraged to learn, read and participate
- all learners are valued for all their skills
- all learners feel safe to ask for help and use community literacy services
- literacy initiatives are coordinated and happen in many parts of our community

**OUR COMMUNITY**

The CLC's work is done in the communities of Maple Ridge, Pitt Meadows, and Katzie First Nation. Each of these communities operates as separate and distinct local government.

**District of Maple  
Ridge**

The [District of Maple Ridge](#) lies on the north shore of the Fraser River nestled against the Coast Mountains. The community of Maple Ridge consists of rural areas, such as Ruskin, Whonnock, and Webster's Corners in the east, and fast growing suburban areas, such as Albion (east), Haney (downtown), and Port Haney (central).

**City of Pitt  
Meadows**

The [City of Pitt Meadows](#) is located on the north bank of the Fraser River between Port Coquitlam and Maple Ridge. Pitt Meadows consists of a large rural area still held in the agricultural land reserve as well as a suburban, bedroom community of Vancouver.

**Katzie First Nation**

The [Katzie First Nation](#) are a Coast Salish people who have existed and prospered within their traditional territory since time immemorial. Katzie First Nation reserve lands are located in five places in the Fraser Valley including Katzie Reserve No. 1, a 150 hectare reserve, on the northern banks of the Fraser River in Pitt Meadows. There are about 500 Katzie First Nation members. Of this, about 300 live on reserve, while the rest live off reserve, primarily in the Lower Mainland.



## Demographic Profile

The following statistics apply to the work being done by the CLC.

	Maple Ridge	Pitt Meadows
Population (2006)	68,949 <sup>1</sup>	15,623 <sup>2</sup>
Aboriginal <sup>3</sup>	1,870	385
Immigrant Population <sup>4</sup>	17%	19.5%
English Spoken at Home <sup>5</sup>	74.7%	68.4%
English Mother Tongue <sup>6</sup>	44.4%	36.9%
Unemployment Rate	4.6% <sup>7</sup>	4.5% <sup>8</sup>

<sup>1</sup> 2006 Census Profile, Maple Ridge DM, BC Stats Printed: 2010-05-11

<<http://www.bcstats.gov.bc.ca/data/cen06/profiles/detailed/59015075.pdf>> Accessed: May 12, 2011

<sup>2</sup> 2006 Census Profile, Pitt Meadows DM, BC Stats Printed 2010-05-11

<<http://www.bcstats.gov.bc.ca/data/cen06/profiles/detailed/59015070.pdf>> Accessed: May 12, 2011

<sup>3</sup> 2006 Community Profile, Statistics Canada <<http://www12.statcan.ca/census-recensement/2006/dp-pd/prof/92-591/search-recherche/lst/page.cfm?Lang=E&GeoCode=59>> Accessed: May 4, 2011

<sup>4</sup> Profile of Immigrants in BC Communities 2006 – Maple Ridge, BC Statistic

<<http://www.welcomebc.ca/local/wbc/docs/immigration/2006>> Accessed: May 4, 2011

<sup>5</sup> Ibid

<sup>6</sup> Ibid

<sup>7</sup> Community Facts: Maple Ridge District Municipality, BC Stats Printed 2011-04-28

<<http://www.bcstats.gov.bc.ca/data/dd/facsheet/cf180.pdf>> Accessed: May 12, 2011

<sup>8</sup> Community Facts: Pitt Meadows District Municipality, BC Stats. Printed 2011-04-28

<<http://www.bcstats.gov.bc.ca/DATA/DD/facsheet/cf184.pdf>> Accessed: May 12, 2011



With a focus on meeting the literacy needs of adult learners, it is important to note the following breakdown in ages.

Population	Maple Ridge <sup>9</sup>	Pitt Meadows <sup>10</sup>	British Columbia <sup>11</sup>
0-14	20%	19%	17%
15-24	13%	13%	13%
25-44	28%	29%	27%
45 - 64	27%	27%	28%
65+	12%	11%	15%

The median age of Maple Ridge residents is 38.8 and Pitt Meadows residents is 38.3 years compared to 40.8 for British Columbia.

