



Maple Ridge - Pitt Meadows - Katzie

**Community  
Literacy Committee**

**COMMUNITY AND DISTRICT LITERACY PLAN  
June 2012**

*Literacy Happens Here*

## **ACKNOWLEDGEMENTS**

The Maple Ridge Pitt Meadows Katzie Community Literacy Committee gratefully acknowledges the BC Ministry of Education and Decoda Literacy Solutions 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 2011/12.

A sincere thank you is extended to the Community Literacy Committee, Volunteers, Tutors, Partner Organizations and Businesses, and those who give their time and energy to support literacy in our community. We couldn't do it without you!

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## 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 was 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). In 2011, 2010 Legacies and Literacy BC merged to become Decoda Literacy Solutions. Decoda continues the work of both 2010 Legacies and Literacy Now.

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 Decoda Literacy Solutions. SD42 offers the largest number of literacy services in our community while other community agencies provide important programs. The collaboration between SD42 and the community ensures learners can access literacy through a variety of routes.

2011 marked a revitalization of the Community Literacy Committee. It has been a year of re-establishing foundations – administrative systems, marketing messages and materials, collaborative partnerships, and programming. Looking ahead to 2012-13 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; and,
- raising awareness of literacy issues in our community.

The following four goals continue to reflect the CLC’s revitalization and our desire to build a strong literacy movement in our communities:

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 partner to create sustainable literacy initiatives that benefit learners for years to come.

### Beyond the ABCs

I am excited by the prospect of expanding our understanding of literacy beyond basic reading and numeracy skills. We are engaged in the task of citizenship development, providing tools for people to more fully participate in our community. With time, money and foresight, all businesses, agencies and individuals can contribute and benefit from this work.

~ Committee Member  
via Online Survey

### Family Literacy

“Beautiful...thanks for doing this. I watched the happy look on my grand-daughters faces and it told everything. We were the stragglers and in the last ones to leave as my grand-daughter insisted on staying to get her face painted. She patiently waited and happily left with a dinosaur on her right cheek. ”

~ Colene Thompson,  
Family Literacy Day Carnival

# Visual Story of Literacy Outreach 2011-12

## Earth Day 2011



## Haney Farmers Market Literacy Day 2011



## Raise a Reader Collaborative Discussion



## Community Literacy Challenge Winner



# Visual Story of Literacy Outreach 2011-12

## Family Literacy Day - Workshop Series 2012



Financial  
Literacy



Recording Family  
History



Literacy Flashmob  
2012



Family  
Literacy Day 2012  
Activities & Facepainting

**Having FUN with Literacy!**



## 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. For the purposes of our work, this document will be referred to as the Community and District Literacy Plan (CDLP)

### **Decoda Literacy Solutions**

District Literacy Plans are supported by the MoE and by other partners such as provincial ministries and Decoda Literacy Solutions.

On May 30, 2011, Literacy BC and Literacy Now merged to form a new provincial literacy organization, Decoda Literacy Solutions. Decoda continues the work of both agencies in partnership with federal and provincial governments.

Using a community development approach Decoda “builds vibrant and resilient communities by leveraging literacy and learning opportunities.” Decoda provides community based Literacy Committees with funding, learning opportunities, access to resources (print, online, in-person), as well as a network of literacy professionals. Decoda’s mandate spans the full literacy continuum from early childhood to family, adult, workplace and emerging literacy.

### **Guiding Questions**

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

The 2012/13 Guiding Questions and 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](#).

**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 2.

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 Decoda Literacy Solutions. 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 done by the CLC.

	Maple Ridge	Pitt Meadows
Population (2011)	76052 <sup>1</sup>	17736 <sup>2</sup>
Aboriginal <sup>3</sup> (2006)	1,870	385
Immigrant Population (2006)	17% <sup>4</sup>	20.7% <sup>5</sup>
English Spoken at Home (2006)	74.7% <sup>6</sup>	68.4% <sup>7</sup>
English Mother Tongue (2006)	44.4% <sup>8</sup>	36.9% <sup>9</sup>
Unemployment Rate (2010 vs. 2006)	7.3% <sup>10</sup>	4.5 % <sup>11</sup>

<sup>1</sup> 2011 Census Total Population Results – Census Subdivisions  
< <http://www.bcstats.gov.bc.ca/StatisticsBySubject/Census/2011Census/PopulationHousing/CensusSubdivisions.aspx> > Accessed: May 24, 2012

<sup>2</sup> 2011 Census Total Population Results – Census Subdivisions  
< <http://www.bcstats.gov.bc.ca/StatisticsBySubject/Census/2011Census/PopulationHousing/CensusSubdivisions.aspx> > Accessed: May 24, 2012

<sup>3</sup> 2006 Community Profile, Statistics Canada < <http://www12.statcan.gc.ca/census-recensement/2006/dp-pd/prof/92-591/details/page.cfm?Lang=E&Geo1=CSD&Code1=5915075&Geo2=CSD&Code2=5915070&Data=Count&SearchText=Pitt%20Meadows&SearchType=Begin&SearchPR=01&B1=Aboriginal%20peoples&Custom=> > Accessed: May 24, 2012

<sup>4</sup> Profile of Immigrants in BC Communities 2006 – Maple Ridge, BC Statistic  
< <http://www.welcomebc.ca/local/wbc/docs/immigration/2006/Maple%20Ridge.pdf> >  
Accessed: May 24, 2012

<sup>5</sup> Profile of Immigrants in BC Communities 2006 – Pitt Meadows, BC Statistic <  
<http://www.welcomebc.ca/local/wbc/docs/immigration/2006/Pitt%20Meadows.pdf> >  
Accessed: May 24, 2012

<sup>6</sup> Profile of Immigrants in BC Communities 2006 – Maple Ridge, BC Statistic  
< <http://www.welcomebc.ca/local/wbc/docs/immigration/2006/Maple%20Ridge.pdf> >  
Accessed: May 24, 2012

<sup>7</sup> Profile of Immigrants in BC Communities 2006 – Pitt Meadows, BC Statistic <  
<http://www.welcomebc.ca/local/wbc/docs/immigration/2006/Pitt%20Meadows.pdf> >  
Accessed: May 24, 2012

<sup>8</sup> Profile of Immigrants in BC Communities 2006 – Maple Ridge, BC Statistic  
< <http://www.welcomebc.ca/local/wbc/docs/immigration/2006/Maple%20Ridge.pdf> >  
Accessed: May 24, 2012

<sup>9</sup> Profile of Immigrants in BC Communities 2006 – Pitt Meadows, BC Statistic < ,  
Accessed: May 24, 2012

<sup>10</sup> Community Profile: Maple Ridge BC <  
[http://www.investmapleridge.ca/assets/Default/Community/PDFs/DMR\\_Community\\_Profile\\_June\\_2011.pdf](http://www.investmapleridge.ca/assets/Default/Community/PDFs/DMR_Community_Profile_June_2011.pdf) > Accessed: May 24, 2012

<sup>11</sup> Pitt Meadows: Economic Development Profile 2008, Page 10 <  
<http://www.pittmeadows.bc.ca/assets/Economic~Development/CommunityProfile.pdf>  
> Accessed: May 24, 2012



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

Population <sup>12</sup>	Maple Ridge	Pitt Meadows	British Columbia
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.

