

**School District 43
Board of Education**

**INTEGRATED
COMMUNITY LITERACY PLAN
For the Tri-Cities Community**

July 2008

CONTENTS

PART 1 THE PLANNING PROCESS

DISTRICT AND COMMUNITY CONTEXT AND DEMOGRAPHICS	4
<i>The context</i>	
<i>Demographic considerations</i>	
<i>Climate of collaboration</i>	
BUILDING ON EXISTING PLANS TO IMPROVE COMMUNITY LITERACY	4
<i>Tri-Cities Community Literacy Plan</i>	
<i>School District 43 Achievement Contract</i>	
<i>Aboriginal Education Enhancement Agreement</i>	
CONSULTATION PROCESS FOR DEVELOPING AN INTEGRATED COMMUNITY LITERACY PLAN	6
<i>Purposes</i>	
<i>Progress to date</i>	
<i>Plans for the coming year</i>	

PART 2 FOUNDATION FOR AN INTEGRATED COMMUNITY LITERACY PLAN

COMMUNITY PROFILE	8
<i>Historical profile</i>	
<i>Population profile</i>	
<i>Age distribution profile</i>	
<i>Household distribution profile</i>	
<i>Socio-economic profile</i>	
<i>Culture and language profile</i>	
<i>Education and employment profile</i>	
<i>Early learning profile</i>	
<i>Future projections</i>	
ACTION PLANS AND SUCCESS STATEMENTS (FROM THE TRI-CITIES COMMUNITY LITERACY PLAN)	12
<i>Definition of literacy</i>	
<i>Planning framework and timeline</i>	

- Theme 1: Communication*
Success statement: Communication
- Theme 2: Collaboration*
Success statement: Communication
- Theme 3: Public awareness*
Success statement: Public awareness
- Theme 4: Access for all*
Success statement: Access for all

PART 3

APPROVAL, MONITORING AND EVALUATION

PROCESS FOR APPROVAL OF THE INTEGRATED COMMUNITY LITERACY PLAN	17
MONITORING AND EVALUATION	17
<i>Feedback on the process</i>	
<i>Criteria for evaluating the planning process</i>	
<i>Criteria for evaluating the implementation of an Integrated Community Literacy Plan</i>	
LINKS TO THE 4 PILLARS OF READNOW BC	18
1. <i>Increase the number of children entering school ready to learn.</i>	
2. <i>Increase the number of children who read successfully.</i>	
3. <i>Increase the number of adults who have the literacy and essential skills necessary to compete in today's labour market and to function in everyday life.</i>	
4. <i>Increase the number of Aboriginal people who read successfully.</i>	

PART 4

APPENDICES

APPENDIX 1: PARTICIPANTS IN THE INTEGRATED PLANNING PROCESS	19
APPENDIX 2: DEMOGRAPHIC PATTERNS INFLUENCING LITERACY PLANNING	22
APPENDIX 3: COMMUNITY LITERACY INVENTORY	22

PART 1

THE PLANNING PROCESS

DISTRICT AND COMMUNITY CONTEXT AND DEMOGRAPHICS

The context

The Coquitlam Board of Education is responsible for an area of the Lower Mainland comprised of three cities and two villages collectively known as the Tri-Cities region. This area includes the traditional lands of the Kwikwetlem First Nation, and parts of the Tsleil-Waututh, Katzie, Musqueam, Squamish and Sto:lo Nations' shared territories. Although the population of almost 200,000 is concentrated in urban and suburban neighbourhoods, the district also includes some rural acreages and farmland along its north and east boundaries. Five municipal governments serve this area: the City of Coquitlam, City of Port Coquitlam, City of Port Moody, Village of Anmore, and Village of Belcarra.

Literacy planning within this region is complex, as some services fall within individual municipal boundaries, others cover the Tri-Cities region, and still others extend beyond the Coquitlam Board of Education's jurisdiction. For example, Douglas College interacts with three Boards of Education, and the Fraser Health Authority covers an even larger area.

Demographic considerations

The complexity of literacy planning is made even more challenging by population demographics of the Tri-Cities area. For example, whereas overall population is increasing, school enrolment is decreasing. Elementary school closures have been necessary in some neighbourhoods where early learning services had recently been established in local school facilities. Because public school funding does not include an allotment for pre-school students, early learning services have had to be relocated. Similarly, the region is host to an increasing number of immigrant and refugee families with diverse needs that require coordination of services. Information about early learning opportunities, child and adult ESL opportunities and workplace literacy preparation needs to be shared across a variety of agencies so that families are aware of opportunities and supports available.

A summary of key demographic patterns within the region is presented in Appendix 1.

Climate of collaboration

Despite this complexity, informal networks and cooperative arrangements already exist among the many agencies that provide literacy-related programs and services across the Tri-Cities region. Some networks have been formalized. For example, The Tri-Cities Early Childhood Development Committee, representing twenty-six organizations that serve children and families, has prepared a Tri-Cities Early Childhood Development Action Plan for 2004 to 2009 that incorporates literacy as one of its concerns. For the past two years, key stakeholders have been working together to articulate a Tri-Cities Community Literacy Plan, with support and funding from the Literacy Now Communities Program. School District 43 has participated in this planning process as one of many voices working toward a common vision of literacy for the region.

BUILDING ON EXISTING PLANS TO IMPROVE COMMUNITY LITERACY

The Tri-Cities Community Literacy Plan has been approved and implementation is under way. At the same time, School District 43 has identified literacy goals and three-year targets within its Achievement Contract and has been implementing a range of strategies for improving literacy within district schools. Until this year, however, the Tri-Cities Community Literacy Plan has focused mainly on community literacy needs outside the school system before school entry and after school leaving, whereas the literacy components of the School District 43 Achievement Contract have concentrated on students from Kindergarten through secondary school graduation.

An ultimate aim for the Tri-Cities area is to develop a spectrum of literacy-related learning opportunities and services that is fully responsive to the diverse needs of all Tri-Cities residents across the life span. Our priorities are effective communication, collaboration, public awareness, and ease of access for all. Many of the components are already in place, but they lack coherence. Literacy goals, objectives, rationales and action strategies for the Tri-Cities area have been articulated in three separate documents: The Tri-Cities Community Literacy Plan, the School District 43 Achievement Contract, and the Aboriginal Education Enhancement Agreement.