The following statistics show education levels achieved by adults between the ages of 25-64.

	Maple Ridge <sup>12</sup>		Pitt Meadows <sup>13</sup>		British Columbia <sup>14</sup>	
Total Population						
25 - 64 years of age	37,650		8,845		2,284,465	
No certificate, diploma or degree	4635	12%	905	10%	282,200	12%
High school certificate or equivalent	11,045	29%	2,840	32%	591,275	26%
Apprenticeship/trades certificate or diploma	5,980	16%	1,230	14%	273,450	12%

<sup>9</sup> Community Facts: Maple Ridge District Municipality, BC Stats. Printed 2011-04-28

<<http://www.bcstats.gov.bc.ca/data/dd/facsheet/cf180.pdf>> Accessed: May 12, 2011

<sup>10</sup> Community Facts: Pitt Meadows District Municipality, BC Stats. Printed 2011-04-28

<<http://www.bcstats.gov.bc.ca/DATA/DD/facsheet/cf184.pdf>> Accessed: May 12, 2011

<sup>11</sup> Ibid

<sup>12</sup> Community Facts: Maple Ridge District Municipality, BC Stats Printed 2011-04-28

<<http://www.bcstats.gov.bc.ca/data/dd/facsheet/cf180.pdf>> Accessed: May 12, 2011

<sup>13</sup> Community Facts: Pitt Meadows District Municipality, BC Stats. Printed 2011-04-28

<<http://www.bcstats.gov.bc.ca/DATA/DD/facsheet/cf184.pdf>> Accessed: May 12, 2011

<sup>14</sup> Ibid



**School District 42** SD42 offers the largest number of literacy services in our community and is committed to providing resources and support for the CDLP. The collaboration of SD42 and the community allows learners to access literacy through a variety of routes.

The following table shows SD42 school and enrolment numbers.

<b>Current</b>	
Number of Elementary Schools: includes 3 early French Immersion, 1 late French Immersion	20*
Number of Secondary Schools: includes 2 French Immersion	6*
*as well as a number of Alternate Programs	
<b>2010/2011 School Year</b>	
Number of students enrolled includes 1,456 French Immersion 1,009 Aboriginal Students 305 English as a Second Language 567 International Students	14,850
Number of adult learners taking courses through Community Education	156
<b>2009/10 School Year</b>	
Number of Ministry identified students	1,517

Each Board of Education in British Columbia is required to prepare and submit to the MoE, an Achievement Contract (Contract) with respect to standards for student performance and plans for improving achievement in the district. The Contract includes a focus on literacy and programs to support early learning. The 2010-2011 [Achievement Contract](#) for SD42 was filed with the MoE on July 15, 2010.



The key areas for SD42 in the 2010-2011 Contract are:

Percentage of Kindergarten students considered at risk in one or more areas of development - 31%

Increase in graduation rates for students with learning disabilities over the past two years - 16%

Six-year graduation rate (residential students) - 78%

Percentage of Grade 1 Aboriginal students reading below expected levels - 10%

~SD42 2010-2011  
Achievement  
Contract

- Supporting Early Learners – building skills as the foundation of student engagement and success including early learning initiatives, such as StrongStart, Ready Set Learn, PALS, and Welcome to Kindergarten.
- Students with Learning Disabilities and Behaviour Challenges - using effective intervention to improve graduation rates for these students.
- Engaging Secondary Students – recognizing that today’s students learn differently and finding ways to provide opportunities for students to take control of their learning.
- 21st Century Skills – helping students become inquiring learners so that they can meet new challenges, solve problems, and use technology.
- Elementary Literacy – addressing literacy through school growth plans, school-based literacy plans, and professional development, as well as initiatives such as Books for Boys, Books for Girls, Bookfest, and the Reading Racers summer literacy program.
- Aboriginal Education – improving literacy, numeracy, graduation rates, and Aboriginal students’ sense of belonging.

These Aboriginal Education achievement goals are set out in SD42’s [Aboriginal Education Enhancement Agreement](#) (EA) and are integrated into the Contract as well as into each school’s growth plan.