Educational Attainment <sup>13</sup>	Maple Ridge		Pitt Meadows		British Columbia	
	Count	Percentage	Count	Percentage	Count	Percentage
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%
University Certificate	7,060	19%	1,880	21%	690,535	30%
University, No Degree	1,870	5%	555	6%	139,020	6%
Bachelor's or Higher	710	14%	1,325	15%	551,515	24%

<sup>12</sup> Community Facts, BC Stats.

< <http://www.bcstats.gov.bc.ca/StatisticsBySubject/SocialStatistics/CommunityFacts.aspx> >  
Accessed: May 24, 2012

<sup>13</sup> 2006 Census: Profile A – Educational Attainment (XLS version, page 4) <  
<http://www.bcstats.gov.bc.ca/StatisticsBySubject/Census/2006Census/ProfilesA/Alphabetical.aspx> > Accessed: May 24, 2012



**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>2012/2013 School Year</b>	
Number of students enrolled. Includes: 1,452 French Immersion 1,087 Aboriginal Students 320 English as a Second Language 508 International Students	14,791
Number of adult learners taking courses through Community Education	86.5
<b>2012/13 School Year</b>	
Number of Ministry identified students	1,586

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 2011 [Achievement Contract](#) for SD42 was filed with the MoE in July 2011.



The key areas for SD42 in the 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 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**

In 2011 the CLC's LOWs worked to compile a list of local literacy based programs and services – some of whom sit at the CLC table and others who do not currently participate – called the LINK UP Directory. The LINK UP directory (see Appendix 3) shows that:

- Early childhood literacy is well covered by various programs in our community.
- Family literacy programs exist alongside the early childhood programs.
- Middle Childhood (6-12) and Teen (12+) literacy supports / programs are covered by SD42 and the FVRL.
- Adult literacy programs for English as a Second Language (ESL) learners are also available although limited.
- Non-ESL adult learners have few resources available to assist them.

The process of compiling the LINK UP directory shed some light on gaps in literacy services (i.e. services for non ESL adult learners), helped to identify opportunities to integrate literacy into existing non-literacy based programs, and clearly identified key literacy partners in our community.



## 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.

### Partnerships

"It's really you and the Literacy Committee who should be thanked. We (FVRL) don't usually go all out like that on Family Literacy Day, but it was definitely a hit, and we'll certainly do that again. I really think all the extra work you went to publicize the event made all the difference, not to mention the flash mob, popcorn and face paint. At any rate, it's so nice that we can get together and do things like this."

– Jo-ann Sleiman, FVRL,  
Family Literacy Day  
Partnership

### 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.

### 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.

### Raise a Reader Collaborative Discussion

In November 2011, the CLC held a collaborative discussion with over 20 community partners to have an open discussion around how the \$10,000 Raise a Reader funds could be used in the community to gain the maximum impact. After 3 hours of discussion the group brought forward several suggestions:



- support one existing literacy program that serves families;
- take literacy out to the population through designing literacy modules that can be inserted into existing programs.

The "Literacy on the Go" concept was adopted by the CLC in late 2011 and plans are underway to design and implement the "Literacy on the Go" Modules.



## REFLECTING ON OUR 2011 PLAN

### Engagement

Our committee works well because participants are willing to make decisions and bring influence and dedication to the table. Consistent participation has been a positive aspect of the past year's work.

~ Committee Member,  
via Online Survey

The year 2011 /12 was a time of renewal and rejuvenation. With the development of the 2011 Community and District Literacy Plan, the hiring of the three LOW's, and a re-engaged Committee, a strong foundation was laid for future growth.

In 2011 the CLC made significant progress towards its identified goals.

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.

### Raising Awareness at Community Events.

2011 was a busy year for the Literacy Committee in terms of outreach into the community. The theme 'literacy is part of everything we do' was woven into all the activities and provided a starting point for conversations.

Each event featured different fun and interactive elements that showcased specific literacy skills—i.e. problem solving (how high can you build a tower using 40 sugar cubes), estimating (how many jelly beans in the jar), spelling / reading (Junior Scrabble, Boggle, etc.), or reading together (storytelling). And then of course to really make things FUN, there was the Literacy Flashmob on January 27, 2012 that involved over 100 dancers and singers! Check it out at: <http://www.youtube.com/watch?v=Yaf4m23Ykgc>





**Key outcomes for 2011 include:**

- Successfully implemented first Tutor Training program, opened CLC Learning Room, established Women's ESL Conversation Group, and partnered with SUCCESS and Family Education and Support Centre to offer much needed pre-literate ESL tutoring in our community.
- Enhanced relationships with service agencies, increased opportunities for collaboration, and improved partnering around literacy through outreach.
- Re-branded CLC and developed range of marketing materials that reflect new brand and key messages.
- Increased Committee involvement in outreach and community engagement activities by inviting them to represent the CLC at events, meetings, or to actively participate in outreach efforts (Part of the Solution Campaign (POTS))

**Training Literacy Tutors**

In 2011 the Literacy Committee introduced its newly revised and expanded Literacy Tutor Training Program, recruited volunteer tutors to be trained, and ran its first training program. Fourteen energized and dedicated Volunteer Tutors graduated from this program in February 2012.



Eight of the dedicated Volunteer Tutor trainees that graduated in February 2012.

The expanded Volunteer Tutor Training program included modules on: Introduction to Literacy, Learners, and Tutoring; Lesson Plans; Learning Disabilities and Challenges; Approaches to Teaching Reading; Approaches to Teaching Writing; and Numeracy and Theme Plan Development.

Upon completion of the first round of training and initial work linking learners with tutors, the Facilitator noted that several minor changes needed to be made to the program including a more in-depth exploration of ESL learners. These changes are being made for round 2 of tutor training in 2012.