The time has come to work toward an Integrated Community Literacy Plan that addresses the diversity of literacy needs across all segments of the Tri-Cities population. The task of integrating these plans will be undertaken during the coming year, and will involve ongoing consultation among representatives from all groups named in the documents as well as other voices recently added, such as the Coquitlam Teacher-Librarians' Association.

Tri-Cities Community Literacy Plan

The Tri-Cities Literacy Committee is inclusive of most organizations that provide or support literacy programs and services in the Tri-Cities area (Appendix 3). Its activities are guided by a Steering Committee whose members act as stewards of the funding and the planning process. School District 43 has been represented on both the Tri-Cities Literacy Committee and the Steering Committee since it was established two years ago. School District 43 also administers the Committee's budget.

The Tri-Cities Community Literacy Plan addresses four goals:

- to increase the effectiveness of inter-agency communication;
- to collaborate to enhance sustainability of programs;
- to improve access to programs and services for all groups, but especially those most in need of literacy support and those who may not yet be identified; and
- to create a comprehensive directory of literacy programs and services for the region.

Each goal area incorporates more specific objectives for early literacy, adult literacy, and literacy for ESL adults and families.

School District 43 Achievement Contract

School District 43 has identified improving students' literacy skills K-12 as its highest priority. The Board of Education has committed a significant portion of its budget, as well as additional funds received from the Ministry of Education, to address this literacy goal. More specific objectives include:

- maximize Grade K-1 literacy skills (reading, writing, oral language);
- improve Grade 3-9 reading comprehension skills for all students;
- improve Grade 3-9 reading comprehension skills of Aboriginal students;
- improve the literacy achievement of male students

Specific objectives and targets have been outlined in the 2008-2009 Achievement Contract.

Over several years, the School District has implemented a variety of innovations for learning designed to improve student literacy across the district. Actions are outlined in the Achievement Contract for 2008-2009.

Aboriginal Education Enhancement Agreement

The Tri-Cities is the core territory for the Kwikwetlem First Nation people and lies within the shared traditional territories of the Tsleil-Waututh, Katzie, Musqueam, Squamish, and Sto:lo Nations. Less than 1% of the school-aged children who have self-declared Aboriginal ancestry live on the Kwikwetlem First Nations Reserve. Overall, children of a wide variety of Aboriginal cultural heritage make up approximately 3.7% of School District 43's total population of approximately 30,000 students.

A five-year Aboriginal Education Enhancement Agreement has been developed between School District 43, the Ministry of Education and the local Aboriginal Community to address the need to improve educational and life outcomes of Aboriginal students. Yearly reports, beginning June 2008, will include Performance Indicators, Strategies and Structures used to address each of the four goal areas identified in the Agreement. Specific academic targets, including the improvement of the literacy achievement of Aboriginal students, are identified as objectives in the Achievement Contract. Both reports will be used as the basis for planning future initiatives to support Aboriginal literacy learners.

CONSULTATION PROCESS FOR DEVELOPING AN INTEGRATED COMMUNITY LITERACY PLAN

The Coquitlam Board of Education acknowledges and appreciates the dedication of the professionals and volunteers who are already striving to respond to diverse literacy needs among Tri-Cities residents. We recognize that an Integrated Community Literacy Plan must represent the voices of those already engaged in collaborative planning and implementation. We understand that our role is to support and build on the work that is already under way, and to encourage participation from other Partner Groups not already engaged in the collaborative planning process.

To this end, we have recently initiated a collaborative planning process that brings together representatives of the Tri-Cities Literacy Committee, School District 43 staff, and Partner Groups, to develop a framework for an Integrated Community Literacy Plan.

Purposes

- develop a coherent overview of literacy goals, programs and activities within the Tri-Cities region;
- integrate district, community and Aboriginal education plans into one Integrated Community Literacy Plan;
- explore and maximize new connections between school and community goals, programs and activities;
- develop and extend collaborative relationships by providing opportunities to learn about and celebrate one another's existing programs and services, and to develop and implement new initiatives together.

Progress to date

A joint planning group composed of representatives from the Tri-Cities Literacy Committee, School District 43 staff, and other Partner Groups involved in literacy programs and services met three times between April and June, 2008. Participants reviewed the Tri-Cities Community Literacy Plan and the Transitional District Literacy Plan submitted last October, and discussed a comprehensive framework based on the needs of Tri-Cities residents across a lifetime, with the spectrum of users as an organizing principle.

The group recommended the following:

- that the definition of literacy articulated in the Tri-Cities Community Literacy Plan (see p. 12) be adopted as a working definition for the Integrated Community Literacy Plan;

- that the four themes of communication, collaboration, public awareness, and access for all, identified in the Tri-Cities Community Literacy Plan, be adopted as the organizers for an Integrated Community Literacy Plan;
- that the framework of Goals, Action Strategies, and Leadership used to organize the action plans in the Tri-Cities Community Literacy Plan be adopted as a framework for an Integrated Community Literacy Plan;
- that the joint planning group explore common areas of concern that could become a focus for collaborative initiatives between school district departments and community agencies;
- that future literacy plans be developed jointly to avoid duplication of effort.

Plans for the coming year

The Tri-Cities Literacy Steering Committee, representing the joint planning group, will ask the Tri-Cities Community Literacy Committee for its approval to go forward with an Integrated Community Literacy Plan. If this is acceptable, the Steering Committee will assume leadership for the following action strategies over the coming year.

1. Develop a matrix that provides an overview of existing literacy opportunities across the life span, from the perspective of the users. The matrix will address both formal and informal literacy learning opportunities within the Tri-Cities area.
2. Re-examine the goals of the Tri-Cities Community Literacy Plan in order to integrate School District 43 goals.
3. Revisit the working definition of literacy (p. 12) to incorporate critical thinking and information literacy.
4. Establish a structure for coordinating activities related to the Integrated Community Literacy Plan. The Tri-Cities Community Literacy Plan already includes a structure of three working groups, for Adult Literacy, ESL and Early Learning. This structure could be extended to include other working groups such as a School-Age Learning group.
5. Decide on measurable criteria for success and ways to track progress.
6. Examine ways to share resources for literacy across schools and community.
7. Develop a stronger parent voice by expanding the Tri-Cities Community Literacy Steering Committee to include representation from the District Parent Advisory Council.

PART 2

FOUNDATION FOR AN INTEGRATED COMMUNITY LITERACY PLAN

The following information from the Tri-Cities Community Literacy Plan has been adopted as a foundation for an Integrated Community Literacy Plan.