EAs formally support the integration of Aboriginal culture in public schools. Aboriginal communities are involved in the design of programs, services and curriculum delivery aimed at improving Aboriginal student achievement.



Adult and international learners in SD42 are served by Riverside Centre which houses Continuing Education, Ridge Meadows College and International Education.

The Continuing Education Department offers many courses including Adult Graduation, High School Graduation, English Language Foundations and English Language Services for Adults.

Ridge Meadows College is a fully accredited private college offering certificate programs, trades programs and general interest studies. The International Education department looks after student visitors from abroad.

### **Community Resources**

Many agencies in the community support literacy skills and training and some of them sit on the CLC. Douglas College in Maple Ridge provides Essential Skills training which includes TOWES (Test of Workplace Essential Skills), Canadian Literacy Evaluation testing, and upgrading for reading, writing and numeracy.

Bowman Employment Services offers employment counselling which includes identifying barriers to employment and creating return-to-work action plans. They also help people apply for skills upgrading.

BC Corrections, in partnership with SD42, provides course work and upgrading towards Dogwood certification and basic literacy and numeracy skills. BC Corrections also has a new program, Essential Skills to Success, that helps build nine foundational skills that are needed for work, for learning, and for life.

These are just a few of the community resources available for learners.

#### **School District 42**

##### **Mission**

To fully support all individuals in their personal development as successful learners and respectful contributors to society.

##### **Vision**

For every individual to feel valued and for all learners to reach their full potential.



**Joint Effort** It is clear that common values link our community. The mission and vision statements of the CLC, SD42, and FVRL are complimentary as are the goals and actions outlined in the CDLP, the Contract, and the EA. In addition, many community resources enhance this work. The collaborative process that created the CDLP proves that a joint effort is vital for connecting literacy initiatives throughout our community.

### Fraser Valley Regional Library

**Mission**

To connect people to the world of information and ideas.

**Vision**

To be an innovative organization that is recognized as a vital community destination and resource for literacy, recreation, and informed decision-making.





## REFLECTING ON OUR 2010 PLAN

For much of the past year, the CLC was ineffective and because of this some committee members left the group. The CLC also focused on ESL to the exclusion of other issues. When budget questions were raised in the fall of 2010, the CLC realized it did not fully understand its contractual obligations.

Also, insufficient documentation and tracking meant there was no way to monitor volunteer involvement, participation or community outreach, or to know what programs were offered, how often, and who attended.

In the fall of 2010, the CLC began to reorganize. It clarified the budget and hired three new LOWs in March 2011. CLC members now feel so confident in the committee process that they plan on meeting quarterly for the coming year.

Despite past concerns the CLC has had some successes and learned valuable lessons.

- Non-agency committee members bring neutrality and balance; these community members were instrumental in bringing the CLC back on track.
- Collaborations must be established on a committee level rather than an individual level to be sustainable.
- The CLC is eager to get moving on its work and does not want to get lost in collecting too much data.
- The CLC should increase networking among its members and encourage members to take issues/actions back to their own agencies.



## LOOKING AHEAD TO 2011

Because of the work done by the CLC in late 2010 and early 2011, the committee feels a new hope and energy for the coming year. The CLC looks forward to:

- demonstrating leadership in literacy issues
- being accountable in all its activities
- being an education and information resource for agencies and the public
- raising awareness of literacy issues in our community

### Opportunities, Challenges, Issues

There will be some opportunities, challenges and issues in 2011/12 which the CLC will have to respond to.

Some of the opportunities and planned responses are:

Opportunities	Response
Increase partnerships (eg., Income Assistance, Douglas College) and get support from them	Add to Outreach Plan
Support BC Corrections	
Partner with other groups on funding	Add to Action Plan
Increase representation on CLC in certain areas	
Use of technology to streamline administrative systems and ensure ongoing communication	Use technology to support committee work (online file hosting, website, blog, etc.)