### Leadership

FINALLY! With all the work that has been done in the past few months I see the Literacy Committee as having taken a leadership role in literacy initiatives and look forward to further accomplishments...

~ Committee Member  
via Online Survey

- Introduced a community wide outreach campaign that targetted the business community (POTS) as well as introduced a Community Literacy Challenge for elementary aged students.
- Started conversations around literacy with over 650 individuals of all ages through community outreach.

### Re-Branding the Committee

A priority in 2011 for the Literacy Committee was to create a consistent and professional brand for all marketing materials. The logo and colours shown below are central to this brand and have been integrated into all materials published by the Committee – including this report.

*Our New Look:*



The branding process clarified values / beliefs and re-orienting Committee Members with our Vision and Mission. The new look, along with the ongoing efforts of the Committee and LOWs, has positioned the Literacy Committee as a professional, dedicated organization that gets things done.

This work also led to the development the READ image which was designed for the Community Literacy Challenge but has been used in other marketing efforts as well.





- Developed Administrative and Financial Systems to organize files, capture information, track results, and establish procedures as needed.
- Increased CLC exposure to mainstream media (MR Times, What's On Magazine, online events listings) and established partnership with Maple Ridge Pitt Meadows News for free advertising as part of an exclusive advertising sponsorship.

### **Going to the Learners The Learning Room**

The Learning Room arose out of the need to connect with learners where they were, in a comfortable and accessible setting. Thus the Literacy Committee rented a small, bright yellow, sunny office inside the CEED Centre at 11739 223 Street, Maple Ridge.



Elaine Yamamoto, Literacy Facilitator with Shannon, Volunteer Tutor, in the Learning Room.

The CEED Centre is a gathering place for individuals who live in the Port Haney area – many of whom are low income and currently unemployed. It is also located within walking distance from our local Service Canada and Ministry of Children and Family Development offices, our homeless shelter, and several other outreach programs.

The Learning Room offers drop-in assistance for literacy issues and provides a range of resources – library of reading materials, government publications and forms (and help to complete them), access to the internet, and helpful staff and volunteers to assist.

### **Literacy Opens Doors**

“Carl,” a retired high-school English teacher is interested in helping – but not interested in teaching ABC’s. His match came in an ESL mother of two who had taken the Continuing Education Grade 12 English course to qualify for entry to BCIT. She did well on the assignments, but failed the final exams. Her plans to become a radiology technician had to be put on hold.

Now Carl and Sabine are enjoying each other’s company and trading cultural backgrounds while Carl is readying Sabine for her exam. Doors open in different ways.



### Ongoing Outreach

Much progress has been made but I feel we have only scratched the surface of filling the need. As the school programme gets underway and there is added outreach to identify and involve adult learners, more can be done.

~ Committee Member  
via Online Survey

### Challenges and Issues Identified

While the CLC has worked hard to re-establish its foundation, the path to achieving the outcomes identified has not always been smooth. The following challenges and issues have impacted the work being done:

- Focus on re-building strong administrative foundation and re-establishing partnerships has impacted on LOWs ability to engage target groups and increase literacy profile;
- Limited number of literacy programs in the community does not facilitate ease of referrals to appropriate programs;
- Changes in funding and agencies working with target learners has made outreach to learners more difficult than anticipated;
- Ongoing labour dispute in BC's education system impacted on ability to implement Community Literacy Challenge;
- Limited volunteer time slowed growth of Part of the Solution Campaign (POTS);
- Lots of great ideas to further the Literacy movement available, however, limited LOW time and active Committee involvement have restricted what gets done.

2011-12 has been about establishing a strong and sustainable foundation, rejuvenating existing partnerships, and building excitement around literacy in our community. It has been a year that has reinforced the importance of using creative approaches to meeting the literacy needs of our community.

### **I want to read. I want to write. I want to do math...**

"Steve" and "Hana" sit side-by-side moving fingers slowly over the handwritten words. Steve's story as dictated to Hana is simple and direct. "I want to read. I want to write. I want to do math. Literacy is important. I want to read real books."

The lesson is an hour long and only once, for a moment, do Steve's eyes look away to the source of a loud noise. He asks me after the lesson, "How come I never learned to read or write, but now I am learning to read and write? Reading is important."

It has been a long search for Steve. Progress is slow, unpredictable and not always retained, but Steve has found happiness for two hours a week; working with Hana toward his lifelong goal.



## LOOKING AHEAD TO 2012

2011-12 was about reestablishing the foundation, rejuvenating partnerships and rebuilding initial excitement around literacy. In turn, 2012-13's theme focuses on creating sustainable solutions that maximize literacy outcomes through creative collaborative processes and partnerships.

For this theme to be realized, the CLC needs to ensure:

- Priorities selected are realistic given limited LOW and Committee commitments / supports while at the same time realizing results around literacy and the CLC's core goals; and,
- Opportunities selected MUST maximize impact and reach target populations directly by going to where learners congregate.

### Opportunities, Challenges, Issues

The CLC recognizes that it does not operate in a vacuum and that it will need to respond to opportunities, challenges and issues throughout the year. The following tables explore how we will respond to them in 2012-13.

### Opportunities & Expected Responses:

When asked to reflect on the opportunities identified and to select priorities, the following themes were noted:

#### GUIDING QUESTION

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

Opportunities	Response
Continue with ongoing Public Relations and Community Engagement efforts	<ul style="list-style-type: none"> <li>• Integrate into Work/Community Engagement Plan</li> <li>• Continue building up CLC's profile in the community and raising awareness of literacy by participating in public events, ongoing marketing / public relations efforts, and community presentations.</li> </ul>



### Measuring Impact

As a newcomer to the committee I see the following:

- A tutoring programme that I had been seeking for the ten years that I have lived here;
- The Literacy month events were all well attended meaning that the work being done is having an effect.

As I speak with people who have participated in activities, they are all very pleased with what they have learned and intend to pursue the activities further.