COMMUNITY PROFILE

Historical profile

Before 1858, the Tri-Cities area was inhabited mainly by Coast Salish peoples, including the Squamish, Musqueam, and Kwikwet'lem Nations. Non-indigenous people began to settle in the area around 1800, but major development began in the 1860s following the Fraser River Gold Rush. Although the Tri-Cities area constitutes a "community" for purposes of preparing this Community Literacy Plan, it is actually made up of several communities with differing demographic profiles.

City of Port Moody. Port Moody is located at the head of Burrard Inlet. European settlement began when a trail was built in 1859 from New Westminster, which had just been selected as British Columbia's capital city, to the current location of Port Moody. In 1886, Port Moody became the first western terminus for the Canadian Pacific Railway. It was inaugurated as a city in 1913.

For many years the chief industries of the area were the cedar mill established in 1905 and the oil refineries that opened several years later. Port Moody was primarily a mill town until after World War II, when other light industries were established. It is now a city of suburbs and light industry clustered around the Port Moody Town Centre at the east end of Burrard Inlet.

City of Coquitlam. Coquitlam is situated between Port Moody and New Westminster, and its development began with the building of the trail between these two locations. Growth was slow and steady between the 1860s and 1891, when the District of Coquitlam was officially incorporated. The first major industry was Fraser Mills, which attracted a large contingent of French Canadians to work in a lumber mill established at the turn of the century. The town of Maillardville grew up around the mill and became one of the most vibrant Francophone centres west of Winnipeg. Its French heritage lends a unique flavour to Coquitlam's cultural identity. The city is proud of both its historical roots and its more recent cultural influences, and has developed a Heritage Strategic Plan designed to instill a sense of community identity and resident pride.

Coquitlam grew slowly and steadily in population until the 1970s, when it began to expand more rapidly, especially toward the north. The City of Coquitlam now has four distinct areas of settlement, each with a unique character.

- *Southwest Coquitlam* combines public and commercial services with a range of single-family, town home, low-rise and high-rise apartment housing. It also includes the city's three major industrial and business parks.
- The *Town Centre* is a newer community and includes more than 9,400 apartments, semi-detached and detached homes and many commercial services in a concentrated area. Its focal point is a complex of civic, cultural and education services, including the David Lam campus of Douglas College.
- *Westwood Plateau*, on the south-facing slopes of the Coast Mountains to the north, features more expensive cluster houses, town homes and large single-family homes, along with two golf courses.
- *Northeast Coquitlam* provides a mix of older and newer residential neighbourhoods, rural properties, farms, and portions of both a regional and a provincial park.

City of Port Coquitlam. Port Coquitlam lies to the east of Coquitlam and Port Moody, between the Fraser River and Coast Mountains, and between the Pitt and Coquitlam Rivers. Before the arrival

of white settlers in the 1860s, the main settlement was a First Nations village at the mouth of the Coquitlam River.

Development was slow until the Canadian Pacific Railway moved its freight operations from Vancouver to the site of Port Coquitlam in 1911. The town was incorporated in 1913, and grew slowly until the end of World War II. Industrial development expanded rapidly after 1952, and the city now has several major industrial parks, as well as suburban areas that provide less expensive housing than municipalities to the west.

Village of Anmore. Until recently, Anmore was primarily rural and bordered by forested wilderness. It is being transformed rapidly into a suburban neighbourhood as development expands north from Port Moody. Civic government is working to find a balance between land development and preservation of the natural environment, and the community is proud of its renewable energy project to develop a community-owned independent power production facility.

Anmore is characterized by higher-than-average household income levels and lower-than-average dependence on income assistance and employment insurance. Its residents use the facilities of the larger Tri-Cities urban centres for hospital, library, policing, cultural, and recreational services.

Village of Belcarra. This rural residential area on the east side of Indian Arm was largely undeveloped for the first half of the Twentieth Century, and was not incorporated until 1979. The waterfront village, made up mostly of expensive single-family units, is still isolated from the rest of the Tri-Cities area by forests and water, and provides minimal services to its residents. It depends on the Tri-Cities urban centres for services such as libraries, recreation, hospital and policing.

Together, Belcarra and Anmore have among the highest levels of household income in Metro Vancouver, but the lowest levels of property taxes, creating some tensions with other Tri-Cities municipalities whose services are used by Belcarra and Anmore residents.

Population profile

Population density is increasing in all communities except Belcarra, with the greatest growth in Port Moody and the village of Anmore.

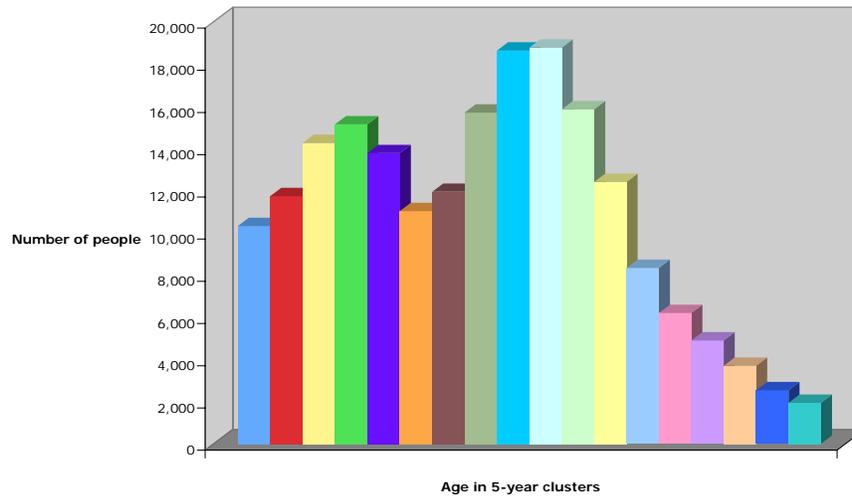
Statistics Canada 2006 Census Data for the Tri-Cities area: population distribution

	Coquitlam	Port Coquitlam	Port Moody	Anmore	Belcarra
Land area	121.7 sq km	28.8 sq. km.	25.6 sq km	27.4 sq km	5.5 sq km
Population	114,565	52,690	27,515	1785	676
Population density per sq km	941.5	1826.4	1074	65	124
Population change 2001-2006	+1.5%	+2.8%	+15.5%	+32.8%	-0.9%

Age distribution profile

The median age for each of the Tri-Cities communities is between 37 and 39 years of age, with the exception of Belcarra with a median of 47 years. In 2006, seniors made up approximately 11% of the population. The total number of pre-school and school-age children in the region is declining, even though overall population is increasing.

