

**Maple Ridge/Pitt Meadows
School District #42**

**District/Community Literacy Plan
Working Document
July 2008**

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Maple Ridge/Pitt Meadows Context

School district #42 encompasses three communities, Maple Ridge, Pitt Meadows and Katzie First Nation with a combined population of just over 84 000. **Maple Ridge** lies on the north shore of the Fraser River nestled against the Coast Mountains. The Maple Ridge community consists of rural areas such as Ruskin, Whonnock, Webster’s Corners, fast growing suburban areas of development in the east near Albion and the central core area which includes the historic town of Haney. The district 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 (ALR) as well as a suburban, bedroom community of Vancouver. The Katzie reserve is located in Pitt Meadows.

The District is considered a middle class (SES) community with some areas of high need especially near the central core of Maple Ridge. Other important statistics:

	Maple Ridge	Pitt Meadows	Province
Population	68,949	15, 623	4,113,487
Median age	38.8	38.3	40.8
Population 15 and over	80%	81%	84%
Aboriginal population	1,870	385	196,070
English mother tongue	85%	79%	71%
English spoken at home	93%	89%	82%
New immigrants 2001-05	1,415	440	177,840
No high school diploma			
Ages 25-34	11%	6%	9%
Ages 35 and over	13%	12%	13%
Unemployment rate	4.6%	4.5%	6%

The school district consists of 22 Elementary Schools, 6 Secondary Schools and a number of Alternate Programs. There are 4 Early French Immersion and 3 Late French Immersion schools, as well as 2 Secondary Schools offering French Immersion programming. In the 2007/2008 school year there were 14 730 students enrolled in School District #42, as well as 459 adult learners taking courses through Community Education. Of these students, there were 1453 enrolled in French Immersion, 970 Aboriginal Students, 289 students with English as a Second Language and 393 International Students. In the 2007-08 school year there were 1376 Ministry identified students.

Introduction to the District Literacy Plan

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) as part of ongoing community development. The most important aspect of building a District Literacy Plan is developing working relationships within the community. District Literacy Plans provide a new way for school districts to support and collaborate with all members of the community to promote literacy. The school district is committed to providing resources and support for the Community Literacy Plan. The Ministry of Education requires that District Literacy Plans are:

- Inclusive of education from early learning through adult learning
- Collaborative
- Prepared annually
- Submitted to the Ministry of Education by July 15 of each year
- Published

Before a Community and District Literacy Plan can effectively be created it is important to have a common definition of Literacy. 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”. Thus, literacy not only includes the ability to read and write, but also includes social, emotional and interpersonal communication, the use of technology, and the arts. As this broad definition demonstrates, literacy is achieved through a number of routes, including formal schooling, our culture, our work, and our community connections, such as church, politics and social activities. Thus, the collaboration of the School District and the Community ensures a variety of routes to literacy are offered.

Our Vision

Community Vision

Through collaboration and a detailed process, as outlined in the Community Literacy Plan (Appendix 1), the following vision for learning was created:

Maple Ridge/Pitt Meadows Literacy Now Vision Statement:

Approved by Task Force/ June 07

We will be a community where:

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

This vision statement was approved by the Literacy Now Task Force in June 2007.

In addition to this vision, the community chose to focus the Literacy Now resources on the largest gap identified in the community: accessible and affordable community-based adult literacy programming including a comprehensive volunteer tutoring program. Additionally, the community recognizes the importance of working with existing community initiatives in fulfilling its vision.

School District Vision

As outlined in the 2008-09 Achievement Contract, the school district has mission and vision statements outlining its commitment to learners.

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

Our vision is for every individual to feel valued and for all learners to reach their full potential.

Additionally, specific goals related to literacy are clearly outlined and articulated within the 2008-09 Achievement Contract.

OVERVIEW OF LITERACY GOALS AND OBJECTIVES

Goal 1: To improve all students reading proficiency and ability to express themselves in writing.

Objective A:

1. To meet the needs of at risk students in reading.
2. To maintain and improve reading level targets for students in early primary (Grade 1/2).
3. To improve levels of reading comprehension including analysis and response in Gr.3-12.
4. To improve the percentage of males who meet or exceed expectations in reading.
5. To continue to improve the percentage of aboriginal students who meet expectations.

Objective B:

1. To improve students' ability to express themselves in writing.
2. To continue to maintain and improve students' performance in writing: story writing, personal writing and writing to communicate ideas and information for students in K - 10.
3. To improve the percentage of male students who meet or exceed expectations in writing.
4. To continue to improve the percentage of aboriginal student who meet or exceed expectations in writing.

The analysis of and specific steps for achieving these goals are outlined in the Achievement Contract. The districts mission to support "all individuals" considers early, elementary, secondary, and adult learning. The school district also recognizes the need to focus on adult learning, as is evident in the creation of the new Director of Secondary and Adult Learning position created for the 2008/2009 school year.

In addition to the goals outlined in the district achievement contract, the enhancement agreement outlines the literacy goals specific to Aboriginal Students within School District #42.

Enhancement Agreement

The District signed its second Aboriginal Enhancement Agreement in January 2006. This agreement focuses on elementary Literacy and Numeracy, including increased participation in secondary English, Math and Science courses, as well as increased graduation rates based on Dogwood completion as well as overall increased retention rates for our aboriginal students. The Principal of Aboriginal Education and support teachers for aboriginal students focus on interventions and support strategies to ensure success. Schools identify strategies and supports for their aboriginal learners in their School Improvement Plans. The purpose of this agreement is to continue to:

1. Promote the importance of cultural education in increasing the academic and social success of Aboriginal students.
2. Meet the needs of Aboriginal learners by maintaining and expanding academic programs as necessary while providing the resources for success.
3. Continue to build relationships in our schools that are welcoming and supportive of Aboriginal children and their families.

Also present within the enhancement agreement is a specific literacy goal:

Goal 1: to improve reading and writing skills at all levels

Specific aspects of this goal are clearly outlined within the enhancement agreement (Appendix 2).

Joint Vision

It is clear there are common values and beliefs within all aspects of our community. This is evident not only within the collaborative process in which the Community Literacy Plan and District Literacy Plan were created, but also within the overlap and connection between the specific goals and actions outlined in the Community Literacy Plan, the Achievement Contract, and the Enhancement Agreement. The focus on Adult learners and the commitment to strengthen the links between community literacy programs and other community initiatives is clearly outlined in the Community Literacy Plan. The District Literacy Plan will describe the progress in relation to these two priorities thus far.

What we did...

The Maple Ridge/Pitt Meadows Literacy Now Plan was created after a community consultation process that took place from January 2007-September 2007. This process included two Community Partners meetings, three Community Literacy Committee meetings, presentations to service groups such as Rotary and Chamber of Commerce; surveys of local businesses; and interviews with agencies and individuals involved with target populations of learners (Appendix 1 includes detailed information about each meeting and the community members involved).

A Literacy Now Task Force was created after the first Community Partners meeting. The Task Force met five times over the course of the project and was instrumental in guiding the process. After the first Task Force meeting, a team was hired to conduct the literacy inventory, review the gaps and links, and assist in the creation of the plan (Appendix 1 includes the detailed inventory).

Following the creation of the Community Literacy Plan, the Literacy Now committee met a number of times throughout 2007-2008. The first meeting in September included various members from the community and school district to review all of the work the community and district completed. There was a meeting held every 8 weeks including different members from the community each time. Discussions about the Community Literacy Plan and progress on the action items ensued.

The school district participated in a meeting including district facilitators, principals, vice-principals and members from senior team to develop an inventory of the strengths, gaps, and recommendations in the areas of Early, K-7, Secondary, Adult, Aboriginal, ESL, Technology and French Immersion Literacy (Appendix 3). The information gathered at this meeting will be brought forward to the community literacy team and will be integrated into the Community Literacy Inventory.

In addition to the Literacy Now committee meetings and the District Literacy Meetings, there are monthly community meetings on various topics, which typically involve literacy in one way or another. For example, the assistant superintendent and early literacy facilitator attend all Early Childhood Development meetings in the community, a District Facilitator attends the provincial and community Library meetings, a District Principal is closely involved with the Katzie First Nation Band, and District Facilitators attend the Early Literacy Network and the Adolescent Literacy Network meetings on a regular basis.

In order to complete the District Literacy Plan, representatives from the school district met with the newly hired literacy facilitator to review the community literacy plan, and in particular, the action plans. The following section outlines the results of those meetings and clearly indicates the progress on each of the action items outlined in the community literacy plan.

Where we are...

We are beginning to further infuse the strengths, gaps, and recommendations identified during the School District meeting in 2008 (Appendix 3) into those identified through the Community Literacy Plan process. In addition to a detailed inventory of the strengths and gaps in Early, K-7, Secondary, Adult, and ESL, the district also focused on Aboriginal and Technology Literacy. There were many commonalities between the recommendations evident in the Community Literacy Plan and those identified in the district inventory.

The outcome of both the Community Literacy Plan and the District Inventory meeting highlighted the need for a focus on Adult Literacy. The two priorities outlined in the Community Literacy Profile are the continued focus of the Maple Ridge/Pitt Meadows Community and School District. The district and community are continually working together to determine the best way to support and address these priorities. As described in the Community Literacy Plan (Appendix 1), each priority contains a number of

specific goals and subsequent action items. A brief summary of each priority and its goals are listed below, followed by a detailed action plan highlighting the specific progress in each area.

Priority #1: Based on the Literacy Now Inventory and input from community members there is a clear and immediate need to increase service to adult learners in Maple Ridge and Pitt Meadows

Goal #1: Hire Literacy Facilitator.

Goal #2: Develop and implement free community-based adult volunteer tutoring program.

Goal #3: Create workplace literacy services which serve low literacy learners either active in the work force or unemployed.

Goal #4: Reduce stigma surrounding low literacy levels among adults.

Goal #5: Link ESL learners to existing and emerging adult literacy programming.

Priority #2: Strengthen links between community literacy initiatives and other community development initiatives to increase profile of literacy issues in Maple Ridge and Pitt Meadows.

Goal #1: Increase awareness of community literacy issues through connections to the community Hub initiative. Ensure gaps in literacy are addressed at the community level and knowledge of existing literacy programs is improved.

Goal #2: Liaise with School District #42 as District #42 works through its plans to incorporate early learning and adult literacy into its mandate.

Goal #3: Work with ESL programmers and clients to increase level of awareness about ESL and adult literacy programming in Maple Ridge and Pitt Meadows.

The Action Plan Update section of this report, taken from the Community Literacy Plan, was updated to reflect the main areas of progress to further demonstrate where we are in this process. The key developments highlighted in the Action Plan are evident in Priority #1 in relation to the hiring of a Literacy Facilitator and in Priority #2, in relation to the decision to house a Hub or neighbourhood centre at one of our elementary schools beginning September 2008.

In addition to the progress made regarding the Action Plan, the school district restructured its Senior Team to reflect the changing needs of the district and the community. Most specifically, the addition of a second Director to allow for a more specific focus on Early and Adult Education was created. For the 2008/2009 school year, one director will focus on Early and Elementary Education and the other will focus on Secondary and Adult Education. This clearly connects to Priority #1 outlined in the Community Literacy Plan.

As well, the first StrongStart Program began in fall, 2007 at Eric Langton Elementary. This was part of creating the first community hub, which will continue to grow and develop throughout 2008/2009. As well, four new StrongStart centres, at Davie Jones, Hammond, Blue Mountain, and Glenwood were approved to begin in September 2008.

Next Steps

The Action Plan Update section of this report was updated to reflect the current and future action items, along with specific details regarding who, how, and when they will be completed. The key areas of focus evident in the Action Plan are to meet the needs of adult and ESL learners.

A goal for this year is to combine the Community Literacy Plan and the School District Inventory (Appendix 3) into one document. Although the school district was a part of the Community Literacy Planning process, there are specific details and programs within the district that need to be added to the Community Literacy Plan in order to create a complete document that reflects all members of the community.

StrongStart Centres at four elementary schools will begin in September 2008. The district and community are looking for materials and supplies for each site. A second hub or neighbourhood community centre will be developed at the Davie Jones site.