~ Committee Member  
via Online Survey

Opportunities	Response
Promote and Grow Literacy through Collaboration and Partnerships	<ul style="list-style-type: none"> <li>• Integrate into Work/Community Engagement Plan</li> <li>• Continue to seek out partnership and collaborative opportunities</li> <li>• Instigate Literacy Conversations that encourage community partners to “natter” about literacy and how they can integrate literacy into their existing programs</li> <li>• Literacy on the Go pilot project (Raise a Reader)</li> </ul>
Implement Volunteer Management / Coordination System to increase Volunteer participation in variety of roles	<ul style="list-style-type: none"> <li>• Integrate into Work/Community Engagement Plan</li> <li>• Develop Volunteer Management system to increase volunteer participation and provide increased support / encouragement.</li> </ul>
Become a Literacy Advocate and promote public policy making around literacy issues	<ul style="list-style-type: none"> <li>• Integrate into Work/Community Engagement Plan</li> <li>• Continue to work as a Literacy Advocate with learners and to promote literacy issues at a municipal / school board level to ensure local leaders are aware of state of literacy in our communities</li> </ul>
Secure sustainable funding.	<ul style="list-style-type: none"> <li>• Integrate into Work/Community Engagement Plan</li> <li>• Secure funding to ensure ongoing administrative / program funds to continue work of CLC</li> <li>• Identify, promote and secure funding from range of sources that further the literacy agenda and position CLC not as a programmer, but as an instigator of collaborative programming.</li> </ul>



### Challenges/Issues & Expected Responses:

When asked to reflect on the challenges/issues identified and to select priorities, the following themes were noted:

#### Achieving Goals

Funding security, increased staff time, and a viable succession plan can go a long way to ensuring we meet our 2012 goals.

~ Committee Member  
via Online Survey

Challenges	Response
Additional funding needed to ensure future viability of CLC and LOWs positions	<ul style="list-style-type: none"> <li>• Integrate into Work/Community Engagement Plan</li> <li>• Seek funding for continued work in the community</li> </ul>
Increase direct contact / connection with learners	<ul style="list-style-type: none"> <li>• Integrate into Work/Community Engagement Plan</li> <li>• Go to where the Learners are currently – i.e. Caring Place, Food Bank, etc.</li> <li>• Implement Literacy on the Go pilot project to integrate literacy topics into existing programs that serve Learners</li> <li>• Offer series of Lunch &amp; Learn workshops for Service Providers</li> </ul>
Connect with local First Nations Communities	<ul style="list-style-type: none"> <li>• Integrate into Work/Community Engagement Plan</li> <li>• Continue to grow connections with identified First Nations leaders in SD42, local First Nations organizations, and Katzie Council / Band</li> </ul>
Selection of Priorities where lots of great ideas exist	<ul style="list-style-type: none"> <li>• Define priorities clearly in CDLP and LOW Work/Community Engagement Plan</li> <li>• Ensure each new idea is evaluated based on established goals &amp; impact on literacy and/or administrative outcomes</li> </ul>
Increase Volunteer Engagement in CLC activities	<ul style="list-style-type: none"> <li>• Implement Volunteer Management System (as above under Opportunities)</li> <li>• Integrate into Work / Community Engagement Plan</li> </ul>



**Goals** The following four goals reflect the CLC’s plans:

**GUIDING QUESTION**

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

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.

**Proposed Action Plan**

The CDLP is a working document that evolves and changes as needed. The 2012-13 Action Plan reflects many of the same goals outlined in 2011-12; however, in some cases slight wording adjustments have been made to better reflect current realities. Action items have also been prioritized to ensure ongoing focus on core goals.

A detailed Work/Community Engagement Plan is being developed by the LOWs to demonstrate how these larger goals will be implemented on the ground. It is expected this will be available in July 2012.

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 volunteers must become active participants in the program development, outreach, and administrative work being done by the committee
- CLC and LOWs must continue to maintain open and ongoing communication channels and ensure activities are documented and tracked
- Ongoing funding must be found to ensure the sustainability of the CLC



- CLC must focus on being an instigator of collaborative programming rather than a programmer to maximize literacy impacts;
- Take the literacy to the Learners through community outreach and by integrating literacy into existing programs



## Proposed Action Plan

The following action plan is the result of our Strategic Planning Process that concluded in March 2012. The four goals and many of the action steps have been carried forward from 2011 and capture many of the great ideas proposed by our members. Budget, volunteer, and staff limitations restrict which ideas can be implemented. As such, the CLC prioritized particular action steps and these actionable items are the focus of the CLC's work plan for 2012-13.

**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.**

Priority	Action Steps	Who?	When?	Measured?
	Link learners to existing and emerging literacy programs	Committee Coordinator / Facilitator	Ongoing	# of referrals to outside programs
	Support underserved adult learners such as those in need of essential skills, underemployed, unemployed, homeless, and ESL	Committee Facilitator Partner Agencies Coordinators	Ongoing	# of referrals to internal / external programs # of community contacts with identified groups (i.e., through outreach) # of programs offered through Partnerships/ collaboration (i.e. Raise a Reader model) # of individuals served at the Learning Room
	Maintain and post list of existing service providers and programs (LINK UP directory) as a tool for local agencies and for internal use	Facilitator Coordinators	Ongoing	Posted online Growing # of relevant literacy programs included Website hits to this page
	Identify gaps in literacy services to support literacy providers	Committee Facilitator Coordinators	Ongoing	Identify and discuss new opportunities at CLC table Develop partnerships around gaps to meet local needs



Priority	Action Steps	Who?	When?	Measured?
HIGH	Coordinate partnership opportunities between service providers to ensure local literacy needs are met	Committee Facilitator Coordinators	Ongoing	# of service providers at the CLC table (active) # of active participants at Literacy Conversations ("nattering" sessions) # of partnerships created and used to deliver programs
	Offer Volunteer Tutor training program to ensure qualified individuals in place to help learners	Facilitator Contractor		# of volunteer tutor training sessions offered annually # of trained volunteer tutors available # of volunteer tutor-learner match ups and hours invested in tutoring
	Modify existing tutor training to reflect need for more ESL components	Facilitator Contractor	June 2012	Changes made to program when next implemented
HIGH	Identify low literacy learners and connect them with one on one tutoring services or other programs	Facilitator Coordinator Committee Partner Agencies	Ongoing	# of learner – tutor matches # of trained tutors # of active volunteers
HIGH	Implement Raise a Reader program as per the Literacy on the Go proposal	Coordinator Facilitator Committee	Sept. 2012	# of trained literacy facilitators # of partner agencies integrating literacy into programs and reporting back # of learners referred to CLC
	Start conversations with businesses to collaboratively implement Workplace Literacy initiatives	Committee Coordinator Facilitator	Ongoing	# of collaborative discussions with businesses in the community around literacy # of workplace literacy resources made available to support business community # of workplace literacy initiatives implemented