Statistics Canada 2006 Census Data for the Tri-Cities area: age distribution



Household distribution profile

Statistics Canada 2006 Census Data for the Tri-Cities area: household distribution

	Coquitlam	Port Coquitlam	Port Moody	Anmore	Belcarra
Couples with children	14,920	7,040	3,825	260	95
Couples without children	10,500	4,715	2,870	145	120
Lone parent families	4,710	2,370	1,090	45	0
One-person households	9,075	3,760	1,985	60	40
Other household types	6,745	3,190	1,440	70	0
Average number of persons per household	2.8	2.8	2.7	3.3	2.6
Owned dwellings	30,900	14,900	8,015	490	235
Rented dwellings	10,340	3,805	2,115	45	20

Average household sizes in all areas of the Tri-Cities are higher than the provincial average of 2.5. The number of households with children (68.9%) is also higher than the provincial average (60.5%). The number of lone-parent families is 21.3% (School District 43 Statistical Profile, 2006), compared with a provincial average of 15.5%. The percentage of non-traditional households (i.e., other than couples with or without children, lone-parent households or one-person households) in the three urban centres is much higher than that for the province (14% to 17%, in comparison to 6% for the province). However, the percentage of crowded households is less in the Tri-Cities than the provincial average, with only a few households having more than one person per room (Statistics Canada Community Profiles, 2006).

Socio-economic profile

The Tri-Cities population is diverse in its distribution of economic resources. Although median employment income is higher than the provincial average, there are extreme discrepancies between the wealthy and those living in poverty, and some measures of income inequity are higher than the BC average. For example, more females in the Tri-Cities area receive Employment Insurance benefits than the provincial average. In Coquitlam, the incidence of lower income private households is 21.4%, compared to the provincial average of 17.8% (GVRD Report on Urban Poor, 2001). The poverty rate is especially high among unattached individuals over fifteen years of age, at 35.7% (GVRD Report on Urban Poor, 2001).

Culture and language profile

The Tri-Cities area is experiencing rapid change in its cultural profile. In 2001, visible minorities made up 29% of the Tri-Cities population, as compared with a 21.6% provincial average (School District 43 Statistical Profile, 2006). This has since increased due to continuing immigration. For example, Coquitlam now has one of the highest ratios of foreign-born residents within Metro Vancouver, at 37% (GVRD Policy and Planning #6 Bulletin — Immigration).

Home languages include Arabic, Cambodian, Cantonese, Chinese, Croatian, French, Gujarati, Hindi, Italian, Japanese, Korean, Kurdish, Mandarin, Persian/Farsi, Polish, Punjabi, Romanian, Russian, Serbian, Spanish, Swahili, Tagalog, Tamil, Thai, Ukrainian, Urdu, Vietnamese, along with other First Nations, Asiatic, Germanic, African and Indolranian languages. The most frequently spoken home languages are Korean, Chinese, Persian, Mandarin, Cantonese, Spanish, Tagalog, Polish, and Romanian. Among students attending public schools, approximately 11.5% require ESL services (School District 43 ESL Coordinator's report; School District 43 Statistical Profile, 2006). This is an increase of more than 11% between 2002 and 2006.

The Tri-Cities area received 376 government-assisted refugees between 2003 and 2006, with the majority from Afghanistan (195) and Iran (159). Refugees have also moved into the area from other provinces. Most refugees are adults between the ages of 19 and 64 years, but a significant number of refugee families have young children needing ESL services. Refugee families may have spent protracted time in refugee camps and often have high rates of illiteracy. Higher rates of immigration are anticipated in the near future (Immigrant Services Society of British Columbia, 2007).

The Tri-Cities area includes two Kwikwetl'em First Nation reserves, but these account for less than 50% of Aboriginal people living in the region (School District 43 Aboriginal Education Enhancement Agreement). The majority of Aboriginal people in the Tri-Cities are Metis, Cree and Coast Salish, with a range of different language and cultural backgrounds. Children of Aboriginal heritage make up 3.6% of the 30,000 students enrolled in district schools.

Education and employment profile

The education level of Tri-Cities adults is generally higher than average for the province. Nevertheless, 12.7% have not completed secondary school, and 39% have not completed a post-secondary credential (School District 43 Statistical Profile, 2006).

One group of concern is youth ages 19-24 who are employable but are receiving income assistance. Although they represent only 0.3% of the population—lower than the provincial average of 0.5%—Coquitlam ranks higher on this measure than other communities with similar demographic profiles. This group may need literacy support but are not eligible for training programs that could improve their literacy and hence their employability (School District 43 Statistical Profile, 2006).

There is a wide variation in literacy levels among immigrants in the Tri-Cities area, in both home languages and English. Some are highly trained and literate in their first languages but may not have the English needed to apply their training in Canada. Others may have limited literacy levels both in their home languages and in English. Although the education level of very recent

immigrants to Metro Vancouver is quite high, with one-third holding university degrees (CIC Recent Immigrants Report), recently arrived immigrants have a lower labour force participation rate and a higher rate of unemployment. This is due mainly to their lack of Canadian work experience, lack of recognized credentials, and lack of knowledge of English (Statistics Canada Canadian Immigration Labour Market 2006). The unemployment rate for this group is 9.5%.

Early learning profile

According to the Early Development Instrument (EDI) Community Mapping Summary, Coquitlam is in the least vulnerable quintile of all districts in the province. However, more than 20% of Kindergarten children have been identified as vulnerable in at least one domain of development, with the largest area of vulnerability being in communications skills. The number of special education students in School District 43 also rose 15% from 2002 to 2006. Vulnerabilities are spread across the district, suggesting that "a full range of services must be universally available and neighbourhood based" (Mapping Early Child Development Community Summary for School District 43, 2006).

Future projections

The demographics of early learners in the Tri-Cities area are changing. Although Kindergarten registration has declined recently, the number of babies born yearly is rising, with a total of 2837 births between April 1 of 2006 and March 31 of 2007 (BC Perinatal HRA). Recent school closures have forced the relocation of early learning programs that will become even more important in the coming years.

Immigration is projected to continue, with even greater numbers of refugee families anticipated in the near future (Immigrant Services Society). These families show increasing complexities in their needs, due to the combination of trauma and illiteracy resulting from experiences in their homelands and in refugee camps.

Overall population pressures will continue to rise in the Tri-Cities as new families move in to high-density housing, especially in the Town Centre area. This is likely to increase the need for local, easily accessible literacy services.

