



Chilliwack School District **COMMUNITY/DISTRICT LITERACY PLAN FOR CHILLIWACK**

SUBMISSION TO THE BC MINISTRY OF EDUCATION

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Please note: “The Plan” page, and “Logic Model Strategies” 1 to 5 have been copied into this document for easy reference from “A Community/District Literacy Plan for Chilliwack” The complete plan also includes; The Literacy Now Process; The Profile; The Budget; Appendix A – Literacy Asset Inventory; Appendix B – Literacy Assets in Our Community Report; and Appendix C – Chilliwack Early Years and Transition Years Strategic Plan.

PART I

2009 Community/District Literacy Plan Update

Community/District Literacy Plan for Chilliwack 2009 UPDATE

January 2008 – May 2009
Submitted May 2009

Prepared by Debbie Denault,
Chilliwack Community Literacy Coordinator

SECTION 1 – Reflections on the 2008 implementation (Refer to Part II: Summary of the Community/District Literacy Plan for details)

Priorities/objectives and actions from 2008 Community/District Literacy Plan (C/DLP) addressed this year

C/DLP Strategy #1 item: Create programs that weave literacy into existing community outreach agency programming

In November 2008, the Adult Literacy task group accomplished its key goal of hosting a half day forum for community Service Providers about “Weaving Literacy into Programs and Services”. The forum yielded helpful and important results in that 1) it provided key information and food for thought about literacy for those (18) in attendance 2) it yielded specific discussion and action items for the development of the Adult Literacy task group work plan and 3) it increased membership and general interest in the work of the Adult Literacy task group. Due to the generosity of Chilliwack Learning Community Society (CLCS) partners, the costs of the event were minimal.

To date in 2009 this task group has been focused on items arising from the forum, the development of a work plan, and establishing 1 new Conversation Circle at the library. Some task group members participated in an Adult Literacy hosted by the Regional Literacy Coordinator in April.

C/DLP Strategy #2 item: Develop presentation and promotional material to raise awareness in potential community funders about the value of sustaining early years programming in the community through committed financial investments

Progress on this item has been made in 3 ways. 1) Discussions have been under way for a number of months with the Chilliwack Early Years committee. It has been important to develop a common vision about what type and constellation of Early Childhood and Family Literacy programs need to be sustained in the community. The committee has discussed the development of a “memorandum of understanding” and further discussions will take place. 2) Families in Motion, Central Gateway for Families and 2 School District #33 PALS (Parents As Literacy Supporters) programs have been identified as family literacy programs in need of financial support and 3) the community received information about some family literacy programs through newspaper articles published prior to and during January 2009’s City Wide Literacy Challenge.

C/DLP Strategy #3 item: 1) Place and support existing Outreach Workers for Literacy (OWLs or Tutors) 2) Develop additional placement sites, 3) Train a 2nd set of OWLs 4) Place and support 2nd set of OWLs

The OWL program grew considerably this year. OWLs are now included in each task group’s work plan, as opposed to only being attached to Strategy 3 of the C/DLP. OWL training took place in the fall of 2008 and in the spring of 2009 with Vicki Grieve as the instructor. Existing OWLs were invited to join participate

in part of the fall session for “in service” training and to meet the newly trained OWLs. Two Chilliwack OWLs were able to take all or part of their training in Agassiz as they were unable to attend all of the Chilliwack fall sessions. One person from Abbotsford and one from Agassiz joined the Chilliwack spring training.

Previously trained University of the Fraser Valley (UFV) tutors were contacted during the fall of 2008 and added to the CLCS list of community OWLs. Between the UFV list, and the OWLs trained by CLCS the number of people on the list is now 32. In December 2007 there were 8 OWLs on the list.

The OWL program was also expanded as a result of an ESLSAP (English as a Second Language and Settlement Assistance Program) grant from the Ministry of Advanced Education and Labour Market Development. Chilliwack Community Services (CCS) collaborates on this piece with the CLCS by referring learners and providing space for learner/OWL pairs to meet. 4 learners have been matched with OWLs under this program.

CLCS participated in the May 9th 2009 Faces of Chilliwack Cultural Festival by providing a booth to 1) make available ESL and Settlement material from Chilliwack Community Services, and Welcome cards from the Fraser Valley Regional Library in a variety of world languages and 2) to recruit people interested in training to become OWLs for ESL learners.

Discussions have begun around the possibility of “specialty” training for OWLs around Family Literacy, the workplace, computers and youth.

C/DLP Strategies #2 and #3 Early Family Literacy Task Group

This task group has an established relationship with the Chilliwack Early Years Committee, with Donna Gannon as the CLCS representative to that committee. A new relationship was formed this year with the Chilliwack Early Years Committee’s Social Marketing task group. The two task groups partnered on highly successful 2009 Family Literacy Week celebrations and CRAWLL (Chilliwack Rally and Walk for Literacy and Learning). Additional constellations of members from these groups and others meet from time to time on specific items as needed, for example to discuss LEAP BC™ resource distribution or the Book Bin project.

Both task groups are also extremely delighted with the interest and participation of two new partners in 2008, who are the Chilliwack Times newspaper and the Book Man book store.

Additional accomplishments include the development of a task group work plan. The bones of the plan are from the Chilliwack Community/District Literacy Plan and task group members can clearly see where their work and activities support the implementation of the overall plan.

The committee is also very pleased with its relationship with the WES (Workplace Essential Skills) project coordinator Michael Berger and the WES task group who have developed an important understanding of the relationship between Family Literacy, Early Years programs and services, OWLs and the workplace.

C/DLP Strategy #4 item: Support the development of a community wide strategic plan for at risk youth by initiating focus groups where youth have input into strengthening the community safety net for youth.