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

Priority	Action Steps	Who?	When?	Measured?
	Develop a strong leadership role for community partners to increase awareness of literacy needs in our community	Committee Coordinators Facilitators	Ongoing	# of conversations started with businesses, educational organizations, and community agencies  # of presentations made to local groups & associations
	Gather existing literacy data annually from partner agencies via existing secondary data and simple needs / gap analysis of front line staff at agencies	Coordinators  Committee (Brenda after May)	October 2012	Develop simple survey for agency front line staff to complete  Gain "buy-in" from agencies for implementation of survey Implementation of survey Collection of existing secondary data from SD42 and other partner agencies
HIGH	Reinforce the importance of engagement and consistency with members of the CLC	Coordinators  Committee Chairs  Committee	Ongoing	regular attendance at CLC meetings  active involvement of CLC members outside of planning meetings  # of Committee Members representing CLC at Community Tables / Events / Meetings  ongoing outreach / invitations to key committee members



Priority	Action Steps	Who?	When?	Measured?
	Increase awareness of community literacy issues through connections to community initiatives (this targets public)	Coordinators Facilitator Committee Partner Agencies	Ongoing	attendance at community planning tables, business networking events, community events – outreach efforts  # of contacts that become involved in CLC's work at some level (planning, committee, supporter)  # of Committee Members representing CLC at community meetings / events
	Create linkages between school aged literacy programs and community literacy initiatives	Committee SD42 FVRL Coordinators Facilitator	Ongoing	participation in school based programs and/or shared events invitations for CLC to attend school literacy events  creation and implementation of POTs Campaign and Community Literacy Challenge
	Connect adult volunteers with existing literacy programs	Facilitator Committee SD42 FVRL	Ongoing	# of adult literacy volunteers participating in in partner programs



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

Priority	Action Steps	Who?	When?	Measured?
	Update LOW work / community outreach plan to connect with individuals and organizations	Coordinators Facilitator Committee	Sep 2012	report updated analysis of outcomes in annual LOW Report
	Raise awareness of literacy issues (e.g., document literacy) in the business community around workplace literacy	Coordinators Facilitator Committee Partner Agencies	Ongoing	# of contacts via outreach efforts # of community presentations response to community presentations/outreach efforts # of referrals to existing programs
	Update marketing materials that promote literacy awareness, existing programs, and further overall goals	Coordinators Facilitator Committee	Jul 2011	creation of marketing materials and templates as required ongoing maintenance of website with basic information and other tools
	Inform business and employment / counselling agencies of state of literacy in our community and literacy based community initiatives	Coordinators Facilitator Committee	Ongoing	# of contacts via outreach efforts # of community presentations response to community presentations/outreach efforts # of referrals to existing programs



Priority	Action Steps	Who?	When?	Measured?
	Define CLC Participation levels with goal of recruiting more members to be active in a range of activities	Committee Coordinator Chairs	September 2012	Clear definition of member levels Definitions included in Policies & Procedures Manual
HIGH	Actively engage Committee Members in work being done by the Committee (i.e. committee members take on part of the work load in specific areas)	Committee Chairs Coordinators Facilitator Partner Agencies	Ongoing	# of CLC members in defined participation levels # of members actively engaged in CLC work
	Target parents to increase positive, healthy attitude to reading with their children and modeling reading	Coordinators Facilitator Committee	Ongoing	# of contacts via outreach efforts # of community presentations creation of marketing materials that promote children reading with parents # of online resources compiled and listed on CLC website (i.e. videos on how to read to your children) Participation in POTs Community Literacy Challenge
HIGH	Target recruitment to CLC to increase representation in certain areas and in defined roles	Committee Chairs Coordinators Facilitator	Ongoing	# of CLC members in task specific sub-committees # of members actively engaged in work being done # of volunteers trained in specific roles # of hours volunteers invested in performing roles



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

Priority	Action Steps	Who?	When?	Measured?
	Explore organization structure and administrative supports to ensure long-term sustainability of the Committee	Committee Chairs Coordinators	Ongoing	Administrative supports put in place (i.e. detailed bookkeeping, web hosting / technical supports) Policy and Procedures Manual Terms of Reference and Bylaws
	Review organizational structure on a yearly basis (non profit)	Committee Coordinators	Annually in March	Assess need for non profit charitable status for funding applications, insurance, etc.
HIGH	Implement CLC General Liability Insurance after defining who is responsible for providing this coverage	Chairs Committee	Ongoing	General Liability Coverage secured for Committee Members Advocate for change in policy holder if required
	Develop an action oriented leadership model that integrates accountability, education, knowledge transfer and technology, and tracks effectiveness	Committee Chairs Coordinators Facilitator	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



Priority	Action Steps	Who?	When?	Measured?
	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 and quarterly reporting and tracking Annual LOW Report Annual Committee Survey around progress
	Provide administrative support to CLC committee	Coordinators	Ongoing	timely publishing of agendas, minutes, reports, and other working documents
HIGH	Secure funding for the CLC	Coordinators Committee	Ongoing	# of grant applications completed and awarded to support local work Value of grants received success rate on grant applications
HIGH	Pursue joint funding applications with community partners for collaborative literacy programming	Coordinators Committee	Ongoing	# of joint grant applications # of collaborative programs Value of grants received



## 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 2012/2013**

Here is a list of the complete Guiding Questions.

### **Reflections on the current year:**

- 1) Task Group:
  - a. Who takes part in the task group?
  - b. How is the work of this group organized?
- 2) 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?
- 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. 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. Decoda Literacy Solutions	1
2. Aboriginal Education and Keeping Kids in School	1
3. Aboriginal HIPPY Program	2
4. BC Corrections	1
5. Bowman Employment Services	1
6. Business Community	3
7. Community Member (including Volunteer Tutors)	35
8. Community Network Chair; Golden Ears Feast	1
9. Maple Ridge Council	1
10. District of Maple Ridge, Parks and Leisure Services	1
11. Early Childhood Development Committee	1
12. Emerald Pig Theatrical Society	1
13. Family Education and Support Centre	1
14. Fraser Health	1
15. Immigrant Services Society of BC	2
16. Maple Ridge Community Corrections	1
17. Maple Ridge Pitt Meadows Chamber of Commerce	1
18. Maple Ridge Pitt Meadows Community Services	1
19. Maple Ridge Public Library	4
20. Maple Ridge Historical Society	1
21. Parent Child Mother Goose	1
22. Pitt Meadows Library	1
23. Ridge Meadows Association for Community Living	2
24. Ridge Meadows Women's Centre	1
25. School District Board of Education	2
26. School District 42	4
27. Silver Valley Community Church	1
<b>Total</b>	<b>73</b>



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

In 2011-12 the CLC met quarterly to discuss literacy initiatives, although mini-meetings were coordinated every 6 weeks with the Chairs and the LOWs to ensure ongoing communication, progress, and direction. Two Co-Chairs – one agency based and one from the community - oversee the work of the Committee and the LOWs.