ACTION PLANS AND SUCCESS STATEMENTS (FROM THE TRI-CITIES COMMUNITY LITERACY PLAN)

Definition of literacy

Literacy is the ability to read, understand and express oneself verbally and in writing in order to achieve one's goals and fully participate in community and its development. This definition is inclusive of all people with literacy needs.

Planning framework and timeline

The following Action Plans have been organized around the four themes and three priority groups identified during the planning process. The success statements are based on a three-year timeline.

Theme 1: Communication

Goals	Action strategies	Leadership
To strengthen communication among all agencies providing literacy programs and services within the Tri-Cities area	<ul style="list-style-type: none"> • Continue to meet regularly as a Tri-Cities Literacy Committee for purposes of information sharing and possible joint projects • Appoint a Tri-Cities Literacy Coordinator to organize and facilitate regular meetings and 	<ul style="list-style-type: none"> ○ Tri-Cities Literacy Steering Committee ○ Tri-Cities Literacy Coordinator

	<p>reach out to other community partners</p> <ul style="list-style-type: none"> • Reach out to organizations not represented on the committee 	
To strengthen communication among agencies involved in providing early literacy programs and services	<ul style="list-style-type: none"> • Participate in all ECD Committee meetings via the Tri-Cities Literacy Coordinator position • Continue to include ECD Coordinator as a participant in all Tri-Cities Literacy Committee and Literacy Steering Committee meetings 	<ul style="list-style-type: none"> ○ Tri-Cities Literacy Coordinator ○ Tri-Cities Early Childhood Development Committee ○ Tri-Cities Literacy Committee ○ Tri-Cities Literacy Steering Committee
To strengthen communication and liaison between School District 43 and members of the early learning community	<ul style="list-style-type: none"> • Support implementation of early learning programs in public schools such as: <ul style="list-style-type: none"> – StrongStart Centres – Ready, Set, Learn – PALS and K PALS – Welcome to Kindergarten • Enhance liaison between early learning service providers and Kindergarten teachers 	<ul style="list-style-type: none"> ○ School District 43 Early Learning Coordinator ○ School District 43 Early Learning Support Teacher ○ Tri-Cities Early Childhood Development Committee ○ Public Libraries
To strengthen communication and liaison among adult literacy service providers	<ul style="list-style-type: none"> • Continue to meet as a working group to discuss common concerns 	<ul style="list-style-type: none"> ○ Tri-Cities Literacy Steering Committee ○ Adult Literacy Working Group
To strengthen communication and liaison among providers of ESL services	<ul style="list-style-type: none"> • Continue to meet as a working group to discuss common concerns 	<ul style="list-style-type: none"> ○ Tri-Cities Literacy Steering Committee ○ ESL Working Group
To strengthen communication across all communities in the Tri-Cities area	<ul style="list-style-type: none"> • Actively solicit the participation of Anmore and Belcarra community representatives 	<ul style="list-style-type: none"> ○ Tri-Cities Literacy Coordinator
To promote a broader regional and provincial perspective on literacy planning and coordination	<ul style="list-style-type: none"> • Participate in regional and provincial events that focus on literacy planning • Encourage coordination of strategies across communities that are involved in developing and implementing Community Literacy Plans 	<ul style="list-style-type: none"> ○ Tri-Cities Literacy Coordinator ○ Tri-Cities Literacy Committee

Success statement: Communication

All community partners have ongoing opportunities to access information, to participate in and to lend their voices to the community development process in support of literacy in the Tri-Cities. The number of partners is increased, and participation levels of partners is sustained and increased.

Theme 2: Collaboration

Goals	Action strategies	Leadership
To support, enhance and expand existing literacy links and collaborations	<ul style="list-style-type: none"> • Continue meetings of the Tri-Cities Literacy Committee 	<ul style="list-style-type: none"> ○ Tri-Cities Literacy Steering Committee
To continue to examine literacy needs and gaps	<ul style="list-style-type: none"> • Continue to meet in working groups • Explore possible partnerships to address needs and gaps 	<ul style="list-style-type: none"> ○ Tri-Cities Literacy Committee ○ Early Learning Working Group ○ Adult Literacy Working Group ○ ESL Working Group
To support, enhance and expand existing literacy links and collaborations in early learning and family literacy	<ul style="list-style-type: none"> • Continue and expand partnerships and collaborative programs and services such as: <ul style="list-style-type: none"> - Books for BC Babies - Ready, Set, Learn - PALS and K PALS - Parent-Child Mother Goose - Every Child Ready to Read - StrongStart Centres - Tri-Cities Family Preschool Program - Family Play and Learn Nights - Welcome to Kindergarten 	<ul style="list-style-type: none"> ○ Public and school libraries ○ SHARE/School District 43 partnership ○ Tri-Cities ECD Committee partnerships (S.U.C.C.E.S.S., Westcoast, SHARE, Tri-City Family Place, YMCA Child Care Resource and Referral) ○ Simon Fraser Society for Community Living ○ Coquitlam Centre Mall
To support, enhance and expand existing literacy links and collaborations in adult literacy	<ul style="list-style-type: none"> • Continue to meet as a sub-group to share programs and build linkages • Develop and bring to the Tri-Cities Literacy Committee proposals for particular situations and target groups, e.g., workplace literacy • Create an Adult Literacy Committee to promote and explore coordination of adult literacy services 	<ul style="list-style-type: none"> ○ Adult Literacy Working Group
To support, enhance and expand existing literacy links and collaborations in ESL literacy for adults and families	<ul style="list-style-type: none"> • Continue English Practice Groups • Collaboratively explore volunteer opportunities for one-to-one literacy tutoring • Strengthen linkages between formal and informal ESL learning opportunities 	<ul style="list-style-type: none"> ○ SHARE/School District 43/Public Libraries ○ ESL Working Group ○ S.U.C.C.E.S.S.
To develop links and transition strategies among the three priority groups: early learners and their families; adult literacy learners; and ESL adult literacy learners and families	<ul style="list-style-type: none"> • Review priorities regularly • Continue to focus on links 	<ul style="list-style-type: none"> ○ Tri-Cities Literacy Committee

Success statement: Collaboration

The number of linkages, partnerships and collaborative initiatives has increased. A vision for an integrated system of care is emerging.