Action Plan Update

This Action Plan was created by the Community Literacy Plan task force and reflects the specific goals and subsequent actions within those goals to meet Priority #1 and Priority #2 (Appendix 1). It was very useful in determining where we are and the next steps we need to take to ensure continued progress toward the goals.

Priority #1: Based on the Literacy Now Inventory and input from community members, there is a clear and immediate need to increase free and community-based service to adult learners in Maple Ridge and Pitt Meadows.

Goal # 1: Hire a literacy facilitator

<i>Action</i>	<i>Who</i>	<i>How</i>	<i>When</i>	<i>Progress to date</i>
Outline job description, Interview, and hire facilitator	Literacy Now Task Force/Community Literacy Committee	Job description will include experience in the adult literacy field	January 2008	Hired May 2008
Investigate housing the facilitator in the community Hub	Hub Committee Literacy Task Force Literacy Facilitator	Set up meeting with Hub committee, Attend Hub meetings	September – '08/March '09	Director of Instruction to bring forward to Sept. 2008 meeting

Goal #2: Create volunteer adult tutoring program

<i>Action</i>	<i>Who</i>	<i>Timeline</i>	<i>Progress to date</i>
Research existing programs in Lower Mainland	Literacy Facilitator	May 2008 – December 2008	In progress
Liaise with School District #42 and neighbouring colleges to develop a tutoring program. Seek support and possible funding partnerships	Literacy Facilitator Lit Now Task Force Member Chair of Community Ridge Meadows Literacy Committee	June 2008- August 2008	In progress - possible partnership with Douglas College and Ridge Meadows College
Develop program. Link with established training program and support volunteers	Literacy Facilitator	Begin training by Jan 2009	

Goal #3: Create workplace literacy services which serve low literacy learners either active in the work force or unemployed.

<i>Action</i>	<i>Who</i>	<i>Timeline</i>	<i>Progress to date</i>
Develop and implement a workplace literacy initiative based on best practices in the Lower Mainland.	Literacy Facilitator	January 2009 - January 2010	
Work with agencies and businesses serving underemployed and homeless adults to investigate the need for literacy services. If there is a high need, create program outline and search out funding.	Homeless committee Literacy Facilitator/ Literacy Committee Interested CYFN members	November '09 - December 2010	
Offer literacy audits to and an education package for businesses to encourage discussions about document literacy.	Literacy Facilitator/ Or students from adult literacy program at UCFV	June '09-June '10 ongoing	

Goal #4: Reduce the stigma surrounding low literacy skills among adults.

<i>Action</i>	<i>Who</i>	<i>Timeline</i>	<i>Progress to date</i>
Create volunteer tutoring program presentation package to deliver in person to at-risk groups	Literacy Facilitator Lit Now Task Force Community Literacy Committee	September 2009 - Dec. 2010 and ongoing	
Increasing programs within the Prison	Literacy Facilitator Community Literacy Committee SD 42	September 2008 - ongoing	School District offers a graduation program within the Prison through Community Education
Regularly inform business and employment counseling agencies of volunteer tutoring program and other community initiatives, and create a plain language brochure for distribution to this population	Literacy Facilitator Lit Now Task Force Community Literacy Committee	September 2009- Dec. 2010 – ongoing	
Work with community newspapers to create a series of articles and ‘fillers’ on literacy, word of the day etc.	Literacy Facilitator Writer/volunteer	August 2007- ongoing	Local newspapers included numerous articles reflecting positive educational activities, initiatives etc. in the area of literacy
Create posters	Contract out	September 2009	
Brainstorm and develop other non-text resources	Literacy Facilitator Literacy Committee	January 2009	
Target parents to increase positive attitude to reading with their children and modeling reading	ECD committee ESL multicultural groups Literacy facilitator Strong Start SD 42 facilitators	January 2009- ongoing	
Liaise with multicultural ESL programs to determine need to bridge to other programming such as volunteer tutoring	Immigrant settlement facilitator Literacy Facilitator	ongoing	Connecting with multicultural groups

Goal #5: Link ESL learners to existing and emerging adult literacy programming

<i>Action</i>	<i>Who</i>	<i>Timeline</i>	<i>Progress to date</i>
Meet with School District staff	Literacy Facilitator	June 2008- March 2009	Conversations have begun
Meet with Immigrant Settlement facilitator	ISS and facilitator/committee	September 2008	A Maple Ridge/Pitt Meadows Immigrant Settlement facilitator will be hired in September
Create presentation package to deliver to existing ESL programs on volunteer tutoring program.	Literacy Facilitator	January 09 – June 2009	
Work to find funding and support efforts to increase free ESL services to reduce existing wait lists for free ESL programming	Literacy Committee School District #42 Literacy Facilitator	Ongoing	Researching different programs
Find a way to connect with parents of International Education students in the district	International Education Department	September 2007 - ongoing	Regular social events for parents of International students occur

Priority # 2: Create an increased Community Literacy profile in the Maple Ridge and Pitt Meadows.

Goal #1: Increase awareness of community literacy issues through connections to community Hub initiative. Ensure gaps in literacy are addressed at the community level and knowledge of existing literacy programs is improved.

<i>Action</i>	<i>Who</i>	<i>Timeline</i>	<i>Progress to date</i>
Attend Hub meetings	Community Literacy committee member	September 07- ongoing	Monthly meetings with community and district occurred
Develop spaces within Eric Langton & Davie Jones for the creation of community hubs.	Hub Committee District	September 2007 - ongoing	5 schools have been selected – Eric Langton, Hammond, Blue Mountain, Glenwood, and Davie Jones
Gather materials and supplies for each Hub	School District	June 2008 - ongoing	
Create space in Hub for literacy facilitator	Hub committee/ Literacy Facilitator/ literacy committee	Ongoing	To be discussed Sept. 2008 – Director of Instruction

Goal # 2: Coordinate and cooperate with School District # 42 as the district works through its plans to incorporate early learning and adult literacy into its mandate

<i>Action</i>	<i>Who</i>	<i>Timeline</i>	<i>Progress to date</i>
Have a district contact for early and late literacy	School District		A new director was hired so there is an Early and Elementary Director and a Secondary and Adult Director
Meet with school district early learning facilitator	Literacy committee rep/ Literacy Facilitator/ school district literacy reps	September 2008- June 2009	
Meet with SD#42 adult literacy facilitator	Literacy committee rep/ Literacy Facilitator/ school district literacy reps	September 2008- June 2009	
Explore ways to connect adult volunteers with the Summer Reading Racers Program	School District	June 2009	

Goal #3: Work with ESL programmers and clients to increase level of awareness about ESL and Adult literacy programming in Maple Ridge and Pitt Meadows.

<i>Action</i>	<i>Who</i>	<i>Timeline</i>	<i>Progress to date</i>
Begin dialogue to determine course of action and role of Literacy Now in this process.	To be determined	2008-10	

As mentioned in the Next Steps section, a new Action Plan with goals related to the integration of the District Inventory into the Community Literacy Plan Inventory needs to be created. As well, a new Ridge Meadows Literacy Task Force, including the Community Literacy Facilitator, members from the school district and outside community needs to be created as a support network for all of the goals outlined in the Action Plan.

<i>Action</i>	<i>Who</i>	<i>Timeline</i>	<i>Progress to date</i>
Create a 'Ridge Meadows Literacy Task Force' to continue to examine the progress and implementation of the Community and District Literacy Plan	Literacy Committee Literacy Facilitator	July 2008	
Integrate the District Inventory with the Community Literacy Plan Inventory	Literacy Facilitator SD42 Directors of Instruction	September 2008	
Regular meetings with the task force to determine progress on the Action Plan	Led by Literacy Facilitator	September 2008 - ongoing	
The work of the September 17, 2007 meeting in Appendix 3 of the CLP, needs to be examined and integrated into the District/Community Literacy Plan	Literacy Facilitator Task Force	June 2008 – September 2008	

Overall, it is the goal of the School District, Maple Ridge and Pitt Meadows communities to continue to work collaboratively toward increased literacy in our community. With a continued focus on the priorities described in this District Literacy Plan and a commitment from all parties to support and offer resources to meet the needs of all learners, we know progress will be made.

APPENDIX A

2010 Legacy Now Community Literacy Plan September 2007

Δ Summary

The Maple Ridge/Pitt Meadows Literacy Now Plan was created after a community consultation process that took place from January 2007-September 2007. This process included two Community Partners meetings, three Community Literacy Committee meetings, presentations to service groups such as Rotary and Chamber of Commerce; surveys of local businesses; and interviews with agencies and individuals involved with target populations of learners.

A Literacy Now Task Force was created after the first Community Partners meeting. The Task Force met five times over the course of the project and was instrumental in guiding the process.

After the first Task Force meeting, a team was hired to conduct the literacy inventory, review the gaps and links, and assist in the creation of the plan.

The areas of need were chosen by the Task Force after reviewing the community literacy asset report, a review of gaps, challenges and links, and input from Community Partners. The first Community Partners meeting took place in February and led the Task Force in its creation of the Maple Ridge Pitt Meadows Literacy Now vision. The second Community Partners meeting brought together a diverse group of citizens including the school board chair, municipal councilors, outreach workers, employment counselors, immigrant settlement workers, MLA, literacy professionals and others. This group reviewed identified gaps, suggested other gaps, and brainstormed solutions.

The areas of focus for this plan have been chosen because each is undeveloped in the community at present. These areas of focus were endorsed by the Community Partners through a process in which participants were asked to identify gaps they wanted addressed.

The areas of focus include:

1. **Create free, community-based one-to-one volunteer tutoring programming that addresses the need of the functionally illiterate.** A Douglas College ICARE program did exist several years ago but ceased to function when the college left. The Ridge Meadows College has formal Adult Basic Education programs free for those who have not graduated, fee for service ESL programming and fee for service GED.
2. **Introduce a workplace literacy initiative.** Those working with the underemployed have identified document literacy as a major barrier for adults they serve.
3. **Reduce the stigma surrounding low literacy.** An ongoing issue which the Task Force feels must be addressed to encourage learners to seek assistance *and* to encourage the community to embrace solutions and begin to imbed literacy in community programming.
4. **Work with existing community initiatives.** The District of Maple Ridge and School District #42 are working on a hub model of service delivery. As well, with the school district's new mandate to address community literacy, it is imperative that community and schools work closely to ensure that learners are served well inside and outside school settings. Maple Ridge and Pitt Meadows have a very strong working relationship with School District #42 and a template at the ECD level exists for community and school district cooperation. School district officials have expressed interest in working to achieve the goals of this Literacy Now plan and are active participants on the Literacy Now committee.

Hiring a literacy facilitator to create a presence within Maple Ridge and Pitt Meadows is crucial to the success of this plan. There is no community infrastructure to undertake ongoing and coordinated literacy work at present. Included in this Literacy Now plan is the workplan outline for the Literacy Facilitator to begin addressing the literacy priorities within Maple Ridge and Pitt Meadows. A detailed inventory, minutes and notes from Community Partner and literacy committee meetings are also included as appendices.