In January 2012 our long-term Co-Chair, Pat Rorick from the Maple Ridge Library retired from her position at the Library and subsequently as Co-Chair of the Committee. Bruce Grady, District Principal of Riverside Centre (SD42), was elected to replace her. Our Community-based Co-Chair, Jessie Hill remains in place and continues to bring the non-agency, community based perspective to the planning table.

Our Committee is working towards having “working groups” or sub-committees that perform specific tasks. To date this has not been implemented due to LOW time limitations as well as limited volunteers to take on work of sub-committees. Increasing active participation in Working Committees by volunteer members is a focus for 2012-13.

## **2. 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**

- Increased LOW and administrative accountability for use of CLC funds has provided a clearer picture of CLC impact.
- CLC has LOWs and Volunteers reporting on literacy to various community groups and community networks. This is increasing the dialogue around literacy and energizing the literacy work being done. CLC now being approached by other groups to “partner” on literacy based initiatives.
- The constraints on all organizations to meet newcomers’ needs must be balanced with the needs of all residents.
- Connection with Community Network – community table that collaborates across sectors for community benefit – has been re-established and is growing stronger all the time.

### **External Impacts**

- Our population continues to grow at over 15% a year.



- Newcomers to Canada continue to enter our communities. However, local organizations face funding constraints in meeting the unique needs of this group.
- Implementation of the Community Literacy Challenge - school based – has resulted in some teachers supporting the reading campaign in the schools. Limited impact due to labour situation in the schools.
- Implementation of the POTS Campaign – targetting businesses – has increased awareness of literacy issues and allowed us to extend CLC’s reach to public.
- 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 (carried forward from 2011-12).
- Increase in homelessness and increased food costs have negatively impacted quality of life and subsequently literacy initiatives (carried forward from 2011-12).

### **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. The Raise a Reader collaborative discussion held by the CLC in November 2011 opened the doors of communication around literacy AND resulted in increased involvement at the CLC table.

Conversations with the Maple Ridge Pitt Meadows Chamber of Commerce (MRPMCofC) and Downtown Business Improvement Association (DBIA) have improved links with the business community and extended the reach of the CLC beyond non profits and agencies. In the Fall of 2011, an advertising sponsorship was secured with the Maple Ridge Pitt Meadows News (newspaper) that has resulted in over \$6000 worth of free advertising for the CLC.

Other partnerships that have helped move the literacy agenda forward include: Ridge Meadows Seniors Society, District of Maple Ridge, Maple Ridge Pitt Meadows News, Maple Ridge Pitt Meadows Arts Council, and the Stolo First Nations.



*b. What are the essential ongoing collaborations?*

All collaborative discussions and processes benefit the work being done by the Literacy Committee. However, the Maple Ridge Library, Fraser Valley Regional Library, School District 42, and District of Maple Ridge are essential to our work. As the CLC re-establishes itself in the community, we have a growing list of organizations and individuals who are eager to partner and collaborate with the CLC. The Literacy Committee is achieving stronger balance and objectivity as individual members and volunteers join our ranks.

*c. What makes collaborations work well?*

Over the past year our collaborative efforts have shifted to reflect more emphasis on active participation by CLC members and on inviting others in to participate on a larger scale. As a result of consistent and positive participation, new ideas have been generated, partnerships have been strengthened and renewed, and the CLC has become re-vitalized.

**4. Goals and Actions Achieved for 2011**

- 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>Core Actions Taken &amp; Organizations/Groups Participating</b>
<p>Identified and increase free and community based services to adult learners through partnerships with service providers</p>	<p>Partnered with the CEED Centre to open the Learning Room in November 2011.</p> <p>Host weekly Woman’s ESL Conversation Group and coordinated pre-literacy ESL instruction with Family Education and Support Centre and SUCCESS.</p> <p>Strengthened relationships with 11 local non profit agencies and educational organization and resulted in 9 external referalls and 18 internal referalls for literacy support.</p> <p>Hosted Raise a Reader Collaborative Discussion in November 2011 which resulted in new approach to “getting” literacy into the community.</p> <p>Offered Tutor Training to 14 Participants and working towards matching Tutors with Learners.</p> <p>Compilation of LINK UP directory to act as an online</p>



Priorities/Goals Addressed	Core Actions Taken & Organizations/Groups Participating
	<p>resource for CLC and partner agencies working with Learners.</p> <p>Offered series of five (5) literacy workshops to the public in partnership with Child Care Resource and Referral, Ridge Meadows Seniors Society, Seniors Community Network, MRPM Arts Council, Family Education and Support Centre, Vancity, MRPM News, and Showstoppers</p>
<p>Coordinate and cooperate with community service providers to enhance literacy levels across our community to improve quality of life</p>	<p>CLC Members involved in outreach efforts including representing CLC at 5 community tables (Early Childhood Development, District Parent Advisory Council, Middle Childhood Matters, Woman’s AM, Seniors Network), hosting booths at 11 public events, making literacy presentations, and coordinating and organizing literacy based campaigns</p> <p>Worked with Maple Ridge Public Library to connect with adult learners who congregate in our two local malls, the Caring Place and Anishinaabe Place.</p> <p>Introduced three literacy programs in partnership with others to support literacy in our community.</p> <p>Developed and launched Community Literacy Challenge (in partnership with MRPM News, SD42, Maple Ridge Library) for elementary aged children to encourage families to turn off the TV and engage in literacy activities.</p> <p>Developed and launched Part of the Solution Campaign, (with the help of with the MRPM Chamber of Commerce, Downtown Business Association, and CLC members) targetting businesses to demonstrate that everyone plays a role in improving literacy in our community.</p>
<p>Create an increased literacy profile in Maple Ridge, Pitt Meadows, and Katzie through awareness building, community outreach, and marketing efforts</p>	<p>Secured Media Sponsorship with MRPM News valued at over \$6000 in advertising and established working relationship with other media in our community.</p> <p>Made presentations to Maple Ridge Pitt Meadows Chamber of Commerce Scheduled another to Woman’s AM for November 2012.</p> <p>Created, designed, and printed full range of marketing materials for the committee including business cards, brochures, bookmarks, poster templates, letterhead,</p>