#### GUIDING QUESTION

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



Some of the challenges and planned responses are:

<b>Challenges</b>	<b>Response</b>
Co-chair (and FVRL rep) retiring February 2012	Need succession plan
Increasing accountability from CLC members	Suggestions for CLC members to: <ul style="list-style-type: none"><li>• report on their literacy-related activities to rest of CLC</li><li>• do more day to day outreach</li><li>• accompany LOWs on outreach</li></ul>
CLC is passive (followers)	Move to being active (leaders)

Some of the issues and planned responses are:

<b>Issues</b>	<b>Response</b>
CLC needs to increase expertise in literacy	Be more educated about literacy – perhaps include educational component to meetings  Research into literacy for eg., the reasons for adult illiteracy could be explored  Increase networking among CLC members
Expectations from community	Manage community expectations in future



**Goals** The following four goals reflect the CLC's revitalization.

1. Identify and increase free and community based services to adult learners in Maple Ridge, Pitt Meadows, and Katzie through partnerships with service providers.
2. Coordinate and cooperate with community service providers to enhance literacy levels across our community to improve quality of life.
3. Create an increased community literacy profile in Maple Ridge, Pitt Meadows, and Katzie through awareness building, community outreach, and marketing efforts.
4. Become a leader in literacy initiatives.

**GUIDING QUESTION**

*What goals, priorities or objectives will you work on in the coming year? What actions are planned against those goals?*

**Proposed Action Plan**

The CDLP is a working document that evolves and changes as needed. At this time, several action items are planned for 2011/12 (page 16 to 20). Specific details on how these action items will be implemented are left to the discretion of the LOWs.

The most important requirements to meet these goals and ensure effective action are:

**GUIDING QUESTION**

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

- CLC members must be engaged and consistent
- CLC and LOWs must maintain communication through documenting, reporting, and tracking of activities
- Programs and systems must be established in a sustainable way that will survive even if individual members change
- Talk less, do more



## Proposed Action Plan

### **GOAL 1: Identify and increase free and community based services to adult learners in Maple Ridge, Pitt Meadows, and Katzie through partnerships with service providers.**

Action Steps	Who?	When?	Measured?
Link learners to existing and emerging literacy programs	Facilitator Coordinators Committee	Ongoing	number of referrals to outside programs
Support underserved adult learners such as those in need of essential skills, underemployed, unemployed, homeless, and ESL	Facilitator Committee Partner Agencies	Ongoing	number of referrals to internal / external programs number of community contacts with identified groups (i.e., through outreach)
Compile list of existing service providers and programs	Facilitator Coordinators	Sep 2011	publish literacy service directory
Identify gaps in literacy services to support literacy providers	Facilitator Coordinators	Sep 2011	gap analysis report and identification of new opportunities
Coordinate partnership opportunities between service providers to ensure local literacy needs are met	Facilitator Coordinators Committee	Ongoing	number of service providers at the CLC table (active) number of partnerships created and used to deliver programs
Facilitate collaborative discussions on establishing volunteer tutor program with partner agencies	Facilitator Partner Agencies Committee	Dec 2011	number of collaborative discussions number of active volunteers



**GOAL 2: Coordinate and cooperate with community service providers to enhance literacy levels across our community to improve quality of life.**

Action Steps	Who?	When?	Measured?
Develop a strong leadership role for community partners to effectively track and support literacy needs in our community	Coordinators Committee	Ongoing	gather stories and identify trends around literacy needs in our community
Reinforce the importance of engagement and consistency with members of the CLC	Coordinators Committee	Ongoing	regular attendance at CLC meetings  active involvement of CLC members outside of planning meetings  ongoing outreach / invitations to key committee members
Increase awareness of community literacy issues through connections to community initiatives	Coordinators Facilitator Committee Partner Agencies	Ongoing	attendance at community planning tables, business networking events, community events – outreach efforts  number of contacts that become involved in CLC's work at some level (planning, committee, supporter)
Create linkages between school aged literacy programs and community literacy initiatives	Coordinators Facilitator Committee SD42 FVRL	Ongoing	participation in school based programs and/or shared events invitations for CLC to attend school literacy events creation and loan of literacy "tool kits"
Connect adult volunteers with existing literacy programs including SD42 summer Reading Racers program	Facilitator Committee SD42 FVRL	Ongoing	number of adult literacy volunteers who participate in partner programs to provide support