THE PROCESS

Δ Maple Ridge/Pitt Meadows Task Force

The Maple Ridge/Pitt Meadows Literacy Now Task Force consists of five members:

- Caro O’Kennedy – Fraser Valley Regional Library
- Brenda Smith – Maple Ridge Historical Society and adult educator
- Pat Rorick – Fraser Valley Regional Library
- Linda Szilagyi – Fraser Valley Public Health
- Joanne Rowen - School District #42

Coordinators/researchers: Kathy Booth and Lynn Easton

Δ Community Literacy Committee Member List:

Name	Organization	Phone	Fax	E-mail
Gerdi de Boer	Bowman Employment	604-476-7901	604-466-1305	gdeboer@bowmanemployment.com
Sheila Pratt	CEED Society	604-463-8929		shpr@vcn.bc.ca
Kari Jensen	Child Care resource & Referral	604-467-6911		kjensen@comservice.bc.ca
Lynn Malbeuf	Child Care Resource & Referral	604-467-6911		lmalbeuf@comservice.bc.ca
Nicole Tarasiuk	Family Education & Support Centre	604-467-6055	604-467-5668	famileyed@telus.net
Linda Szilagyi	Fraser Health	604-476-7023	604-476-7077	linda.szilagyi@fraserhealth.ca
Sue Butler	Fraser Health	604-476-7035	604-476-7077	susan.butler@fraserhealth.ca
Lesley Vervaeat	Fraser Health – Books for BC Babies contact	604-476-7075		
Joy Forbes	Friends of the MR Library	604-466-9992		joyforbes@hotmail.com
Wendy Blaine	Infant Development Program (RMACL)	604-466-0787	604-466-0587	wendyblaine@rmacl.org
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April Trask	Maple Ridge/Pitt Meadows Community Services	604-467-6911		atrask@comservice.bc.ca
Jo-Anne MacKenzie	Maple Ridge/Pitt Meadows Community Services	604-467-6911	604-463-2988	jmackenzie@comservice.com
Sandy Richardson	Pitt Meadows Library	604-465-4113	604-465-9732	sandy.richardson@fvrl.bc.ca

Cheryl Lynne Peters	Ridge Meadows Women's Centre	604-460-0064	604-465-3807	rmwcommunity@gmail.com
Lisa Scholz	RM Child Development Centre	604-463-0881	604-463-0026	lisa@rmcdc.com
Randy Cranston	SD#42	604-466-6279	604-463-4181	rcranston@sd42.ca
Donna de Castro	SD#42 Early Literacy Facilitator	604-466-6553		ddecastro@sd42.ca
Pat Horstead	SD#42, District Principal	604-466-6202	604-463-4181	phorstead@sd42.ca
Winnie Chucas	Supported Child Care (RMACL)	604-466-8761	604-462-7188	winnie.chucas@rmacl.org
Lorette Tataryn	Westcoast Family Resources	604-463-0663	604-463-6425	lorette.tataryn@westcoastfamily.org

ΔMR/PM Literacy Now Community Partners

Name	Organization or Literacy Interest
Gerri Botteril	Buxton Employment Counseling Services – Reach Program
Andrew Tolchard	City of Pitt Meadows - Councilor
Dale Nelson	Chamber of Commerce
Sheila Pratt	Community Environmental Education Society
Polly Emery	Community Outreach, Alouette Homestart Society
Heather Steele	Community Outreach
Mike Murray	District of Maple Ridge
Ernie Daykin	District of Maple Ridge - Councilor & Library Liaison
Sue Butler	Fraser Health
Jassy Duggal	Immigrant Settlement Services - FESC
Malissa Smith	Katzie First Nation
Lori Walker	Legacies 2010 – Literacy Now
Caro O'Kennedy	Literacy Now Task Group - Maple Ridge Public Library
Brenda Smith	Literacy Now Task Group
Val Patenaude	Maple Ridge Historical Society
Michael Sather	MLA – Pitt Meadows Maple Ridge
Nicole Tarasiuk	Parent Education - Family Education & Support Centre (FESC)
Lisa Scholz	Ridge Meadows Child Development Centre
Shawn Matthewson	RM Parks & Leisure Services; MR SPAC;
Jenn Baillie	RM Parks & Leisure Services – Child and Youth Services
Sharon Kyle	Rotary Club of Meadowridge
Cheryl Ashlie	School District 42, Board of Education Chair
Joanne Rowen	School District 42, Director of Instruction
Donna de Castro	School District 42, Early Literacy Facilitator
Sheridan Angerilli	School District 42, Literacy Facilitator
Sue Schleppe	School District 42, Secondary School Literacy Facilitator
Lorette Tataryn	Westcoast Family Resources
Lynn Easton	Coordinator/researcher , Community Plan for Literacy Now
Kathy Booth	Coordinator/researcher, Community Plan for Literacy Now

△ How the Task Force was involved:

The Literacy Now Task Force is the steering group for the Maple Ridge/Pitt Meadows Literacy Now project formed in February 2007 after the first Community Partners meeting. The members acted as leaders in mobilizing the community, planning for group meetings, and in making final decisions about the goals and areas of focus for the plan. The Task Force worked closely with Literacy Now researchers/coordinators as community assets were gathered and gaps and strengths were reviewed. The Task Force also made decisions about the areas of focus for the plan.

△ How guiding principals were developed and maintained:

The guiding principals of collaboration, access for all, respect and open communication have been at the forefront of all communication during this process. Representation was sought from agencies and groups serving a wide variety of community members such as the immigrant population, the homeless, low income earners, seniors, prisons, schools, families, and governments. Businesses and service clubs were included in discussions through surveys and three specific presentations to Chamber of Commerce and Rotary. The Community Literacy Committee and Community Partners were consulted in the creation of the committee's vision, gaps, and areas of need. Three-hour meetings were held to offer time to discuss, brainstorm and include ideas from all participants. Participants were asked what the ideal literate community would look like for various segments of our population. Later in the Literacy Now process, they were encouraged to identify barriers and gaps, choose areas of focus, and brainstorm solutions. Dialogue between the school district and the community literacy champions has increased through the Literacy Now process. Community groups, the school district, and agencies have begun very preliminary discussions about seeking funding outside the Literacy Now initiative to address specific identified gaps. The Ridge Meadows Literacy Now vision is a clear example of the ideals of inclusion, cooperation, respect and access for all. This vision was established by the Task Force with input from the Community Literacy Committee.

Maple Ridge/Pitt Meadows Literacy Now Vision Statement:

Approved by Task Force/ June 07

We will be a community where:

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

△ How the areas of need were chosen:

The areas of need for this Literacy Now plan were chosen by the Task Force after the consultation process outlined above. The Task Force chose to focus the limited Literacy Now resources on the largest gap identified in the community: accessible and affordable community-based adult literacy programming including a comprehensive volunteer tutoring program. The Task Force has also identified the need to hire one person to concentrate community efforts on addressing the areas of focus. The identified priority was compared to the MR/PM vision statement and found to meet the goals of this document.

THE PROFILE

△ Summary of the Community Profile

Located an hour's drive east of Vancouver, the communities of Maple Ridge and Pitt Meadows and Katzie First Nation share a combined population of just over 90,000 residents. The area's industrial roots lie in agriculture, fisheries, forestry and mining and its primary industries still reflect this history. Pitt Meadows is known for its berry fields and dairy farms, while Maple Ridge is a major centre for horse breeding. Two wood processing companies account for more than one third of the region's manufacturing work force. The Katzie community has lived in this region for thousands of years with a strong fishing tradition that continues among residents today.

Maple Ridge and Pitt Meadows were settled at the turn of the century with strong influence by settlers from throughout Europe, Japan, and India. Maple Ridge and Pitt Meadows are now known as bedroom communities where is a high number of commuters working outside the community.

Rivers to the east, west and south create natural boundaries which mean the communities are somewhat isolated on the north side of the Fraser River. The communities border the Golden Ears Mountains and Provincial Park to the North.

The 'betwixt and between' physicality of the region has led to limited integration with either the Greater Vancouver communities or with Fraser Valley communities. However, this relative isolation has strengthened ties connecting Maple Ridge, Pitt Meadows and the Katzie First Nation. The District of Maple Ridge, City of Pitt Meadows and Reserve # 1 of the Katzie First Nation share electoral, health and school district boundaries. Through partnership agreements, the three communities also share parks and recreation facilities and are jointly involved in social initiatives including the Child, Youth and Family Network of which Ridge Meadows Literacy Committee is a subcommittee.

Population:

The 2006 census information indicates a population of 68,949 for Maple Ridge, an increase of 9.2% since 2001. Pitt Meadows recorded a population of 15,623 in 2006, a 6.5% increase from 2001. Population on the Katzie Reserve # 1, which abuts Pitt Meadows to the north, west and east and the Fraser River to the south, remains at approximately 250.

Children and Education:

The Maple Ridge/Pitt Meadows School District (SD# 42) services 14,775 students. SD #42 is one of the few school districts in our province maintaining enrolment levels. The district consists of twenty two elementary and six secondary schools. There were approximately 900 kindergarten students enrolled for 2006 -07 of which 44 were aboriginal students and 29 ESL students. The district reported a total of 318 English as a Second Language students speaking 25 various languages. There were 945 students of aboriginal ancestry including Métis, Inuit and First Nations from both on and off reserve. The district also supported 1,378

children with special needs. The UBC Human Early Learning Project has recently conducted its third round of Early Development Instrument surveys at the kindergarten level. Results are not yet available. Results from 2004 show areas of need in the language and cognitive domains within pockets of the MR/PM communities including in Haney (the Maple Ridge downtown core), Hammond North and Pitt Meadows. Literacy assets for young children have been mapped in the community as an offshoot of this work and a detailed analysis of early childhood assets is underway.

Stats Canada Literacy Facts:

MR/PM communities have a slightly higher number than the BC average of adults aged 20 to 34 who do not have high school diplomas (16.8 % compared to of 14.6% provincially.) Within this statistic, there are an even higher number of young men who do not have diplomas (22.4 % compared to the provincial average of 16.6%.) There are also pockets of the community with concentrated populations of adults not completing high school as indicated by 2004 Statscan social economic maps. These include Haney, Hammond North and Maple Ridge North where an average of 20 % of people have not completed high school.

In 2001, there were 4640 people over the age of 15 attending school fulltime. In addition, there were 260 people aged 15-19 and 400 people aged 20-24 attending part-time.

Children Under 6 years in Age:

More than 5000 children newborn to five years in age reside in MR/PM making up approximately 6% of the total population. Stats Can statistics from 2006 show that 21% of the population is under twelve. Based on the 2001 census, three neighbourhoods, Haney, Port Hammond, and Haney North, have the highest proportions of children under five. Statistics from these neighbourhoods show the highest percentages of single parent families, up to 21% of households living below the low income cut-offs, the highest proportions of income from government transfers, and up to 18% residential mobility. Any one of these indicators has the potential to impact healthy early childhood development and readiness for school. The Early Development Instrument used by the University of British Columbia, along with information shared by the Ministries of Children and Family Development and of Health, have been used by the school district and Early Childhood Development Committee to implement strategies and new programs in these neighbourhoods. The BC Ministry of Education has recently expanded its mandate to focus on early childhood programming in elementary schools. Although the school district's mandate continues to be Kindergarten to Grade 12, SD # 42 has been spearheading an application for a School Community Connections Grant to develop a community hub of services in a District #42 elementary school.

Language Groups:

In the 2001 census, 14% of households indicated a mother tongue other than English. Stats Can socio-economic maps indicated that rural Maple Ridge and Pitt Meadows show higher percentages of immigrant populations where languages other than English are spoken in the home. These languages included:

- Punjabi (24% of Mother Tongue other than English total/ 10% above the provincial average)
- Chinese *
- French
- Polish
- Korean

* All, except Chinese, are above the provincial average percentage

Socio Economic and Employment:

The unemployment rate (BC Stats 2006) in MR/PM is 4.2%. While traditionally a strong farming, fishing and millworking community, retail is now the largest employment sector in Maple Ridge and Pitt Meadows. Health Care and Social Services is next at 10.8%. Manufacturing is the third highest employment sector at 11%.

The top five employers include:

School District # 42	1795
Ridge Meadows Hospital	970
District of Maple Ridge	400
Interfor Ltd Hammond	323
NEC Moli Energy Ltd	260

Family income remains at the provincial average (BC Statistics). However, in the central area of Maple Ridge, there is a concentration of low socio-economic status neighbourhoods in which up to 21% of families live below the low income cut off. In addition, 20% to 28% of the MR/PM population over the age of 20 has not achieved high school completion, a high percentage of whom live in these core neighbourhoods. MR/PM is experiencing an increase in social problems: homelessness, food bank use by families, and a growing drug problem, according to the 2005 United Way research and Community Profile Report,

Housing:

Maple Ridge and Pitt Meadows continue to transform from rural communities to bedroom communities. This shift has seen housing prices escalate, almost doubling in one year. It is anticipated that the area will grow by 50% by 2025.

A report by the Maple Ridge and Pitt Meadows Homelessness Coalition states there was a 48% increase in at-risk families between 1991 and 1996. The coalition also cited a 450% increase in the shelter use since 2003.