Priorities/Goals Addressed	Core Actions Taken & Organizations/Groups Participating
	<p>report templates, website, and tradeshow elements.</p> <p>Attended 11 public events and engaged local residents in conversations around “what is literacy? Why is it important?”</p> <p>Contacts via outreach are these events? efforts are 679 including 312 adults, 285 children, 53 teens, and 29 seniors. 19 community presentations made. Where did the 19 come from?</p> <p>Membership has grown from 31 in June 2011 to 78 in March 2012 and includes representatives from non profits, education, community members, volunteers, and business.</p>
<p>Become a leader in literacy initiatives</p>	<p>CLC’s profile has increased in 2011-12 as a result of ongoing work of Literacy Committee and LOWs.</p> <p>Now receiving unsolicited interest from other agencies to partner on projects related to literacy.</p> <p>Reporting and administrative systems are in place and allow for easy access by Chairs and LOWs</p> <p>Funding has been secured as necessary to support literacy initiatives. New funding is needed to ensure ongoing sustainability of the CLC and is a focus of the 2012-13 plan.</p>

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?*

As the Action Plan from 2011-12 was implemented the CLC made the following adjustments to its plan to ensure the literacy goals were being met:

- Creation of the LINK UP directory also posed some challenges as the CLC discovered there were a limited number of “dedicated literacy” programs in our community. This shifted how we approached our work and engaged agencies in conversations around literacy.
- Identified CALP funding opportunity then discovered we were not eligible as we didn’t have a program running and statistics to back up the work that was being done around literacy in our community.
- Shift from creating a literacy tool kit to promote family literacy to the creation of the Part of the Solutions Campaign (targetting businesses



and helping to raise awareness) and the Community Literacy Challenge (targetting elementary aged students).

- Within this new project, the Community Literacy Challenge experienced difficulties getting off the ground as a result of the labour situation in schools and the Committee's desire to respect the teacher's stated position thus this avenue of marketing the Challenge was not explored fully.
- Some Literacy activities have been put on hold due to LOW and Volunteer time limitations. Work is underway to address this in 2012-13 by restructuring how the work is done and who is doing it to ensure the long-term sustainability of the CLC.

## 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.*

As noted earlier, 2011-12 was about re-establishing and re-juvenating the CLC. It has been a year in which the CLC has worked on a number of fronts to move literacy forward in the community. The following are some action items that clearly work to support literacy:

- Opening of the Learning Room in the CEED Centre which offers 1 on 1 literacy supports to learners, access to computers, and access to literacy resources;
- Launch of the new Tutor Training Program and work to match up 14 graduate Tutors with local learners;
- Outreach efforts at public events and with community groups has started the literacy dialogue and energized people around literacy. The result of this is increasing membership, more volunteers, and agencies and organizations wanting to "hitch their wagon to a vibrant relevant group" – the CLC.
- Workshop series offered as a part of the Family Literacy Day events all garnered significant interest and were well attended. Participants requested more of the same.
- Improved communication between task group members and LOWs has helped to ensure literacy message being delivered is current and up to date.



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

The literacy work being done in our communities is supported by:

- Energized, enthusiastic team players who sit at the CLC table;
- Collaborative approach adopted by LOWs and CLC to improving literacy in our community;
- Development of CLC brand, core message, and marketing materials and ongoing efforts to promote CLC activities, programs, and events;
- Ongoing efforts of all CLC members and LOWs to network in the community and to push the literacy agenda;
- Dedicated and knowledgeable LOWs who work well together and focus on key priorities;
- Efforts to start a “dialogue” around literacy and how it is a foundation to the quality of life we all enjoy.

## **6. Challenges**

*a. What are the difficulties?*

Issues of concern to the CLC are:

- How to encourage CLC Member to become more active on Working Groups and in representing the CLC in the community;
- Consistent attendance at CLC meeting by members to ensure conversations can be carried forward without delay;
- How to balance outreach efforts throughout the year to ensure CLC gets maximum impact without burning out LOWs or Volunteers;
- Limited LOW hours impact on how much can be done (great ideas limited by how much time can be invested);
- Annual funding outside of Decoda funding;
- As a community group without a legal structure the CLC is limited in what funding it can apply for.
- The CLC has been operating without any insurance coverage and the need for such coverage for its volunteers and members has become apparent.



*b. What would help?*

The following would help:

- Develop a plan to engage and train volunteers in variety of roles in CLC including community presentations, tutoring, event setup, etc.
- Establish and coordinate “working groups” that are task specific and that involve CLC Committee Members taking an active role in making plans happen;
- Increased and consistent attendance at CLC meetings to ensure ongoing dialogue and planning can take place;
- Access to additional funding for administration, collaborative programming, and community literacy dialogues;
- 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 15

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

See page 18

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

See page 20



## 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 on the Go** – a pilot project being implemented by the CLC to integrate literacy modules (reading, writing, math, budgeting, problem solving and computer skills) into existing programs that reach CLC’s target learner population by training partner Program Leaders in how to integrate literacy into their program, providing them with curriculum resources and support, as well as a small financial contribution.

**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



### APPENDIX 3 – LINK UP Directory

**Program Name:** **Aboriginal HIPPY** **Cost:** \$ Fee for Service

**Organization:** Aboriginal HIPPY Canada

**Description:** Aboriginal HIPPY has 6 Aboriginal Locations in Canada including Katzie First Nation. The Aboriginal HIPPY childhood development program addresses the needs of families to maximize the educational potential of their pre-school children.

Aboriginal HIPPY Canada is about helping parents learn how easy, fun and rewarding it is to teach their children's first teacher at home.

**Location:** Serves Maple Ridge/Pitt Meadows

**Suitable for:** Pre-school, Children, Teens, Family Literacy

**Skills Taught:** Aboriginal HIPPY Curriculum

**CONTACT**

Tel: 604-676-8252  
Email: [ipoint@hippycanada.ca](mailto:ipoint@hippycanada.ca)  
Web: [www.hippycanada.ca](http://www.hippycanada.ca)

**Program Name:** **English as a Second Language "0" (Pre-Literacy)** **Cost:** Free

**Organization:** Family Education and Support Centre

**Description:** The ESL "0" takes place twice a week on Mondays and Wednesdays at the HIVE. This program provides activities that would ready a group of individuals with very low literacy, readiness for a regular ESL class.