**GOAL 3: Create an increased community literacy profile in Maple Ridge, Pitt Meadows, and Katzie through awareness building, community outreach, and marketing efforts.**

Action Steps	Who?	When?	Measured?
Develop effective community outreach and communication plan to connect with individuals and organizations	Coordinators Facilitator Committee	Sep 2011	report completed
Raise awareness of literacy issues (e.g., document literacy) in the business community	Coordinators Facilitator Committee	Ongoing	number of contacts via outreach efforts  number of community presentations  response to community presentations/outreach efforts  number of referrals to existing programs
Create marketing materials that promote literacy awareness, existing programs, and further overall goals	Coordinators Facilitator Committee	Jul 2011	creation of business cards, brochure template, rack card template, and end product printed  creation of website with basic information  ongoing updates to website to reflect new information
Inform business and employment / counselling agencies of state of literacy in our community and literacy based community initiatives	Coordinators Facilitator Committee	Ongoing	number of contacts via outreach efforts  number of community presentations  response to community presentations/outreach efforts  number of referrals to existing programs



Action Steps	Who?	When?	Measured?
Target parents to increase positive, healthy attitude to reading with their children and modeling reading	Coordinators Facilitator Committee	Ongoing	number of contacts via outreach efforts  number of community presentations  response to community presentations/outreach efforts  creation of marketing materials that promote children reading with parents
Invite participation at CLC table at all levels: planning, committee, supporter	Coordinators Facilitator Committee Partner Agencies	Ongoing	number of CLC members at each level  number of active members
Target recruitment to CLC to increase representation in certain areas	Coordinators Facilitator Committee	Ongoing	number of CLC members at each level  number of active members





**GOAL 4: Become a leader in literacy initiatives.**

<b>Action Steps</b>	<b>Who?</b>	<b>When?</b>	<b>Measured?</b>
Develop an action oriented leadership model that integrates accountability, education, knowledge transfer and technology, and tracks effectiveness	Coordinators Facilitator Committee	Ongoing	CLC membership participation at community events budgeting website hits referrals to the CLC
Research, collect, compile and analyze existing data to determine the level of literacy that exists in our community	Coordinators	Oct 2011	completed fact sheet
Track activities of committee, contractors, and volunteers to ensure contract obligations are met and to measure effectiveness of work being done	Coordinators Facilitator Committee Chair	Ongoing	monthly reporting and tracking
Provide administrative support to CLC committee	Coordinators	Ongoing	timely publishing of agendas, minutes, reports, and other working documents
Seek unique funding opportunities; partner with other groups to access / share funding opportunities	Coordinators Committee	Ongoing	number of grant applications completed and awarded to support local work success rate on grant applications



## CONCLUSION

Many people struggle with poor literacy skills that prevent them from fully participating in society. The CLC is dedicated to helping persons of all ages and all backgrounds in developing their knowledge and potential. Through consistent action and collaborative partnerships, the CLC will establish sustainable literacy initiatives that will benefit learners in our community for years to come.

Literacy is not a luxury; it is a right and a responsibility. If our world is to meet the challenges of the twenty-first century we must harness the energy and creativity of all our citizens.

~President Clinton  
International Literacy Day, September 8th 1994



## APPENDIX 1 - Guiding Questions for 2011/2012

Here is a list of the complete Guiding Questions.

### Reflections on the current year:

- 1) Community Context:
  - a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?
- 2) Task Group:
  - a. Who takes part in the task group
  - b. How is the work of this group organized? See Section V and VI for information about how task groups are organized.
- 3) Community Development and Literacy Collaboration:
  - a. What are the important collaborations that have taken place to support literacy and the work of the task group?
  - b. What are the essential ongoing collaborations?
  - c. What makes collaborations work well?
- 4) Goals and actions for the current year:
  - a. What priorities, goals or objectives have you addressed this year?
  - b. What actions were taken to reach these? What organizations and groups participated in these actions?
  - c. What adjustments were made to the plan? That is, as the year progressed were there new opportunities or were there changes that did not allow for some actions to be taken?
- 5) Indications of Success:
  - a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? It is important to include examples to illustrate the impact.
  - b. What are the things that support literacy work?
- 6) Challenges:
  - a. What are the difficulties?
  - b. What would help?