△ Community Literacy Inventory Summary

The MRPM Community Literacy Inventory is divided into four specific categories:

- Early Years – prenatal to age 5 inclusive
- Middle/Teen Years – Grades 1 to graduation
- Adults – young adults to seniors inclusive
- ESL – all ages

Each of these major categories is further divided into four other areas:

- General population programs and services available free or with subsidy
- Targeted literacy support provided for free
- Fee for service literacy support
- Music and technology programs

The Task Group also considered whether these programs provided:

- **passive literacy** activities such as those offering access to literature but not necessarily actively promoting literacy e.g. library book collections, easy reader current events newspaper, story time theme kits, story time outreach to seniors
- **active literacy strategies** actively engaged in promoting literacy e.g. SD 42 Rocket Readers and Reading Racers summer reading programs for at-risk readers, PALS (Parents as Literacy Supporters), Adult Basic Education, English Language Services for Adults (ELSA) and fee for service tutors.

Δ Summary of Community Literacy Gaps/Strengths and Links

This summary is organized into four categories: Early Years, Middle/Teen Years, ESL and Adult. It includes a list of existing strengths, identified gaps, and possible future links to other initiatives. The summary was prepared by the MR/PM Literacy Now researchers with input, information and expertise from the task force and community partners.

EARLY YEARS

Early Learning Strengths and Links:

- The school district mandate now includes early learning including: Strong Start programs, increase in overall SD #42 Early Childhood Development funding, community ECD, 0.3 FTE (full time equivalent) teacher, daycare discussions.
- The Early Childhood Development Committee and SD #42 work in a highly cooperative way to target the at-risk community and increase early learning sites. A recently completed asset mapping project has identified assets and areas of need in early childhood.
- Library story times remain the most sought after service. A model of success. Free. Drop-in.
- The school district’s new mandate will guide early literacy initiatives in the near future.

Early Learning Gaps and Barriers:

- Lack of sustainable funding of long-term projects

	General population lit. opportunities available free or with subsidy	Targeted Literacy support provided free	Fee for service literacy support	Music & computer literacy programs	Active Literacy Strategies	Passive Literacy activities	Totals	Active Literacy Strategies as a percentage of the total
Early Years	7 1 passive; 6 active	8 2 passive; 6 active	2 active	3 active	17	3	20	85 %
Middle years /teens	7 4 passive 3 active	14 4 passive 10 active	7 active	1 active	21	8	29	72%
Adults	4 passive	8 6 passive; 2 active	2 active	3	7	10	17	41%
ESL		6 2 passive; 4 active	7 active		11	2	13	85%

- Need for ESL School’s Cool/ integration at preschool level of ESL children
- Coordination between Literacy Committee and ECD/Community Connections Hub committee.
- At- risk families lack access to, awareness of and consistent involvement in Early Learning programming
- Need for a comprehensive early learning program incorporated into a universal federally funded daycare policy.

Possible Future Links:

- Strong ties between the community and the school district have been established and there is strong cooperation as the school district mandate for early learning takes shape. Community members have called for the inclusion of play-based learning as the priority for young children in the school district's early learning plan. A community literacy facilitator involved in community 'hub' discussions would help ensure this focus remains. There is a possible link with a school district early learning program to include an adult literacy component to 'family literacy' sites housed in community hubs. There is strong best practices research to support the idea of locating in hubs and re-establishing ties to literacy through children.

MIDDLE YEARS

Middle and Teen Years Strengths and Links:

- Literacy is the first of four goals for SD # 42 in 2007-08. Additional literacy grants are available to teachers in grade 3/4 level to increase literacy. Non-fiction focus in grades 5-6.
- Summer reading programs exists for at-risk readers, Grades 1-3: Reading Racers. Rocket Readers for older grades.
- Cooperation between SD # 42 and MR/PM Libraries is strong.
- Library is a leader in programming for middle years: Student Library Council, Have Books Will Travel, Reading Buddies, Reading Challenge Link, Teen book club, Grade 10 support program being discussed.
- Library outreach to Cythera Transition House and Katzie First Nation

Middle and Teen Gaps and Barriers:

- The main gap in service appears to be for those who cannot access additional support available through either private agencies, the school district or libraries – because of cost, lack of transportation, lack of support, or lack of knowledge of service. Seen as major gap in early and teen years by both school district and library staff.
- There is a need for transportation and support for at-risk readers to attend summer Reading Racers and Rocket Reader sessions.
- Attracting boys to reading at schools/ library. Library staff has organized gaming book and magazine nights. The school district has an emphasis on boys and non-fiction.
- Lack of sustainable funding for outreach work.

Possible new links:

- Discussions at the community level could encourage funding from sources such as MCFD/ School Community Connections etc. to address specific needs. A literacy facilitator could support library staff and school board to create a plan to encourage at-risk children to attend library/summer/reading buddies programs.

ENGLISH AS A SECOND LANGUAGE

ESL strengths and links - Children:

- Language-enhanced kindergarten is available for children. Support exists in all schools.
- Ridge Meadows Tutoring Academy (Ridge Meadows College) fee-for-service ESL tutoring.
- Community driven ESL component for children has been added to one community early learning program at Family Education Centre.

ESL strengths and links – Adults:

- Two conversation groups at Family Education center. Waiting lists exist. Links to ESL community growing.
- English Language Services for Adults (ELSA) program available at SD # 42 Comm. Ed.
- Adult Basic Education (ABE) and GED upgrading.
- New one-to-one free peer tutoring for ESL students at SD # 42 Comm. Ed. Department.

- › Ridge Meadows Tutoring Academy (Ridge Meadows College) fee-for-service ESL tutoring.
- › ELSA and GED available in prisons.

ESL Gaps and Barriers:

- › Use of Immigrant Settlement Services in the community has doubled over the past year. Quarterly targets set by the federal government have been exceeded by 168 percent.
- › ESL programming appears to be happening in isolation to date.
- › Free community-based ESL programming is an identified need for isolated mothers and aging women. Waiting lists exist and are growing for free, drop-in service with childcare.
- › ESL preschool programming. - Immigrant settlement facilitator suggests an ESL School's Cool program.
- › English Language Support for Adults (ELSA) is free but criteria are strict: only available to immigrants in Canada less than three years; screening in Surrey; refugees not eligible for funded programs.
- › The school district and Ridge Meadows College formal ESL programming is fee-for- service
- › Need for ESL programming specific to men's learning style with varied focus.

Possible new links:

- › There is a need for an ESL School's Cool program according to ISS staff. This information could be relayed to the ECD/School Board planning and funding committees.
- › Additional free programming could be encouraged at the school district.
- › Increased literacy services and consideration for cultural needs for growing ESL population should be included in any adult literacy project.
- › Encourage more links between ESL programs and adult education to ensure that ESL is included in all adult literacy initiatives.
- › Lobbying for more ESL services through Federal Government

ADULTS

Adult Literacy Strengths and Links:

- › SD#42 has been given a new mandate to address adult literacy
- › All Community Education on-line upgrading is now free
- › New one-to-one, peer tutoring of ESL students is in beginning stages.
- › Katzie First Nation on-site Adult GED upgrading courses at capacity. Partners with SD#42.
- › Free GED upgrades in local prisons.

Adult Literacy Gaps and Barriers:

- › **Lack of volunteer one-to-one tutoring program.** Volunteer tutoring programs are often cited the backbone to successful efforts to reduce stigma, link learners to community, and to build a base of learner-driven literacy services.
- › **Workplace literacy:** Low literacy a barrier noted by employment agencies, homeless advocates, some businesses. Successful programs exist in neighbouring communities.
- › **Stigma for low literacy learners**
- › **Lack of sustainable program funding** e.g. for programs such as English and GED upgrading at Katzie First Nation
- › **Cost of ESL and upgrades**
- › **Lack of knowledge of services by learners *and* by agencies accessed by low literacy learners.**
- › **Need for Senior's reading buddies at care homes:** Senior's retirement centres, intermediate and long term care have identified the need for volunteers to read to residents who have either low literacy, are visually impaired, or are immobile.
- › **Prisons** - cost of ESL upgrades and need for one-to-one tutoring and reading.

Possible new links:

- › It is clear that a volunteer training and tutoring program would be valuable. Similar programs have proven successful in communities of similar size and demographics to both support the learner and reduce stigma.
- › The school district's new mandate to address community and adult literacy is an opportunity for the community to build on cooperation formed at the at the Early Childhood Development level. There is a template for cooperation on literacy issues at this level. Discussions could begin immediately to create programs - both inside and outside the school system - which respect the needs of the school district, community based programs and the learner.
- › There is a possible link with School District early learning program to include an adult literacy component to 'family literacy' sites housed in a community hub.

△ Maple Ridge /Pitt Meadows Community Literacy Now Plan

Priority #1: Based on the Literacy Now Inventory and input from community members there is a clear and immediate need to increase service to adult learners in Maple Ridge and Pitt Meadows

Under this plan, a community based volunteer tutoring program will be created in the first year and a workplace literacy program in the second year. Addressing stigma around ESL and low literacy levels would be ongoing.

Goal #1 – Hire Literacy Facilitator

Goal #2 – Develop and implement free community-based adult volunteer tutoring program

Goal #3 - Create workplace literacy services which serve low literacy learners either active in the work force or unemployed.

Goal #4 – Reduce stigma surrounding low literacy levels among adults

Goal #5 - Link ESL learners to existing and emerging adult literacy programming

Priority #2: Strengthen links between community literacy initiatives and other community development initiatives to increase profile of literacy issues in Maple Ridge and Pitt Meadows.

Goal #1: Increase awareness of community literacy issues through connections to the community Hub initiative. Ensure gaps in literacy are addressed at the community level and knowledge of existing literacy programs is improved.

Goal #2: Liaise with School District #42 as District #42 works through its plans to incorporate early learning and adult literacy into its mandate.

Goal #3: Work with ESL programmers and clients to increase level of awareness about ESL and adult literacy programming in Maple Ridge and Pitt Meadows.

△ Detailed Action Plan with Success Indicators

Priority #1: Based on the Literacy Now Inventory and input from community members, there is a clear and immediate need to increase free and community-based service to adult learners in Maple Ridge and Pitt Meadows.

Goal # 1: Hire a literacy facilitator

Action	Who	How	When	Progress to date
Outline job description, Interview, and hire facilitator	Literacy Now Task Force/Community Literacy Committee	Job description will include experience in the adult literacy field	January 2008	
Investigate housing the facilitator in the community Hub	- Hub Committee - Literacy Task Force - Literacy Facilitator	Set up meeting with Hub committee, Attend Hub meetings	September – '07/March '08	

Success indicator:

A literacy facilitator will be hired by January 08.

Goal #2: Create volunteer adult tutoring program

Action	Who	How	Timeline	Progress to date
Research existing programs in Lower Mainland	Literacy Facilitator		January '08/ March '08	
Liaise with School District #42 and neighbouring colleges to develop a tutoring program. Seek support and possible funding partnerships	Literacy Facilitator Lit Now Task Force Member Chair of Community Literacy Committee		October '07 – March '08	
Develop program. Link with established training program and support volunteers	Literacy Facilitator		Begin training by Sept '08	

Success indicator: A volunteer tutoring program will be operating with at least 10 learners and tutors in 2008. Tutor training will begin September '08.

Goal #3: Create workplace literacy services which serve low literacy learners either active in the work force or unemployed.

Action	Who	Timeline	Progress to date
Develop and implement a workplace literacy initiative based on best practices in the Lower Mainland.	Facilitator	January '09- January '10	
Work with agencies and businesses serving underemployed and Homeless adults to investigate the need for literacy services. If there is a high need, create program outline and search out funding.	- Homeless committee, -Facilitator/ Literacy Committee, Interested CYFN members	November '09 - December 2010	
Offer literacy audits to and an education package for businesses to encourage discussions about document literacy.	Facilitator/ Or students from adult literacy program at UCFV	June '09-June '10 ongoing	

Success indicators:

A workplace literacy initiative which includes support from Unions and business is in place by January '10. This initiative will include services for the unemployed clients of local employment counselling agencies.

A community committee including the Literacy Now facilitator will have assessed the literacy needs of the homeless population by June '09.

There will be an increased awareness of existing programs among the unemployed and the agencies which serve them.

Goal #4: Reduce the stigma surrounding low literacy skills among adults.