Theme 3: Public awareness

Goals	Action strategies	Leadership
To raise awareness among service providers working with the public of the array of literacy-related programs and services available in the Tri-Cities area	<ul style="list-style-type: none"> • Develop and publicize a comprehensive directory of literacy programs and services in the Tri-Cities area by: <ul style="list-style-type: none"> - Utilizing the existing Literacy BC online directory - Completing and maintaining information for the Tri-Cities - Linking the directory to community websites in the Tri-Cities area 	<ul style="list-style-type: none"> ○ Tri-Cities Literacy Coordinator
To increase public awareness of literacy opportunities in the Tri-Cities area	<ul style="list-style-type: none"> • Co-sponsor a monthly Family Play and Learn Night in the Coquitlam Centre Mall • Bring a literacy lens to existing community events for specific audiences, e.g., Coquitlam Tot and Pre-School Health Fest, Port Coquitlam Healthy Kids' Fair, School District 43 Professional Development events, StrongStart Centres, etc. • Coordinate publicity with 2010 Legacies Now celebrations • Explore partnerships with local businesses and business organizations, e.g., IKEA, Chamber of Commerce, to co-sponsor literacy events • Continue to publish and distribute the ECD Calendar and Directory 	<ul style="list-style-type: none"> ○ Tri-Cities Literacy Committee ○ Tri-Cities Literacy Coordinator ○ Public and school libraries ○ Tri-Cities ECD Committee ○ School District 43 Literacy Coordinator ○ School District 43 Early Learning Support Teacher ○ School District 43 StrongStart Facilitators ○ Coquitlam Centre Mall
To engage municipal governments in promoting literacy in the Tri-Cities area	<ul style="list-style-type: none"> • Present the Community Literacy Plan to City Councils • Explore possibilities for a Community Literacy Day and other joint initiatives 	<ul style="list-style-type: none"> ○ Tri-Cities Literacy Committee

Success statement: Public awareness

Community partners and individual residents are more aware of what programs and services are available and how to access them.

Theme 4: Access for all

Goals	Action strategies	Leadership
<p>To identify strategies that support the development of appropriate literacy outreach services for geographically, socially or culturally isolated groups</p>	<ul style="list-style-type: none"> • Identify individuals and groups who are not currently accessing available services • Explore possible funding alternatives and community partnerships to support outreach services • Identify appropriate forms of communication that would connect with specific groups • Explore strategies to reduce barriers that prevent individual access to available literacy programs and services • Explore a coordinated approach to improving access for geographically, socially or culturally isolated individuals and groups • Explore different forms of media communication to reach specific groups, with an emphasis on plain language and translation 	<ul style="list-style-type: none"> ○ Tri-Cities Literacy Committee ○ Tri-Cities Literacy Coordinator ○ Adult Literacy Working Group ○ ESL Working Group ○ Tri-Cities ECD Committee
<p>To explore and advocate for funding to build and enhance comprehensive, system-wide Community School literacy services</p>	<ul style="list-style-type: none"> • Identify successful models of existing Community School literacy services • Share success stories and resource knowledge across the community 	<ul style="list-style-type: none"> ○ School District 43 Literacy Coordinator ○ School District 43 Early Learning Support Teacher ○ Tri-Cities Literacy Committee
<p>To advocate for improved and sustainable literacy programs and services</p>	<ul style="list-style-type: none"> • Advocate for changes to government policies, e.g., income assistance, that would increase accessibility and support for participation in literacy-related opportunities • Advocate for sustainable funding for all literacy programs 	<ul style="list-style-type: none"> ○ Tri-Cities Literacy Committee, in cooperation with other community Committees and literacy advocates

Success statement: Access for all

A coordinated advocacy plan has been developed and advocacy is ongoing. Previously invisible individuals and groups with literacy needs have been identified and are starting to access available programs and services. More services are available in easily accessible locations throughout the community.

PART 3 APPROVAL, MONITORING AND EVALUATION

PROCESS FOR APPROVAL OF THE INTEGRATED COMMUNITY LITERACY PLAN

This plan was drafted in consultation with a representative group of those involved in the Tri-Cities Community Literacy Plan, the School District 43 Achievement Contract, and the Aboriginal Education Enhancement Agreement. The group read drafts of the plan and their suggestions were incorporated.

Following the consultation process, the plan was approved by the Trustees of the Coquitlam Board of Education before submission to the Ministry of Education.

MONITORING AND EVALUATION

Feedback on the process

Our priorities for the coming year are to develop and refine an Integrated Community Literacy Plan, to implement the plans for the coming year outlined in this document (see p. 7), and to add further action strategies identified by the Tri-Cities Literacy Steering Committee in consultation with all partners. With approval from the Tri-Cities Literacy Committee, the Tri-Cities Literacy Steering Committee will coordinate a process of ongoing consultation and discussion among all partner groups. The process will be focused on the four themes of communication, collaboration, public awareness, and access for all. It will include regular consultation and feedback about the effectiveness of the process.

Criteria for evaluating the planning process

Effectiveness of this process will be monitored and evaluated against the following criteria:

- To what extent does the process support communication and collaboration among schools and community agencies to sustain and expand the multiplicity of literacy programs and services offered to diverse segments of the Tri-Cities population?
- To what extent does the process improve linkages between the school system and community literacy plans?
- To what extent does the process facilitate communication among all partners with the goal of making efficient and effective use of resources?
- To what extent does the process bring greater coherence to literacy outreach, including gathering additional information about sub-groups of the population whose literacy needs may not yet have been identified?
- To what extent does the process enhance capacity building and sustainability of literacy initiatives across the Tri-Cities area?

Criteria for evaluating the implementation of an Integrated Community Literacy Plan

Criteria for evaluating the Integrated Community Literacy Plan are identified as success statements in each of the four themes. More specific outcomes and criteria will be developed for specific goals and action strategies.

Actions, targets and baseline data for literacy development of school-age children are already identified in the School District 43 Achievement Contract.

Criteria for evaluating the goals of the Aboriginal Education Enhancement Agreement will be outlined in yearly reports beginning in 2008.

LINKS TO THE 4 PILLARS OF READNOW BC

1. Increase the number of children entering school ready to learn.

Strategies include:

- The Tri-Cities Early Childhood Development Action Plan for 2004 to 2009;
- StrongStart Centres in public schools;
- Extensive school participation in Ready, Set, Learn (all district elementary schools), Welcome to Kindergarten and the PALS programs;
- The appointment of an School District 43 Early Learning Support Teacher who works with the School District 43 Early Learning Coordinator to provide liaison and leadership in early learning and early primary initiatives;
- Continued implementation of the developmental continua developed through participation in the Kindergarten Learning Project;
- Collaborative initiatives such as the monthly Family Play and Learn events held at the Coquitlam Centre Mall to reach families who may not understand the importance of early literacy learning at home.