### For the coming year:

- 1) Are there new opportunities, challenges, or issues in your community? How will you respond to those?
- 2) What goals, priorities or objectives will you work on in the coming year? What actions are planned against those goals?
- 3) What will be required to meet the goals and effectively employ actions for the coming year?



Here are the answers to the Guiding Questions.

## 1. Community Context

a. *What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?*

### Internal Impacts

- The CLC wasn't effective and some committee members left because of these inefficiencies. The CLC also became too focused on ESL and did not devote enough time to other issues. Budget questions were raised in the fall of 2010 and the CLC realized it did not fully understand its contractual relationship or its obligations. The CLC decided to reorganize so it rewrote job descriptions, clarified the budget and hired three new Literacy Outreach Workers in March 2011. CLC members now feel they are back on track.
- CLC lost representatives from Social Planning, Parks and Recreation, and Public Health due to staffing shortages. Community Network does not attend CLC meetings or provide the same level of support they used to, because they feel the CLC is more capable now.

### External Impacts

- Financial cut backs to non-profits and apparent lack of information flowing between funders at the provincial Ministry level and the literacy supports through employment services (e.g., Essential Skills) make it difficult for organizations to support literacy development or to keep up with what literacy supports are available at any given time.
- Increase in homelessness and increased food costs have negatively impacted quality of life and subsequently literacy initiatives.
- Changing immigrant statistics and programming availability.



## 2. Task Group

### a. Who takes part in the task group?

Task group members represented the following affiliations over the past year although not all attended regular meetings.

<b>Represents</b>	<b>Number of Representatives</b>
1. 2010 Legacies Now	1
2. BC Corrections	3
3. Bowman Employment Services	1
4. Community Member	3
5. Community Network Chair; Golden Ears Feast	1
6. District of Maple Ridge, Parks and Recreation	1
7. Douglas College	2
8. Family Education and Support Centre	1
9. Fraser Health	1
10. Katzie First Nation	1
11. Maple Ridge Council	1
12. Maple Ridge Public Library	4
13. Maple Ridge Historical Society	1
14. Pitt Meadows Library	1
15. Ridge Meadows Association for Community Living	2
16. Ridge Meadows Women's Centre	1
17. School District 42	6
<b>Total</b>	<b>31</b>

### b. How is the work of this group organized?

In 2010 to 2011 the CLC met monthly to discuss literacy initiatives. There were two co-chairs, one from the Maple Ridge Library and one a community member who brings neutrality to the position. A Planning Group subcommittee was formed and also met monthly to help move the CLC forward in its work. The Literacy Outreach Workers hired in 2011 meet regularly with the steward (FVRL) to discuss administration.



### 3. Community Development and Literacy Collaboration

- a. *What are the important collaborations that have taken place to support literacy and the work of the task group?*

The most important collaborations are with School District 42 and the Maple Ridge Public Library both of whom have active representatives with the task group.

- b. *What are the essential ongoing collaborations?*

Essential ongoing collaborations are with organizations that have representatives on the CLC. It is also important to have non-agency members involved for neutrality and balance. It was these community members who were instrumental in bringing the CLC back on track.

- c. *What makes collaborations work well?*

Collaborations work well if they are sustainable. In the past, some collaborations were established on an individual level rather than a committee level and when the point of contact was gone, these relationships dissolved.



#### 4. Goals and Actions for the Current Year

- a. *What priorities, goals or objectives have you addressed this year?*
- b. *What actions were taken to reach these? What organizations and groups participated in these actions?*