Action	Who	Timeline	Progress to date
Create volunteer tutoring program presentation package to deliver in person to at-risk groups	Literacy Facilitator Lit Now Task Force Community Literacy Committee	March '08- Dec. 2010 and ongoing	
Begin dialogue with Prison administration on possible links to their population	Literacy Facilitator Community Literacy Committee		
Regularly inform business and employment counselling agencies of volunteer tutoring program and other community initiatives, and create a plain language brochure for distribution to this population	Literacy Facilitator Lit Now Task Force Community Literacy Committee	March 08- Dec. 2010 – ongoing	
Work with community newspapers to create a series of articles and 'fillers' on literacy, word of the day etc.	Literacy Facilitator Writer/volunteer	March '08- March '09	
Create posters	Contract out	September '09	
Brainstorm and develop other non-text resources	Literacy Facilitator Literacy Committee	January '09	
Target parents to increase positive attitude to reading with their children and modeling reading	ECD committee ESL multicultural groups Literacy facilitator Strong Start	January 08- ongoing	
Liaise with multicultural ESL programs to determine need to bridge to other programming such as volunteer tutoring	Immigrant settlement facilitator Literacy Facilitator	ongoing	

Success Indicator;

An increase in the number of at-risk learners obtaining literacy assistance

Success indicator:

An increase in the number of press articles discussing the stigma attached to low literacy skills and an increase in the number of articles about the positive impact of improved literacy skills.

Goal #5: Link ESL learners to existing and emerging adult literacy programming

Action	Who	Timeline	Progress to date
Meet with School District staff	Literacy Facilitator	January 08- January 09	
Meet with Immigrant Settlement facilitator	ISS and facilitator/committee		
Create presentation package to deliver to existing ESL programs on volunteer tutoring program.	Facilitator	June 08-January 09	
Work to find funding and support efforts to increase free ESL services to reduce existing wait lists for free ESL programming	Literacy Committee/ School District/ Literacy Facilitator	Ongoing	

Success Indicators:

- Increased use of existing ESL literacy services by ESL population.
- Increase in literacy services to ESL population, both free and fee for service.
- Lower wait lists for free volunteer ESL classes.

Priority # 2: Create an increased Community Literacy profile in the Maple Ridge and Pitt Meadows.

Goal #1: Increase awareness of community literacy issues through connections to community Hub initiative. Ensure gaps in literacy are addressed at the community level and knowledge of existing literacy programs is improved.

Action	Who	Timeline	Progress to date
Attend Hub meetings	Literacy Now Task Force/ Community Literacy committee	September 07-ongoing	
Create space in Hub for literacy facilitator	Hub committee/ Literacy Facilitator/ literacy committee	Ongoing	

Success Indicator:

Discussions will take place about Hub participation, and Literacy Committee representation will occur on the Hub committee.

Goal # 2: Coordinate and cooperate with School District # 42 as the district works through its plans to incorporate early learning and adult literacy into its mandate

Action	Who	Timeline	Progress to date
Meet with school district early learning facilitator	Literacy committee rep/ Literacy Facilitator/ school district literacy reps	September 07- June 08	
Meet with SD#42 adult literacy	Literacy committee rep/ Literacy Facilitator/ school district literacy reps	September 07- June 08	

Success indicators:

There will be regular discussions between the Literacy Now facilitator and committee and the school district around the SD#42 literacy plans.

There will be representation on the Literacy Committee from SD # 42 Adult Literacy Department.

Discussions about volunteer tutoring program will be conducted by March '08.

Goal #3: Work with ESL programmers and clients to increase level of awareness about ESL and Adult literacy programming in Maple Ridge and Pitt Meadows.

Action	Who	Timeline	Progress to date
Begin dialogue to determine course of action and role of Literacy Now in this process.	To be determined	2007-10	

Other specific gaps noted by the committee which the MR/PM community will be encouraged to address during the duration of the Literacy Now project.

- 1. Create increased literacy opportunities for boys**
- 2. Develop transportation strategies for at-risk students to assist in their attending School District # 42 summer reading programs and other reading initiatives.**
- 3. Develop a volunteer reading program at senior residences and prisons.**
- 4. Create ESL School's Cool program in Maple Ridge /Pitt Meadows to meet the needs in the growing immigrant population.**
- 5. Integrate literacy into the majority of existing programming for families.**
- 6. Create more ESL literacy programs while remaining sensitive to cultural diversity.**

Appendix 1

Literacy Now Launch Meeting Notes

February 9, 2007 9:30—12:00 Noon Fraser Room Maple Ridge Public Library

Pat Horstead from School District #42 facilitated the meeting. Twenty people representing family, cultural, health, library and community organizations attended.

Attendees were asked to make comments on a sheet answering the statements “Literacy makes me think...” and “Literacy makes me feel...”. The group then met in pairs to discuss their comments and talk about a favourite book.

Each person then introduced himself/herself to the group and shared stories and feelings around literacy.

Leona Gadsby, Director of Community Adult Literacy for Literacy Now introduced a video about Literacy Now and how to implement it in the community. She answered questions after the video and made suggestions about how to proceed with the project.

Four groups were formed. Each group moved to four different stations and spent time answering and commenting on four questions regarding literacy in our community. Full responses to questions are attached. After viewing all of the comments these issues were identified:

- No multicultural groups were represented at the meeting. Leona commented that we could go to groups for input to make sure they are heard even if they cannot take part in the planning process right now.
- The statement “Practice Random Acts of Literacy” generated great ideas to go to where the people are, not just to bring them to us.
- The majority of people felt an overwhelming need to intensify our efforts to increase literacy in our community.
- The group agreed that we need to build on community relationships and find out what other groups are doing in order to work together instead of duplicating services.

Caro O’Kennedy, Maple Ridge Public Library Manager announced that the next step was to set up a Task Force and apply for planning funding of \$10,000. The Library will act as a steward for the funding, as they will not apply a surcharge. The Planning Fund Application is to be sent to Leona Gadsby when completed. The group will decide how to spend the planning money and can use it to hire a coordinator if they wish.

Joy Forbes, Lynn Easton and Brenda Smith volunteered to be part of the Task Force group.

Is there a need in our community to give people learning opportunities in community service, citizenship, early childhood learning or pre-vocational training?	
Who? What? How? Where?	
Need?	<ul style="list-style-type: none"> Yes, even if your community is servicing most of these needs there is always more that can be done to help those on the fringe who are not aware of existing services.
Who?	<ul style="list-style-type: none"> Children , Teens, Seniors, and all economic levels. There is a need to find out where they are and how to access. Immigrants, Homeless, Youth, All community residents.
What?	<ul style="list-style-type: none"> Recognizing the need for non-academic training, i.e. Apprenticeship, Intern, Citizenship, Personal Development
How?	<ul style="list-style-type: none"> Using Theatre to educate Youth on Nutrition, Health & Life skills Create a safe place to learn
Where?	<ul style="list-style-type: none"> Unconventional Places, i.e. Mall, Food bank, Sporting Events, Neighbourhoods, Parks Make it a core part of community Must be a cost effective hub! Family literacy in <u>all</u> schools Use our library expertise!! And the large #'s that come to the library.

How can we expand choices for literacy and life-long learning for people of all ages?

- Provide more opportunities
- Multiple Pathways
- Learner Driven
- Inter-generational Opportunities
- Layered Learning
- Be where the people are
- Finding More “Champions”
- Random Acts of Literacy
- Breakdown Barriers
- Getting Small Business involved
- Recruit the Faith Community
- Cut the embarrassment/give self-confidence
- Agencies, Library, Municipality, School District
- Work together
- Early Childhood Bonding
- Encourage parental attendance at sports & activities
- Play-Based learning for all - adults need to learn to play!
- Non-threatening fun events
- “Pass On” books in community offices, food bank, etc
- Neighbourhood hubs
- Need for youth/teen involvement in initiatives
- Encourage parents with literacy challenges to lead by example/read together, ask children to help allow kids to mentor parents
- Encourage people to ask questions, go for help, admit they don’t understand something

What does a “literate” community look like?

Confident *		Concerned
Healthy	Sharers	Participatory
Child & Adult Friendly (Inclusive*)		
Empowered*	Imaginative	Creative
Proud	Risk Takers (<u>less fearful/more open to change</u>)	

- Collaborative projects
- * Active public library *
- School programs – before & after
- Knowledge of community opportunities
- Involved parents
- Less isolated, better economy, fewer social problems
- Supportive environment
- Calmer, happier, more energetic
- Not necessarily a positive outcome
- Wealthier/more expensive to live in – may end up (due to cost) becoming highly exclusive

Raise a Standard of Living = Positive Outcome

***How might the ‘Literacy Now’ initiative help us
To realize our hopes for our community?***

- Increased awareness of community literacy issues *
- People who have literacy needs
↓
↑
people who have matching literacy/ learning opportunities
\$\$\$\$ beyond ‘2010’
- Building on what we have already* - expand & enhance existing work
 - Early identification of parenting needs
 - Targeting appropriate population *
 - Meeting people at their level of need, egg. Medical needs *
 - Early identification of learning developmental & social needs
 - Find out where our gaps are then provide help/information
egg. Information from other organizations dealing with community
 - Provide framework for community “forced” cooperation **
 - Break down barriers that keep people with Literacy issues from accessing groups, programs, facilities*
 - Provide Networking opportunities. Many organizations/groups doing good work (often off the side of the desk). Could allow \$ for coordination of community plans. Enhance collaboration. Reduce duplication. Build on Previous learnings.*
 - ↓ threat to attending galleries, meetings, ↓ elitist judgmental preconceived ideas
 - Introduction of new innovative initiative!!

Appendix 2

COMMUNITY LITERACY MEETING

Maple Ridge Public Library May 10, 2007 3:00 p.m.

MINUTES

Present: Joy Forbes, Lisa Scholz, Kathy Booth, Lynn Easton, Winnie Chucas, Gerdi de Boer, Sheila Pratt, Wendy Blaine, Donna de Castro, Debby Brandrick, Susan Butler, Caro O'Kennedy, Connie Chapman (minutes).

1. Call to Order - Caro O'Kennedy called the meeting to order at 3:05 pm.
2. The two Literacy Now coordinators, Lynn Easton and Kathy Booth were introduced and introductions were made round the table.
3. Minutes of March 8, 2007 meeting were accepted as distributed.
4. Updates
 - a) Books for BC Babies – The Friends of the Library packed 120 bags on April 25.
 - b) Babybug Subscription – There were 7 subscriptions ordered in April for a total of 60.
5. Literacy Now – Coordinators Lynn and Kathy met with Caro earlier to plan their objectives. At the meeting they focused on a vision statement and community inventory and profile.
 - a) Vision statement – Lynn and Kathy presented a draft mission statement. The group brainstormed the wording. Kathy and Lynn will reword the vision statement and send it to the committee members.
 - b) Develop a community inventory and profile – They will make an inventory of literacy programs available for all ages by meeting with community groups and agencies. They will identify gaps in our community and record ideas from the groups. This process will take place in June and there will be another meeting in September. The group discussed assets we have within the community and areas where there might be gaps.
6. Adjournment – The meeting was adjourned at 4:10 pm. The next meeting will be on September 13.

Appendix 3

LITERACY NOW COMMUNITY PARTNERS MEETING

9-noon September 17th, 2007

NOTES:

A Literacy Now Community Partners meeting was held September 17th, 2007. Approximately 25 people met to hear a powerpoint presentation by the Literacy Now researchers on the Literacy Gaps and Strengths in Maple Ridge, Pitt Meadows and Katzie First Nation.

The groups then broke into smaller focus groups. They moved through a series of four stations to discuss gaps in service to the early years, middle and teen years, ESL and adults. Participants chose their top priority, gave examples of other gaps and suggested community solutions to gaps.

In reviewing the input of the community partners, several themes emerged. Firstly, there is a strong support for community driven programming, specifically, a free one-to-one tutoring program in Maple Ridge and Pitt Meadows. Input indicated a high level of support for a community driven program. There were suggestions that there be connections to, and partnerships with, the school district's community education department, Ridge Meadows College, or University College of the Fraser Valley.

While there was agreement that workplace literacy was the second most pressing and underdeveloped area of service, there was no clear agreement on how to address this need. Suggestions included ideas such as working with employers, creating simple document information, retraining.