2. Increase the number of children who read successfully.

Strategies are addressed in the Achievement Contract:

- Objective 1.1—Maximize Grade K-1 literacy skills;
- Objective 1.2—Improve Grade 3-9 reading comprehension skills;
- Objective 1.4—Improve the literacy achievement of male students.

Strategies are also addressed in the Tri-Cities Community Literacy Plan and the Aboriginal Education Enhancement Agreement.

3. Increase the number of adults who have the literacy and essential skills necessary to compete in today's labour market and to function in everyday life.

Strategies include:

- Sub-goals for Adult and ESL Literacy in the Tri-Cities Community Literacy Plan;
- The appointment of a District Principal for Continuing Education and the development of the Learning Innovations Network Coquitlam (LINC) to improve access to and to develop customized learning programs for learners not served by regular school programs;
- Appointment of a Tri-Cities Literacy Coordinator who will investigate the literacy needs of adults not already served by programs in the Tri-Cities area;
- Implementation of the Foundational Skills Curriculum for adult learners needing literacy support.

4. Increase the number of Aboriginal people who read successfully.

Strategies include:

- Objective 1.3 of the School District 43 Achievement Contract;
- Structures and Strategies included in the Aboriginal Education Enhancement Agreement and implementation of these, supported by the Aboriginal Education Department;
- Appointment of a Tri-Cities Literacy Coordinator who will investigate the needs of Aboriginal adults in the Tri-Cities area.

PART 4 APPENDICES

APPENDIX 1: PARTICIPANTS INVOLVED IN THE PLANNING PROCESS

4SC: *Tri-Cities Literacy Steering Committee 2004-2007*
 ESC: *Tri-Cities Literacy Steering Committee 2008-2009*
 4LC: *Tri-Cities Literacy Committee* 4JP: *Joint Planning Group*

Organization	Name	Occupation/Interest	SC	LC	JP
City of Coquitlam	Richard Stewart	Councilor			
Coquitlam Centre Mall	Therese Gaschler	Customer Service Manager		4	
Coquitlam Principals' and Vice-Principals' Association	Shirley Bawa	School Principal			4
Coquitlam Principals' and Vice-Principals' Association	Lisa Salloum	School Principal			4
Coquitlam Public Library	Rhian Piprell	Deputy Director	4E	4	4
Coquitlam Public Library	Deborah Duncan	Children's Coordinator		4	
Coquitlam Public Library	Janice Williams	Adult Services – ESL and Literacy	E	4	4
Coquitlam Teacher-Librarians' Association	Judith Comfort	Co-President			4
Coquitlam Teacher-Librarians' Association	Leslie Ikeda	Co-President			4
Coquitlam Teachers' Association	Chris King	Second Vice-President			4
District Parent Advisory Committee	Heidi Gable	President			4
Douglas College	Mardi Joyce	I CARE program	4	4	
Douglas College	Ted James	Dean—Department of Student Development	E		
Fraser North Chapter, Learning Disabilities Association of BC	Betty-Ann Myers	Community Education and Family Support Worker		4	
Fraser Valley Regional Library	Teresa MacLeod	Literacy Coordinator		4	
Fraser Valley Regional Library: Terry Fox Library	Pat Dawson	Library Manager	4	4	4
Fraser Valley Regional Library: Terry Fox Library	Anthea Goffe	Community Librarian		4	
Immigrant Services Society	Chris Friesen	Director, Settlement Services		4	
Parent Advisory Committee member	Jennifer Mooney	Parent		4	
Place Maillardville Society	Jim LaCroix	Executive Director		4	

Port Moody Public Library	Andrée Duval	Deputy Director		4	4
Port Moody Public Library	Barbara Buxton	Head, Adult Services		4	
Port Moody Public Library	Maryn Ashdown	Head, Children and Youth Services		4	
Port Moody Public Library	Vicki Donoghue	Children's Librarian		4	
RDK Career Services	Pete Kosonen	Director		4	
Rotary Club	Jennifer Maier	Financial Advisor		4	
S.U.C.C.E.S.S.	Ryan Drew	Program Manager, Language Training	E	4	4
S.U.C.C.E.S.S.	Nilpar Honarvar	Case Manager, Employment Counselor		4	
S.U.C.C.E.S.S. Training Institute	Barbara Mitchell	Program Coordinator, ESL Job Search	4	4	
School District 43	Maureen Dockendorf	Assistant Superintendent	4E	4	4
School District 43	Nancy Carl	Coordinator, Early Learning, Literacy, and Elementary	4	4	4
School District 43	Heather Daly	Coordinator, Library and Information	4	4	4
School District 43	Margaret Mary Deck	Coordinator, Aboriginal Education Programs		4	4
School District 43	Shahida Nurani	Assistant Administrator, Continuing Education		4	
School District 43	Brenda McNeill	Literacy Support Teacher		4	
School District 43	Anita Young	Coordinator, Student Services			4
School District 43	Don Gordon	Coordinator, Numeracy and Middle			4
School District 43	Shirley-Ann Rubis	Literacy Support Teacher			4
School District 43	Sarah Husband	District Principal, Continuing Education			4
School District 43	Jill Reid	Coordinator, Adult Learning and Secondary			4
School District 43	Wendy Oates	Educator, Teaching and Evaluation Centre			4
School District 43	Chris King	Professional Development, Coquitlam Teachers' Association			4
School District 43	Alison Whitmore	Educator, Continuing Education			4
School District 43	Elspeth Anjos	Literacy Support Teacher			4
School District 43	Anita Young	Student Services			4
SHARE Family and Community Services	Sheila McFadzean	Supervisor, Community Development	4	4	4
SHARE Family and Community Services	Holly Plunkett	Speech-Language Pathologist		4	

SHARE Family and Community Services	Lynne Cregg-Guinan	Participant Support Worker—Bridges Program, Food Bank		4	
Simon Fraser Health Authority	Denise Fargey	Manager—Tri-Cities Health Promotion & Prevention Services	E		
Simon Fraser Society for Community Living	Linda Dorey	Coordinator, Tri-Cities Family Pre-school Program		4	
Spirit of BC Committee	Lucie Wee	Interested citizen		4	
Step-by-Step Child Development Society	Deb Smith	Executive Director		4	
Tri-Cities Chamber of Commerce	Jill Cooke	Director		4	
Tri-Cities Early Childhood Development Committee	Susan Foster	Tri-Cities ECD Community Development Coordinator	4E	4	4
YMCA Child Care Resource and Referral	Claire Murphy	Program Director		4	
YMCA Child Care Resource and Referral	Susan Jones	Outreach Consultant	4	4	