**Location:** The HIVE at Eric Langton Elementary School  
22554 Lougheed Hwy, Maple Ridge BC, V2V 2X1

**Suitable for:** Adult ESL, Teen ESL

**Skills Taught:**



Reading



Writing



Numeracy

**CONTACT**

Tel: 604-467-6055 Local 103  
Email: [execdir@familyed.bc.ca](mailto:execdir@familyed.bc.ca)  
Web: [www.familyed.bc.ca](http://www.familyed.bc.ca)



**Program Name:** English Corner **Cost:** Free

**Organization:** English Corner

**Description:** Monday: Pitt Meadows Library 7:00PM  
Tuesday: Maple Ridge Library 7:00PM  
Wednesday: Maple Ridge Library 2:30 PM  
Conversational English improvements and developing new friendships.

**Location:** see description

**Suitable for:** Adults, Seniors, Teens

**Skills Taught:** Conversational English

**CONTACT**  
Tel: 604-466-0347  
Email: [mapleridge\\_englishcorner@shaw.ca](mailto:mapleridge_englishcorner@shaw.ca)

Reading

**Program Name:** English Language Services for Adults (ELSA) Program **Cost:** Free

**Organization:** Immigrant Services Society of British Columbia (ISSofBC)

**Description:** ISSofBC is pleased to offer English language classes from Literacy to Level 5 in Maple Ridge. Our Maple Ridge office is open Monday to Thursday from 9am to 4pm. For more information please contact Eysa Alvarez.

**Location:** varies

**Suitable for:** Adults, ESL, Seniors, Other (Permanent Residents/Landed Immigrants/Work Permit (case type 27)/Study Permit (case type 37)/Convention Refugees/Provincial Nominees (PNP)/Live-in Caregivers/Temporary Resident Permit (Case type 86,87,88,89)

**Skills Taught:** Listening and Speaking English

**CONTACT**  
Tel: 604-942-1777  
Email: [elsa.mr@issbc.org](mailto:elsa.mr@issbc.org)  
Web: <http://www.issbc.org/>



Reading



Writing



**Program Name:** **Essential Skills** **Cost:** Free to eligible participants

**Organization:** Douglas College The Training Group

**Description:** Must be referred by a Ministry of Housing and Social Development Employment Resource Service and is free for eligible participants. Program offers individualized supports for reading, writing and numeracy skill assessment and upgrading one to one with a trained facilitator. Days and times are flexible.

**Location:** Maple Ridge, Coquitlam, New Westminster, Surrey, Abbotsford

**Suitable for:** Teens, Adults, Seniors (Eligible to work in Canada must be unemployed or underemployed (working less than 20 hours per week) and not enrolled full time at school. Ages 15 to adult)

**Skills Taught:** Document Use



**CONTACT**

Tel: 604-467-6593

Email: [johnsa@douglas.bc.ca](mailto:johnsa@douglas.bc.ca)

Web: <http://www.douglas.bc.ca/training-community-education/essentialskills.html>

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**Program Name:** **Parent Child Mother Goose Program** **Cost:** Free

**Organization:** Family Education and Support Centre

**Description:** Fridays until March 30th, 2012  
10 am – 11 am includes a small snack

**Location:** Maple Ridge

**Suitable for:** Adults, ESL, Pre-school, Children, Family Literacy, Other (babies)

**Skills Taught:** Preliteracy & parent/child interactions

**CONTACT**

Email: [sandradee@shaw.ca](mailto:sandradee@shaw.ca)

**Program Name:** **School's Cool** **Cost:** Free



**Organization:** Family Education and Support Centre

**Description:** School's Cool is a 72 hour kindergarten readiness program for children 3-5 years of age that is play and strengths based; the program is offered once a year, usually from April to June.

**Location:** Glenwood Elementary School

**Suitable for:** Children 3-5 years old

**CONTACT**

Tel: 604-467-6055 Local 103  
Email: [execdir@familyed.bc.ca](mailto:execdir@familyed.bc.ca)  
Web: [www.familyed.bc.ca](http://www.familyed.bc.ca)

Skills Taught
 Reading
 Writing
 Numeracy

**Program Name:** **Singing English**

**Cost:** Free

**Organization:** Family Education and Support Centre

**Description:** Singing English is an approach that has been taught to staff of agencies in Maple Ridge and Pitt Meadows providing children's programming. It teaches English through music and actions and is particularly effective for children with speech challenges and children who have English as a second language. This is not a program; it is an approach to working with children in a play setting. [Family Education and Community Services provides training for staff who then incorporate it into their programs]

**Location:** Maple Ridge, Pitt Meadows

**Suitable for:** Agency Staff providing children's programming for 0-5 years old

**Skills Taught:**



Reading



Writing



Numeracy

**CONTACT**

Tel: 604-467-6055 Local 103  
Email: [execdir@familyed.bc.ca](mailto:execdir@familyed.bc.ca)  
Web: [www.familyed.bc.ca](http://www.familyed.bc.ca)



**Program Name:** **Tutoring Service Provider** **Cost:** \$ Fee for service

**Organization:** LERNIT Tutoring Services

**Description:** We are Tutoring Service Providers for all subjects K to University to Adult throughout British Columbia, Canada and Worldwide On-Line.

**Location:** throughout BC

**Suitable for:** Adults, ESL, Seniors, Students

**Skills Taught:** All subjects K - University



Reading



Writing



Numeracy



Computer

**CONTACT**

Tel: 604-329-3943

Email: [lernit@live.ca](mailto:lernit@live.ca)

Web: <http://www.lernit.ca/>

**Program Name:** **Various Programs and Services** **Cost:** Free

**Organization:** Maple Ridge Public Library

**Description:** The library offers a full range of in-library literacy-related programs and services, from story times and baby times to reading buddy sessions, computer classes, teen quiz nights and job tours. Library staff regularly take their literacy initiatives on the road to schools, seniors centres and other community locations. FVRL provides library materials for homebound and visually impaired customers. Our collection includes Adult Learner and English as a Second Language materials, online reading tools for children, non-fiction and, fiction in many formats, including Large Print, CD Books and eBooks. Story kits can be borrowed by seniors centres, schools and daycares.

For dates, times and details of specific programs or services, please visit or phone the library.

**Location:** 130 - 22470 Dewdney Trunk Road  
Maple Ridge, BC V2X 5Z6

**Suitable for:** all ages

**Skills Taught:** Support for reading, writing, numeracy

**CONTACT**

Tel: 604-467-7417

Web: [www.fvrl.bc.ca/](http://www.fvrl.bc.ca/)



Reading



Writing



Numeracy



Computer