Participants saw a need for consistent low cost, easily accessed community-based programming: programs that are free with transportation and childcare support.

There was also a substantial concern around the needs of the ESL community and the ability of ESL learners to feel a part of the wider community. A need for culturally sensitive material that reaches out to immigrant communities was endorsed.

Embedding ESL and family literacy into other community programming (and hubs) was a consistent message from community partners.

In the early and middle years there were consistent calls to support parents and families in their efforts to help their children read and a call to improve information to parents. In the middle years, participants wanted more stimulating information for teens and a rethink in how literacy is addressed at this age.

Early Learning:

Identified gaps highlighted by participants:

federally funded day care --x4

sustainable funding - x4

at-risk families - x4

How can we address gaps:

embedding literacy in all services - x3

motivate/educate/support parents *x3

money - x3

add more time to people doing job already

Coordination of service by community and school district

continually connecting. share best practices.

Use technology to access the families. Software that would assist.

programs that don't need parent participation

spotters to look for those in need

infant programming out of library

Who could do it?

parents

Other gaps?

comprehensive coverage of programs - School's Cool; PALS - x3

public awareness that listening and speaking is foundation for later literacy x3

daycares are federally funded and implemented by school district.

Who could do this work?

SD should continue to work closely with community agencies

Middle Years:

Middle Years identified Gaps:

transportation (and school) -x4

attracting boys to reading - x3

Sustainable funding - x3 (Suggest to add in 'for leaders and outreach. Emphasize sustainable)

Other Gaps: Making literacy relevant to clientele - x3

Follow up for at-risk during school year (this is done) i.e.: Reading Racer reunions, follow cohort x2

How can we address the gaps?

link reading to things guys love - not just novels - expand our definition of reading/interactive - x3

make learning relevant (x3)

affordable teen groups (x2)
identify best practices - check what other agencies doing successfully - x2
motivate/support parents (repeated often)
graphic novels - choice for students
new, up to date novels
back door approaches
more **positive** approaches
find out what additional provincial funding source may be available
person to organize volunteers
service groups/business to get a van
enlist help of seniors (achieves two objectives)
need one on one to build trust (mentor)
support for gay lesbian trans etc. teens
'going places' grant for teens
address needs of girls
support teachers best practices for each sex
alternative use of tech. Ipods as books . how to use tech as reading and to remove stigma. These are real reading.
respect family schedules
who could do this?
spotters - same as ECD

ESL

ESL Gaps:

ESL School's cool - x5
free drop in community based for isolated women - x5

ESL other gaps:

cost to participants x5
transportation/childcare x5
cultural barriers x4
map reading, schedules, forms x4
motivation to attend x3
multicultural books x2
cultural sensitivities - oral based tradition a big part of library x2
locating isolated community members - need involvement in decisions. - x2
not just about ESL - folks may not be literate in own language - x2
visual nature of our culture - reading not as appealing, ways of learning (sitting still vs. movement)
who are the cultural groups
mistrust - how do people know what is viable and what is exploitive in learning field
aging adults
funding

How can we address the gaps?

free community tutoring program x3
central body that provides service with satellites - continuity -x2
faith communities - partner with them because they know how to provide services - x1
address underlying racial tensions/feeling that immigrants should pay for ESL services themselves
conversation circles
task-oriented circles
working together - sharing resource and information on who is here. what services are available
consultation at other communities with large ESL people - how do they do it?
go to community members rather than expecting them to come to you
be sensitive -

cultural celebrations,
plan language support to community service agencies/use it to help immigrants fill out forms
literacy centre that meets at Library
community-based screening of ELSA
help integrate in the community
definitions of literacy - functional literacy

Who could do it?

community-based x2
use Ridge-Meadows College to expand mandate to free one-one tutoring x2
service groups
library provides training for conversation circles
youth services welcomes all comers
find opportunities where literacy is embedded i.e.; family literacy
using school-aged reading volunteers at seniors homes
inclusive programming
paid ESL teachers

How could your agency/service club/ministry be part of this work?

Hire staff with funding to offer programs

Adult Literacy Gap:

volunteer tutoring x8 - noted separately several times
workplace x6
stigma x2

Other gaps:

People are displaced at work and need more literacy skills for new jobs - x3
finding out why people don't participate
loss of community free ICARE program when Douglas College left MR/PM
sustainable funding x1
programming that motivates x6
hard to reach
full awareness of barriers and needs and services
what's the cost of literacy issues (TD Bank just produced the cost of low literacy)

How can we address these gaps?

volunteer tutoring program (like ICARE) x8
 Encourage volunteer tutoring for one to one work x2
check with prisons - x3
 Evaluate cost/outcome measures in prison for persons with literacy issues
create workplace literacy program x5
 Getting into businesses - huge employers designate what they need i.e.; Hammond Cedar - low
literacy rates, big \$ around safety - possibly tie to safety
private companies could invest in incentive programs to have employees continue their education
 and for their children to graduate/ Burnaby is doing a volunteer reading program
Moli Energy, MRH lower level positions - tap into \$ through another ministry
teach basic job search skills using basic reading
use Hubs and satellites to avoid stigma x2
sharing gifts of knowledge - all areas of knowledge and capacity x1
definitions important - functional literacy x1
dedicated teachers/tap into readers
don't use the word literacy
use a visual logo - examples at 1-800-read mee
teach Income Assistance workers to spot those who need help

give simple mail outs to students to take home to parents who may need help
assessment is important
wide range of literacy projects - provide options
find opportunities where literacy is embedded i.e.: family literacy

Who can do it?

University College of the Fraser Valley
colleges could provide money
use Ridge-Meadows college to expand mandate to free one-one tutoring x2
one person to get program going x1
adult mentors/buddies/life support
insist on lit component to be taken in vocational courses
put it in workplace
PH has access to isolated mothers etc and could refer to services if available

Appendix 4

INVENTORY

Community Literacy Inventory

PRENATAL PERINATAL	BIRTH TO 5 YEARS	KINDERGARTEN TO GRADE 3	GRADES 4 TO 7	GRADES 8 TO 9	GRADES 10 TO 12	ADULTS	SENIORS
School District 42 Future Steps	Maple Ridge & Pitt Meadows Libraries Storytime for Babies & Preschoolers	School District 42: Literacy Teachers in all schools (0.2 to 0.4 FTE)	School District 42: Literacy Teachers in all schools (0.2 to 0.4 FTE)	School District 42: Literacy Teachers in all schools (0.2 to 0.4 FTE)	School District 42: Literacy Teachers in all schools (0.2 to 0.4 FTE)	School District 42 Community Education: Adult Basic Education Program & GED	School District 42 Community Education: Adult Basic Education Program & GED
Books for Babies	Maple Ridge & Pitt Meadows Libraries Library Collection for children	School District 42 Early Intervention Program	School District 42 Reading Comprehension Project (Grades 3 – 6)	School District 42 Literacy Project (bridging) for Grades 7 - 8	Maple Ridge & Pitt Meadows Libraries Library Collection	Katzie First Nation GED Upgrading	Maple Ridge & Pitt Meadows Libraries Library Collection
	Maple Ridge & Pitt Meadows Libraries Theme based Storytelling Kits	School District 42 Reading Comprehension Project (Grades 3 – 6)	School District 42 Non-fiction skills test for District Assessment Reading Teams	School District 42 Non-fiction skills test for District Assessment Reading Teams	Pitt Meadows Libraries Outreach to Grade 10's	Maple Ridge & Pitt Meadows Libraries Library Collection	Maple Ridge & Pitt Meadows Libraries Adult Book Club; Booktawk; Adult Summer Reading Program; Computer & Internet classes
	School's Cool: Family Education & Support Centre MRPM Community Services Parents as Literacy Supporters: SD 42, R M Early Childhood Development Committee and RMACL	School District 42 Reading Racers and Rocket Readers – summer reading Programs All Aboard for Kindergarten – FVRL initiative supported by the school district	Maple Ridge & Pitt Meadows Libraries Library Collection for Children Library outreach: Katzie Summer Reading Program	In-library programs for school aged participants: Teen Tuesdays; Student Library Council; Herdin Wild Cats Book Club Teen Book Club Library outreach: Reading Challenge Link	Strena Language Services - ESL; French Immersion; English language literacy skills (for profit tutoring service)	Maple Ridge & Pitt Meadows Libraries Adult Learners collection Audio tapes on day-to-day dealings in English (ESL) Ridge Meadows Women's Centre lending library and book donations	Community use of library (non library services): Conversational English;

PRENATAL PERINATAL	BIRTH TO 5 YEARS	KINDERGARTEN TO GRADE 3	GRADES 4 TO 7	GRADES 8 TO 9	GRADES 10 TO 12	ADULTS	SENIORS
	Katzie First Nation Health Centre H.I.P.P.Y. – Home Instruction for Parents of Preschool Children	School District 42 Language Enhancement Kindergarten (for ESL)	Library outreach: (in schools) Have Books Will Travel	Community use of library (non library services): ESL tutors ; ESL & international students – meeting & studying place; Japanese school;	Sylvan Learning Centre (for profit tutoring service)	Community use of library (non library services): Conversational English;	Family Education & Support Centre Immigrant Settlement Services Multicultural Women’s Group ESL classes
	Family Education & Support Centre Child Development Play Focus Groups	Maple Ridge Library Reading Buddies Program	Library outreach: Katzie After School Program	Strena Language Services - ESL; French Immersion; English language literacy skills (for profit tutoring service)	Ridge Meadows Tutoring Academy: Math, English, Socials, Science; ESL programs including writing, grammar & reading	Family Education & Support Centre Immigrant Settlement Services Multicultural Women’s Group ESL classes	School District 42 Community Education English Language Services for Adults (federally funded)
	Family Education Support Centre Learning Together – literacy/ ESL	Maple Ridge Library Readers.com	Community use of library (non library services): ESL tutors ; Japanese school;	Sylvan Learning Centre (for profit tutoring service)	Westcoast Reader easy reader newspaper (low literacy levels/ ESL)	SD42 Community Education English Language Services for Adult	School District 42 Community Education Fee for service ESL
	MRPM Community Services Toddler Rhyme Time	Maple Ridge & Pitt Meadows Libraries Summer Reading Club	Strena Language Services ESL; French Immersion; English language literacy skills (for profit tutoring service)	Ridge Meadows Tutoring Academy: Math, English, Socials, Science; ESL programs including writing, grammar & reading	Registered Music Teachers Association members	School District 42 Community Education Fee for service ESL	Golden Ears Retirement Centre Volunteer reader

PRENATAL PERINATAL	BIRTH TO 5 YEARS	KINDERGARTEN TO GRADE 3	GRADES 4 TO 7	GRADES 8 TO 9	GRADES 10 TO 12	ADULTS	SENIORS
	MRPM Community Services Little One ders	Maple Ridge & Pitt Meadows Libraries Library Collection for children	Sylvan Learning Centre (for profit tutoring service)	Westcoast Reader easy reader current events newspaper (lower literacy levels & ESL)	Ridge Meadows Association for Community Living Information & resource lending library	Ridge Meadows Tutoring Academy: ESL	Royal Crescent Gardens Assisted Living reading and discussion group
	MRPM Community Services Child Care Resource & Referral Program Activity Theme Boxes	Library outreach: Katzie Summer Reading Program	Ridge Meadows Tutoring Academy: ESL programs including writing, grammar & reading	Registered Music Teachers Association members	Maple Ridge Museum & Archives - outreach	Westcoast Reader easy reader current events newspaper (lower literacy levels & ESL)	Bailey House one-to-one volunteer often reads to residents; Ridge Meadows Hospital Auxiliary library cart
	Community Partnership Baby Sign Language: MRPM Parks & Leisure Services MR ACT Westcoast Family Resources & Ridge Meadows Child Development Centre	Library outreach: Katzie After School Program	Westcoast Reader easy reader current events newspaper	Ridge Meadows Association for Community Living Information & resource lending library	Maple Ridge Reading Town –ESL and English Grammar, vocabulary and reading skills for students ages 6 to 19; (for profit tutoring)	North Fraser Freenet Internet training	Rosewood Cottage book sharing library
	Community Partnership Baby Touch See and Play MRPM Parks & Leisure Services, MR ACT Westcoast Family Resources & Ridge Meadows Child Development Centre Community Partnership Boppin' Babies MRPM Parks & Leisure Services, MR ACT Westcoast Family Resources & Ridge Meadows Child Development Centre	Big Brothers & Big Sisters in-school mentoring program Ridge Meadows Tutoring Academy: ESL programs including writing, grammar & reading	Registered Music Teachers Association Members Ridge Meadows Association for Community Living Information & resource lending library	Maple Ridge Museum & Archives – outreach Maple Ridge Reading Town –ESL and English Grammar, vocabulary and reading skills for students ages 6 to 19; (for profit tutoring)	Ruah –ESL tutoring for international students Grades 11 & 12 and recent immigrants from older teenagers to adults	School District 42 Community Education Alouette Correctional Centre for Women education programs; Fraser Regional Correctional Centre GED & ESL programming Registered Music Teachers Association members	Ridge Meadows Seniors Society computer program