APPENDIX 2: DEMOGRAPHIC PATTERNS INFLUENCING LITERACY PLANNING

- ❑ Population is increasing, but school enrolment is decreasing (Statistics Canada, 2006).
- ❑ Literacy levels in School District 43 are generally higher than the provincial average, but specific areas of weakness and vulnerability have also been identified for children, youth and adults (EDI Community Mapping, 2006; School District 43 Performance Plan, 2006-2007; Tri-Cities Literacy Committee Community Literacy Plan, 2007).
- ❑ Population demographics are changing rapidly. Changes include increases in the number of vulnerable ESL families, particularly refugees. Refugee families may have spent protracted time in refugee camps and often have high rates of illiteracy. Higher rates of immigration are anticipated in the near future (Immigrant Services Society of British Columbia, 2007).
- ❑ Among students attending public school, approximately 3400 (11.5%) require ESL services. Home languages include Korean, Mandarin, Cantonese, Chinese, Persian, Spanish, Tagalog, Russian, Romanian, Punjabi, Japanese, Polish, Vietnamese, and Serb-Croatian (School District 43 Student Enrolment Report, 2006).
- ❑ Children of Aboriginal heritage make up 3% of the 30,000 students enrolled in School District 43 schools. The majority are Métis, Cree and Coast Salish. The two Kwikwetlam First Nation Reserves in the district account for less than 50% of these students (Aboriginal Education Enhancement Agreement). More than 50% of Aboriginal children are considered vulnerable at the time of school entry (Fraser Health Authority).
- ❑ Although the Tri-Cities area has a higher-than-average median income, measures of income inequity are also higher than the provincial average. Coquitlam scores are higher than the BC average on measures of poverty, income assistance, government supplements to seniors, and unemployment benefits (School District 43 Statistical Profile, 2005).
- ❑ According to the Early Development Instrument (EDI), School District 43 is in the least vulnerable quintile of all districts in the province. However, more than 20% of children have been identified as vulnerable in at least one domain of development, with the largest area of vulnerability being in communications skills. Vulnerabilities are spread across the district, suggesting that "a full range of services must be universally available and neighbourhood based" (Mapping Early Child Development Community Summary for School District 43, 2006).

APPENDIX 3: COMMUNITY LITERACY INVENTORY

Information sources

Data for the community literacy inventory were gathered through survey questionnaires, interviews and focus group meetings, as well as from discussions among participants at Tri-Cities Literacy Committee meetings. Information was then summarized and cross-referenced to identify community assets, needs and gaps, existing links, and literacy priorities.

Twenty-three organizations were surveyed on a survey questionnaire. Individual community members were also asked to complete survey questionnaires at several local events, including the Healthy Kids Fair, a Tri-Cities Chamber Jazz event, and the Mountain View Family Resource Centre 30 Year Anniversary Celebration. Thirty-one people completed individual survey questionnaires. Focus group interviews were held with ELSA classes at S.U.C.C.E.S.S., with Food Bank recipients, and at an Aboriginal Family Night.

Members of the Tri-Cities Literacy Committee contributed much of the most useful information for the community literacy inventory, during Committee meetings and conversations among members of smaller working groups. These dialogues were most helpful in identifying program overlaps, common concerns, and opportunities for collaboration.

Community assets

A summary of community assets was prepared using information from the above sources and from other information provided by Tri-Cities Literacy Committee members.

Identification of needs and gaps

Needs and gaps were clustered into four themes.

Communication

- Continue to...
 - create opportunities for community partners to meet in the committee and in sub-groups to explore opportunities to work together and to innovate;
 - create opportunities for community partners to come together to deepen their practice and to examine issues and policies of common concern;
 - create opportunities for the people served to offer input and feedback;
 - support the collaborative structures in the Tri-Cities that have already been developed.

Collaboration

- Continue to...
 - develop more formal connections among community groups. Work together honestly and authentically to better the life chances of all;
 - develop an integrated and interdependent “system of care” that will meet the needs of the families served;
 - work and plan together as partners to offer a greater depth and breadth of programs and services;
 - collaboratively plan together to determine program focus, deployment, and features of success prior to launching programs;
 - enhance relationships with partner groups. Put systems and processes in place such that partnerships are not person-specific but are rather supported and sustainable over time.
- Explore more formal planning among partners for volunteer recruitment and retention.
- Develop collaborative relationships with entire organizations, e.g., colleges, rather than with single locations or individual programs.
- Ensure buy-in to collaborative programs by getting support from leaders and decision-makers in larger organizations.

Public awareness

- Reach more individuals through advertising, community awareness, and publicity utilizing more and innovative means of delivery.
- Make partners and individuals more aware of what is available and how to access it.
- Utilize technologies, including video and audio, for reaching individuals who are non-readers.
- Develop the means to be recognized as a community that works and learns together to the benefit of all.

Access for all

- Utilize systems and skills of partners to expand services to other language and age groups.
- Develop a better ability to refer those in need to the appropriate, customized resource just for them.
- Identify "invisible" groups not being served by the programs and services available and reach out to them.
- Offer a greater diversity of programs by working together.
- Develop more customized pathways that are suited to the needs of individuals who do not participate in available opportunities.
- Meet with community planners to alleviate space concerns faced by some community organizations. Explore more formal planning among partners for use of space.

Priorities for attention

The following groups were identified as priorities for attention in action planning.

- Early learners and their families.
- Adults needing workplace literacy.
- ESL adults and families:
 - Those who speak English but are not literate;
 - Those who are literate in their home languages but not in English.
- Individuals and groups who are not accessing available programs because illiteracy carries a stigma or because information is not easily accessible.

Existing links

Many links were identified among service providers in the Tri-Cities area. Links are identified in the profiles of individual organizations provided in Appendix 1. The strongest links exist among organizations working with children and families. For example, the Tri-Cities Early Childhood Development Committee has already prepared an Action Plan for 2004-2009 and a Work Plan for 2006 to 2008 that addresses literacy concerns as part of a broader strategic approach.

Areas where links can be strengthened include collaboration among providers of programs and services for adults and immigrants, and liaison between School District 43 and community agencies, especially in the transitions from early learning to Kindergarten, and from school to community and the workplace.