<b>Priorities/Goals Addressed</b>	<b>Actions Taken and Organizations/Groups Participating</b>
Develop a "Train the Trainers" strategy	Some discussion between CLC, SD42 Continuing Education & new Facilitator (March 2011-present) but no measureable progress
Develop communications strategies to connect with individuals, organizations	CLC developed and distributed brochure at community event; new Coordinators (March 2011-present)
Reinforce engagement and consistency with CLC members	Core group of CLC members are engaged and active, more successful engagement from SD42 this past year, but still uneven engagement from members
Increase free and community-based service to adult learners in Maple Ridge, Pitt Meadows, and Katzie First Nations	Much work on ESL services was done but not documented to January 2011: no information on programs offered, how often, who attended, volunteer involvement, or community outreach  New services under consideration by new Facilitator (March 2011-present)
Support and improve existing volunteer programs; create volunteer adult tutoring programs as needed	Developed 1 on 1 tutoring but no tracking done to January 2011; some cooperation with the English Corner group  Increased partnership with SD42 but no formal shared tutoring programs in place;  New services under consideration by new Facilitator (March 2011-present)
Create workplace literacy services which serve low literacy learners either active in the work force or unemployed	Some outreach to raise awareness of literacy issues in the business community (Scotia Bank, Black Bond Books) to January 2011  New services under consideration by new Facilitator (March 2011-present)
Increase awareness of community literacy issues through connections to community initiatives	Created volunteer tutoring brochure and distributed at community events and through Maple Ridge Public Library  Limited work done on informing business / employment agencies of volunteer tutoring programs and other literacy initiatives through community events and library  Created and distributed posters promoting literacy



- c. *What adjustments were made to the plan? That is, as the year progressed were there new opportunities or were there changes that did not allow for some actions to be taken?*

Incomplete tracking and documentation limited the CLC's ability to measure change.

## **5. Indications of Success**

- a. *How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? It is important to include examples to illustrate the impact.*

At this time, the CLC cannot determine if its actions were working and it has no examples of its impact because of incomplete tracking and documentation. In addition, no database of learners/tutors was maintained.

- b. *What are the things that support literacy work?*

Communication among participating agencies is very important.

## **6. Challenges**

- a. *What are the difficulties?*

Issues of concern to the CLC are:

- how to track the budget and financial reports
- how to track and measure systems and carry over information
- how to measure CLC's effectiveness
- annual funding outside of Literacy Now money– the money from SD42 was a one time contribution

- b. *What would help?*

- administrative support
- assistance in developing tools to track activities and measure success
- steady source of funding or writing of additional funding applications
- education of CLC members about provincial and regional contexts to enhance engagement





## **For the Coming Year**

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

See page 13

2. *What goals, priorities or objectives will you work on in the coming year? What actions are planned against those goals?*

See page 15

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

See page 15



## APPENDIX 2 - Glossary

**2010 Legacies Now** – a not-for-profit organization created to support Vancouver's bid for the 2010 Olympic and Paralympic Winter Games and later expanded to develop community legacies in sport and recreation, healthy living, literacy, accessibility and volunteerism

**Aboriginal Education Enhancement Agreement** – a working agreement between a school district, all local Aboriginal communities, and the Ministry of Education to enhance the educational achievement of Aboriginal students

**Achievement Contract** – a public statement of commitment by a Board of Education to improve success for each student in the district

**Community Literacy Plan** – a written action plan developed under the Literacy Now Communities planning process that identifies and supports literacy needs, opportunities, and programs within a community

**Decoda Literacy Solutions** – a not-for-profit organization formed in 2011 as a result of merging Literacy BC and the literacy department of 2010 Legacies Now

**District Literacy Plan** – a formal, written document to improve literacy in a school district

**Literacy BC** – an independent, not-for-profit organization formed in 1990 to promote and support literacy and lifelong learning in British Columbia

**Literacy Now Communities** – a program within 2010 Legacies Now that builds community networks, partnerships, and relationships to support community literacy and literacy programming across British Columbia

**Literacy Outreach Worker (LOW)** – a person hired to carry out the day-to-day management of putting literacy plans into action

**Literacy task group** – a group of representatives from local organizations who focus on strategic thinking about community and literacy

**Outreach Plan** – a written strategy for communicating with businesses and organizations outside the CLC to raise awareness of literacy issues, recruit committee members, and identify volunteers and learners

**ReadNow BC** – a provincial literacy action plan led by the Ministry of Education

**Steward** – a member of the task group who receives and manages funds and formally hires the Literacy Outreach Worker(s)

**Task group** – see literacy task group