PRENATAL PERINATAL	BIRTH TO 5 YEARS	KINDERGARTEN TO GRADE 3	GRADES 4 TO 7	GRADES 8 TO 9	GRADES 10 TO 12	ADULTS	SENIORS
	Maple Ridge Arts Council Various programs for babies to 5 year olds including Musical Rainbow series	Sylvan Learning Centre (for profit tutoring service)	Maple Ridge Reading Town – ESL and English Grammar, vocabulary and reading skills for students ages 6 to 19; (for profit tutoring)			Maple Ridge Museum & Archives - outreach	
	Kindermusiik	Registered Music Teachers Association members				Ruah –ESL tutoring for international students Grades 11 & 12 and recent immigrants from older teenagers to adults	
	Music for Young Children	Maple Ridge Reading Town – ESL and English Grammar, vocabulary and reading skills for students ages 6 to 19; (for profit tutoring)					

	Gen Population – free or subsidy	Free Targeted	Fee for service	Music & computer lit	ESL programs & services per age group
Early Years	<p>Active: Books for Babies; Future Steps; Library Storytime for Babies & Preschoolers; Community Partnership – Baby Sign Language; Boppin’ Babies; Baby Touch, See & Play;</p> <p>Passive: Library collections for children;</p>	<p>Active: Mother Goose; School’s Cool; PALS (Parents as Literacy Supporters); Home Instruction for Parents of Preschool Children (H.I.P.P.Y.); FESC Child Development Play Focus Program; FVRL & SD 42 All Aboard for Kindergarten</p> <p>Passive: Child Care Resource & Referral Program Activity Theme Boxes; Library theme based storytelling kits;</p>	<p>Active: MRPM Community Services - Toddler Rhyme Time, Little One ders,</p>	<p>Active: Fee for service: Kindermusik; Music for Young Children; Maple Ridge Arts Council various programs for babies to 5 year olds including Musical Rainbow Series;</p>	<p>Active: FESC Learning Together; SD 42 Language Enhancement Kindergarten</p>
Middle years/teens	<p>Active: Library Reading Buddies program; Library Reading Challenge; Library Readers.com;</p> <p>Passive: Library Summer Reading Club; Library Collection for Children; Library Teen Programs and Book Clubs; MR Museum Archives & outreach</p>	<p>Active: SD 42 Early Intervention Program; SD 42 Reading Racers & Rocket Readers; Library Outreach – Katzie Summer Reading Program; Katzie After School Program; Library outreach - Have Books Will Travel; SD 42 Literacy Project for Grades 7 & 8; Reading Project for Grades 3 – 6; Library Outreach to Grade 10’s; SD 42 non-fiction skills test for District Assessment Reading Teams Grades 3 - 9; School Based literacy teachers – 0.2 -0.4 FTE per all schools;</p> <p>Passive: Ridge Meadows Association for Community Living – Information & Resource Lending Library; Westcoast Reader (easy reader current events); Big Brothers & Big Sisters in school mentoring program; Foodbank/Black Bond Book partnership;</p>	<p>Active: Kumon tutoring; Ridge Meadows Tutoring Academy; Sylvan Tutoring; Strena Language Services; Mainland Tutoring service; Patricia Bailey Tutoring; The Learning Centre;</p>	<p>Active: Fee for Service: Registered Music Teachers</p>	<p>Active: Private tutors: Strena Language Services; Ruah; Brainchild; MR Reading Town;</p>
Adults	<p>Passive: Library collection; Library book clubs; Ridge</p>	<p>Active: SD 42 ABE; SD 42 Community Ed partnership with Alouette Correctional</p>	<p>Active: Sylvan Learning Centre; Ridge Meadows</p>	<p>Active: North Fraser Freenet; Ridge</p>	<p>Active: Two Family Education &</p>

	Meadows Women's Centre library; Maple Ridge Museum & Archives;	Centre for Women and Fraser Regional Corrections Centre – GED & ESL Passive: Library Adult Learners Collection; Westcoast Reader (easy reader current events newspaper); Library outreach – Storytime at senior's residences; Golden Ears Retirement Centre – 1 volunteer reader; Royal Crescent Assisted Living – read aloud discussion group; Bailey House one-to-one volunteer reads to residents;	Tutoring Academy; RM GED Adult Upgrading	Meadows Seniors Society computer program at MR and PM;	Support Centre conversational ESL groups; ELSA; SD 42 fee for service ESL; Ridge Meadows Tutoring Academy; Ruah Passive: Library Audio-tapes on day-to-day dealings in English; Westcoast Reader (easy reader current events newspaper);
ESL		Active: Learning Together; Language Enhancement Kindergarten; Two Family Education & Support Centre conversational ESL groups; ELSA Passive: Library Audio-tapes on day-to-day dealings in English; Westcoast Reader (easy reader current events newspaper)	Active: SD 42 Community Ed fee for service ESL I, II, III; Ridge Meadows Tutoring Academy ESL; Private tutors: Strena Language Services; Ruah; Brainchild; MR Reading Town		

APPENDIX B

Maple Ridge/Pitt Meadows Aboriginal Education Enhancement Agreement

FRAMEWORK

1. Preamble

The school year 2005-2006 marks the initial year of our second 5 year agreement. The Aboriginal Education Advisory Committee includes representation from School District #42 (Maple Ridge/Pitt Meadows), Katzie and Kwantlen First Nations as well as the off-reserve First Nations Community and the Metis Community. The collective responsibility for promoting the success of all Aboriginal students attending school in School District #42 is acknowledged through this advisory committee.

2. Purpose

The purpose of this agreement is to enhance the education of Aboriginal learners in order to facilitate academic excellence at all grade levels. To this end, we will continue to:

- promote the importance of cultural education in increasing the academic and social success of Aboriginal students;
- meet the needs of Aboriginal learners by maintaining and expanding academic programs as necessary while providing the resources (e.g transportation) for success.
- continue to build relationships in our schools that are welcoming and supportive of Aboriginal children and their families.

3. Principles

The performance areas selected for enhancement are those where there is assurance that the data can be:

- tracked with integrity;
- tracked over time; and
- effectively used to implement intervention.

The data for assessing the targets will be reported in the School District #42 *Annual Report on Aboriginal Students*.

4. Performance Goals

The Committee has identified improvement in numeracy and literacy from kindergarten to Grade 12 as the major goal for aboriginal learners. In the initial year, an improvement target will be set. In subsequent years, the improvement target will be based on the previous year's results.

Yearly improvement in student achievement is expected in:

- **Primary Literacy**
based on the District Early Literacy Program from Kindergarten to Grade 3 levels.
- **Elementary Literacy**
District Reading and Writing Evaluations for Grades 3 and 6 based on a revised format.
- **Foundation Skills in Reading and Writing**
based on the FSA results from the Provincial Government for Grades 4 and 7.
- **Elementary Numeracy**
based on the FSA results from the Provincial Government for Grades 4 and 7.
- **Secondary Literacy**
based on the District Reading Comprehension and Writing results at the Grade 8 level.
- **English and Communication Courses**
at Grades 10 and 12 based on the participation and success rates of the Provincial Examinations.
- **Mathematics and Science Courses**
at Grade 10 based on the participation and success rates of the Provincial Examinations and local school results.

- **Increased Graduation**
based on Dogwood completion rates.
- **Increased Retention**
based on grade-to-grade transitions.

5. Stable Indicators of Performance Goals

Primary Literacy - The District Early Literacy Program (Grades Kindergarten to Grade 3) will provide additional assessment and intervention. Progress will be tracked annually. We expect 90% of the students to meet expectations.

Elementary Literacy - Our revised Grades 3 and 6 Reading/Writing Assessment Program will be reported annually. The District will strive to ensure that 90% of the students will meet expectations.

Foundation Skills in Reading, Writing and Numeracy - The District will track the proportion of students meeting grade level expectations on Foundation Skills Assessment (FSA). We will strive to maintain the high levels of achievement in Grade 4 writing and numeracy, and in Grade 7 reading and writing. District focus will be on Grade 4 reading and Grade 7 numeracy in order to have 85% of students meeting expectations.

Secondary Literacy - The District will introduce an assessment of Grade 8 students in Reading Comprehension (DART) and Writing and report results annually. Targets will be set based on the data collected in the initial year.

Participation and Success Rates - in English 10 and 12 and Communications 12. The success rate is the percentage of students enrolled on September 30 who pass the Provincial Exam. In English 10 and Communications 12, the results of the initial year will form the baseline for future enhanced targets. In English 12, the target is to increase the participation rate by 10% over the course of the agreement.

Participation and Success Rate - in Science 10 and Mathematics 10. The District will track the percentage of students enrolled on September 30th who pass the final exam and compare these results with local school marks. In the initial year, the results will form the baseline for future improvement targets.

Increased Graduation - data provided by the Ministry of Education will be used. The rate is an estimate of the percentage of first time Grade 8 students who receive a Dogwood Diploma within 6 years. District will strive to maintain the high level of success and work to increase the graduation rates by 10% by the end of the agreement.

Retention rates - will be based on the number of students in Grade 8 and the cohort will be charted throughout the grades until that group is eligible to graduate. In the initial year, we anticipate a 4% improvement rate in most grades.

APPENDIX C
District Literacy Inventory
February 2008

Early Literacy

STRENGTHS	GAPS	RECOMMENDED SOLUTION
<ul style="list-style-type: none"> • Strong Start 	<ul style="list-style-type: none"> • Needs to expand (MOE, ELG). • Library to have books for pre-school population. 	<ul style="list-style-type: none"> • Needs to expand (MOE, ELG). • Do we need more PALS programs in other schools? Or Mother Goose and School's Cool?
<ul style="list-style-type: none"> • PALS 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Could parents who have participated in PALS for a long time, organize PALS (done now in Kelowna).
<ul style="list-style-type: none"> • Mother Goose/School's Cool 	<ul style="list-style-type: none"> • Communication/coordination of information to Kindergarten teachers, community. 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Ready, Set, Learn 	<ul style="list-style-type: none"> • Tied to other initiatives • One shot entity • Need a district vision • Location – Mall? 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • School/Community Connections/Hub 	<ul style="list-style-type: none"> • Decisions regarding funding. • Broader community involvement. • Locations. • Expansion. • Outdoor play spaces 	<ul style="list-style-type: none"> • Expand to include adult literacy. • ECD and Kindergarten teachers meet together and have some pro-d sessions open to both. • Book bins where community hangs out (arenas, etc)? Recycled books.
<ul style="list-style-type: none"> • Early Literacy Facilitator 	<ul style="list-style-type: none"> • Clarifying community/school district connection within... 	<ul style="list-style-type: none"> • Increase Early Learning Facilitator to full-time and include Kindergarten bridge. • Develop a district Literacy Parent Education program for schools to use if they wish. • Get representatives from any school that has developed a program they are happy with share with others. • Create a task force to develop a district program.
<ul style="list-style-type: none"> • Kindergarten Learning Project 	<ul style="list-style-type: none"> • Poor attendance. 	<ul style="list-style-type: none"> • Technology literacy OLPC laptops.

Literacy K-7

STRENGTHS	GAPS	RECOMMENDED SOLUTION
<ul style="list-style-type: none"> Assessment to drive instruction – shift of ownership 	<ul style="list-style-type: none"> Not owned by all schools 	<ul style="list-style-type: none"> District Days with TOC: parents, students, literacy teachers, (literacy team?), primary teachers, intermediate teachers. Look at assessment data with recommendations of what to do with it. Use of Ridge Meadows College tutoring program. Parent training sessions to be “tutors”. Peer tutoring programs.
<ul style="list-style-type: none"> Early Literacy best practice 	<ul style="list-style-type: none"> Need to sustain – are we losing ground? 	<ul style="list-style-type: none"> Theme (sustainability, ownership) within school to keep the focus. Role of literacy teachers.
<ul style="list-style-type: none"> Provincial Liaison, Pro-D opportunities 	<ul style="list-style-type: none"> Need to sustain 	
<ul style="list-style-type: none"> Early Literacy Intervention (classroom, support) 	<ul style="list-style-type: none"> Need to sustain: are we losing ground? 	<ul style="list-style-type: none"> Convert school literacy teacher’s time to learning assistance time? Specific “Early Literacy” strategy mentors for new primary teacher (not just a general mentor, but specialized in guided reading).
<ul style="list-style-type: none"> Reading Racers – summer int. 	<ul style="list-style-type: none"> Need to add more grade 2/3 classes; need better follow-up. 	
<ul style="list-style-type: none"> K preventative literacy program: Links to Literacy 	<ul style="list-style-type: none"> Was implemented in most schools; now not. 	<ul style="list-style-type: none"> Involvement of teacher librarians and public library
<ul style="list-style-type: none"> Literacy learning teams – many schools 	<ul style="list-style-type: none"> Need to develop in all schools. 	<ul style="list-style-type: none"> New project: Literacy across the curriculum – extension from “readers” to other forms of literature (math, science, social studies).
<ul style="list-style-type: none"> Tracking of student progress in literacy – primary and intermediate. 	<ul style="list-style-type: none"> Primary: happening in most schools – needs support. Intermediate: Beginning to happen in some schools – need support. 	
<ul style="list-style-type: none"> Reading Comprehension Project (Grades 3 – 7). Conscious awareness that strategies need to be taught explicitly Home Reading Programs. Use of school libraries to support literacy lessons. 	<ul style="list-style-type: none"> Not everyone knows how to do this yet: continued support needed. Need to increase parent education regarding home reading programs. Getting technology teachers (preps) to use computer labs to support literacy. 	<ul style="list-style-type: none"> Build a literacy piece into a mentoring program for new teachers to systematically learn and teach reading strategies, etc.
<ul style="list-style-type: none"> Support in best practice through literacy teachers. 	<ul style="list-style-type: none"> Variability in teacher background, school culture needs to be sustained. 	<ul style="list-style-type: none"> District based literacy teacher with a lot of experience. Parent education.

Secondary Literacy

STRENGTHS	GAPS	RECOMMENDED SOLUTION
<ul style="list-style-type: none"> School based secondary literacy teachers. 	<ul style="list-style-type: none"> “Voluntary” to access. 	<ul style="list-style-type: none"> Year-end report on work being done in secondary literacy.
<ul style="list-style-type: none"> DART 	<ul style="list-style-type: none"> Buy-in and sustaining grade 8 only. 	<ul style="list-style-type: none"> Moving funding to support DART discussions in the fall so planning happens from the assessment and practice changes.
<ul style="list-style-type: none"> New Language Arts IRP 	<ul style="list-style-type: none"> Not yet widely embraced 	<ul style="list-style-type: none"> In-service for English teachers regarding new IRP?
<ul style="list-style-type: none"> New Science and math IRP (with more literacy friendly text). 	<ul style="list-style-type: none"> Attachment to content (vs. big picture). 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Secondary Literacy Facilitator Secondary Initiatives Facilitator 		
<ul style="list-style-type: none"> Engaging Adolescents 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 2008-09 –series to build on Leyton’s work.
<ul style="list-style-type: none"> 7/8 Bridging Project Cross district networking 	<ul style="list-style-type: none"> Struggler readers lack support 	<ul style="list-style-type: none"> Find a secondary “learner profile board”. Cross district networking. Aboriginal Education students to access more support.
<ul style="list-style-type: none"> Literacy kits to help support non and struggling readers. Material available at all reading levels based on different themes. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Peer mentors for struggling students? Common secondary Pro-D with workshops that focus on struggling readers

Adult Literacy

STRENGTHS	GAPS	RECOMMENDED SOLUTION
<ul style="list-style-type: none"> • People involved are dynamic and passionate. 	<ul style="list-style-type: none"> • ELSA funded by grant is up in the air. 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Flexible teachers and programming. 	<ul style="list-style-type: none"> • Limited scope of courses offered 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Large ESL involvement 	<ul style="list-style-type: none"> • Stigma around adult literacy. 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Grade completion 	<ul style="list-style-type: none"> • Low first language involvement 	<ul style="list-style-type: none"> • Mentorship – finishing students with new students.
<ul style="list-style-type: none"> • Sense of community 	<ul style="list-style-type: none"> • Lack of community awareness. 	<ul style="list-style-type: none"> • Reach adults where they are in the community. • Community location for adult courses. • Location of adult courses where preschools/daycares are and will be located. • Take students to senior centres. • Technology for seniors.
<ul style="list-style-type: none"> • Free courses in prison (3 teachers). • Expanding program • GED offered. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Expand work being done in the prison to “others” in the community.
<ul style="list-style-type: none"> • Keeping Kids in Schools 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • More of a presence of universities and colleges in grades 8 – 10 in high schools.
<ul style="list-style-type: none"> • ELSA (1 teacher, 1 SEA) 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Promote in media the success of Arthur Peake school.
<ul style="list-style-type: none"> • ABE (evening class) 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Refer to Arthur Peake as a 7th high school.
<ul style="list-style-type: none"> • Ridge Meadows College 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Advertise Ridge Meadows College opportunities.
<ul style="list-style-type: none"> • University Bridging: courses designed to raise literacy of ESL grads. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Offered again in 2008
<ul style="list-style-type: none"> • Adult program 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Tutoring available to parents. Get out into the malls and advertise.
<ul style="list-style-type: none"> • Grade 10 – 12 on-line learning 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Aboriginal Literacy

STRENGTHS	GAPS	RECOMMENDED SOLUTION
<ul style="list-style-type: none"> • K-2: itinerant teachers focus on remedial literacy trimester model. 	<ul style="list-style-type: none"> • Remedial literacy for grades 3 plus? • Sustainability of program support when/if itinerant teacher is no longer here (K-2). 	<ul style="list-style-type: none"> • Is the extra literacy support in addition to (or a replacement for) intervention by support teacher? Gather this information.
<ul style="list-style-type: none"> • K-7: 7.5 ASW's over 23 schools teacher guided/directed support focus on remedial academic and school connections. 	<ul style="list-style-type: none"> • How do we ensure that an aboriginal perspective is heard when defining "literacy"? 	<ul style="list-style-type: none"> • Integration of Ab Ed services with all services to/for kids. • Could the Senior Aboriginal Support facilitator help with Reading Racer recruitment and transportation?
<ul style="list-style-type: none"> • 8-12: 6.0 ASW's over 6 schools similar to elementary ASW's support. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Improving communication with secondary schools. • Working to move ASW's out of isolation. • Improving cultural ties through positive interactions. • Connection of ASW at secondary with CCW's (ie: continuity of services, overlaps with kids, etc.).
<ul style="list-style-type: none"> • K-12: 0.5 cultural facilitator. • Targeted activities for aboriginal students. • Classroom activities for all students. • Focus on awareness of aboriginal culture through oral language and expressive art. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Might be valuable for Aboriginal Support Teachers and Principal to come to facilitator meetings when there is overlap in interest? • Involvement of the community to advertise programs (cultural), flyers, brochures and newsletters (ie: ECD, website, library, brochure board).
<ul style="list-style-type: none"> • After school Aboriginal Culture and Art workshops open to all students. Focus on awareness of aboriginal culture through oral language and art. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Common message regarding differentiation for all kids that also meets needs of kids.
<ul style="list-style-type: none"> • K-12: Sr. Aboriginal Support Facilitator – primarily 8-12 right now. • Connections to schools. 	<ul style="list-style-type: none"> • Add the concerns regarding LEK from ESL to Ab Ed Kindergarten. 	
	<ul style="list-style-type: none"> • Needed: Support for student/school connections. • Embed Ab Ed content/culture. • Support for families (ie: Child Care Facilitator connection to get students to school). 	<ul style="list-style-type: none"> • Get media attention (contact Seamus). • Help Ab Ed population to get involved with community. • First people's English 12? • Langley District has Ab Ed literacy kits/lessons developed with literacy/Ab Ed Facilitator. Contact George Clulow

Tech Literacy

STRENGTHS	GAPS	RECOMMENDED SOLUTION
<ul style="list-style-type: none"> • One to One • Use technology to allow students a variety of ways to increase literacy. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Connecting the “one-to-one” teachers with each other and other classroom teachers through “mentoring” funding. • Critical literacy taught (ie: support for teachers in helping students evaluate websites).
<ul style="list-style-type: none"> • K- 12: Increase in reading attitude K-12 	<ul style="list-style-type: none"> • Cost 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Adult: Increase in writing attitude K-12 	<ul style="list-style-type: none"> • Small percent of participation. 	<ul style="list-style-type: none"> • How many grants can we access?
<p>Ab Ed: (built in)</p> <ul style="list-style-type: none"> • Student choice for content • Teacher tech literacy. • Parent tech literacy. 	<ul style="list-style-type: none"> • Supporting and maintaining the project. 	<ul style="list-style-type: none"> • Use technology to teach illiterate adults. Attach to T-lite Program.
<ul style="list-style-type: none"> • P.S. Feedback. Student responsibility for education. • Choice PLO’s. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Access to wider audience 	<ul style="list-style-type: none"> • Resistance by adults to use technology. 	<ul style="list-style-type: none"> • Have laptop students work with senior citizens. • Kids’ in one-to-one program demonstrating their knowledge and skill in the community (ie: seniors homes, mall, community centre).
<ul style="list-style-type: none"> • Seeds 	<ul style="list-style-type: none"> • Increase change in technology each year 	<ul style="list-style-type: none"> • Increase district teacher support for technology in the classroom.
<ul style="list-style-type: none"> • Teacher tech literacy 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Collaborative work 	<ul style="list-style-type: none"> • Tech vision • Ability to address fears. 	<ul style="list-style-type: none"> • Great tool for differentiated instruction. • Hire more tech staff/facilitators – one is not enough. • Promote the fact that technology can make student readers.
<ul style="list-style-type: none"> • Teachers revisit methods for teaching literacy. 	<ul style="list-style-type: none"> • Many people feel illiterate in technology and are willing to be taught how to use it effectively provided they are supported. • Issues with technology. 	<ul style="list-style-type: none"> • Workshops after school. • Could percentage of participation be increased through mentorship relationships (ie: teacher-teacher, student-student). Workshops for parents on how to support their child with technology.

English as a Second Language

STRENGTHS	GAPS	RECOMMENDED SOLUTION
<ul style="list-style-type: none"> • Dedicated teachers. 	<ul style="list-style-type: none"> • Untrained ESL teachers. 	<ul style="list-style-type: none"> • Strategies for working with ESL students • Could one of the universities offer a Post Baccalaureate program for ESL teacher? • An ESL representative used to come to EISTN. Should she be attending some Literacy Teacher meetings (and/or Facilitator Meetings) to provide communication and continuity in practice?
<ul style="list-style-type: none"> • Small number of ESL students. • Good teacher to student ratio. 	<ul style="list-style-type: none"> • Fluctuating Clientele • International Education numbers change throughout the year. • Identification of students (timing). 	
<ul style="list-style-type: none"> • Adequate funding materials. 	<ul style="list-style-type: none"> • Time required to assess and place ESL students (elementary/secondary) 	<ul style="list-style-type: none"> • How are we using the community to support parents of kids who are ESL. • Overlap ESL and support intervention lessons.
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Transportation Funds for LEK. 	
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • LEK are afternoon classes. Need a morning class. 	<ul style="list-style-type: none"> •