Working relationships were established with the Chilliwack Child and Youth Committee (CYC) and with the Youth Matters sub committee in 2008. CLCS participated in a spring (May 2008) event to celebrate youth and with the CYC as they took the lead on developing a community- wide Strategic Plan for children and youth at risk, also in 2008.

This is the newest CLCS task group, with its first meeting held in January 2009. The group has since: adopted Terms of Reference; identified Aboriginal youth and youth with mental illness as two groups in need of additional focus; and drafted a work plan. The work plan is directly linked to the Chilliwack Child and Youth Committee’s 2009 Action Plan.

C/DLP Strategy #5 item: Develop and launch a CLCS website as part of a community wide “Literacy in the Workplace” campaign.

The CLCS website www.chilliwacklearning.com “place card” was developed in 2008 and went live in the spring of 2009. (Please also see CLCS promotion item below)

Workplace Essential Skills (C/DLP Strategy #5): In 2008, the CLCS received federal funding from Human Resource and Skills Development Canada’s Office Literacy and Essential Skills to implement a Cross-Sector Workplace Essential Skills Project (WES). Michael Berger has been contracted by the CLCS to coordinate this two year project.

The goal of this project is to bring the local business community together with the CLCS and build a sustainable cross-sectoral network of businesses committed to providing affordable and applicable workforce literacy and essential skills training to small and medium-sized businesses in Chilliwack.

A task group or network was formed in 2008 and 1) hosted a Workplace Essential Skills seminar with guest Craig Alexander 2) assessed the amount of type of WES training opportunities currently under way in Chilliwack and 3) began developing a training needs assessment for employers and employees. As of May 2009 the development of the Needs Assessment was complete and a WES brochure designed.

Ongoing C/DLP development: The Chilliwack School District worked internally and with the CLCS on its development of a C/DLP (Community/District Literacy Plan) as per its directive from the Ministry of Education. The result was 1) the District has adopted “A Community/District Literacy Plan for Chilliwack” as the C/DLP and 2) District specific items were appended to the C/DLP as appendix D.

CLCS promotion: An item on the “to do” list from 1997 was the development of a CLCS brochure. The brochure is now complete and many copies have been distributed throughout Chilliwack and other areas in the Fraser Valley and BC. Thanks to Michael Berger, Julia Dodge and Krista Bailie for their work on this item. New business cards were also produced for Michael and Debbie.

Community Relationships: 2008 goals included staying connected, involved or apprised of the work of the following groups: Chilliwack Chamber of Commerce, Chilliwack Early Years Committee, CEPCO events, Chilliwack Child and Youth Committee, Chilliwack Health and Social Development Network, Chilliwack Coordinators of Volunteer Programs, Fraser Valley Accessible and Affordable Housing Network. This item was also accomplished.

Results and major impacts

- Forums, presentations, special events and promotional efforts, are increasing awareness about the topic of literacy in Chilliwack and momentum is building
- There have been more opportunities to learn about the topic of literacy through extensive and excellent media coverage (radio, newspaper articles) and forums and at CLCS task groups
- 482 readers participated in Family Literacy week celebrations. (City Wide Reading Challenge – 454, Robert Munsch/Guinness World Book Record Attempt - 28). \$3600.00 of advertising and prize merchandise were donated to the activities. \$946.50 was raised for Chilliwack Family Literacy programs.
- There are increased opportunities to be involved in personal learning or helping others learn through the OWL program. Learning goals of people with literacy issues are being met through the support of OWLs
- The broad community and multi-faceted approach to implementing the literacy plan has produced a number of new cross-sectoral relationships and partnerships
- Literacy strategies are being “woven” into other community strategic plans and the other plans are being appended to the C/DLP

- The number of opportunities to volunteer with literacy activities has increased

Successes

- The establishment of two new task groups (Youth and WES) and the development of work plans for each group
- The “Weaving Literacy into Programs and Services” forum brought literacy to the minds of people who might otherwise not have considered how literacy could be considered a part of their organization.
- The City Wide Literacy Challenge brought awareness to the average person and encouraged school children and their parents to participate and consider how literacy is part of their life. The Challenge allowed everyone to participate in the local literacy objective – invaluable inclusiveness
- The CRAWLL celebrated and reinforced literacy and learning for the adults in attendance who are enrolled in adult or family literacy programs
- Over 400 people, including schoolchildren and their caregivers, were in attendance at the CRAWLL. A Virtual Book Sale was held with 2 book sellers and raised \$186.27.
- The multi-faceted and cross-sectoral approach to implementing the Literacy Plan brings ideas about literacy to children, youth and adults; and to professional service providers (who are very literate and potentially work with clientele with literacy challenges) to the average person (who understands the importance of literacy and is already literate) and also directly to the literacy program clientele (school children, English as a Second Language learners and adult learners)
- The response to the concept of Outreach Workers for Literacy (tutors). Credible volunteers have come forward and invested in the training. A wide range of community organizations have requested OWLs. Individuals with literacy needs have been interested in being matched. Successful matches have been established.
- The establishment of the WES project and the collaboration between that project and the other 4 literacy strategies. Both the City Wide Literacy Challenge and the CRAWLL included corporate components. The City Wide Literacy Challenge allowed businesses to be directly engaged in literacy with their employees, their clients, or both.
- As a result of the WES project Sto:lo Nation and the Chilliwack Chamber of Commerce are now literacy partners at the CLCS Board of Directors table.
- Although we did not set out to do fund raising through community events, \$1200.00 (approx) has been raised for Family Literacy programs between Jan. 1, 2008 and May 2009 as a result of ideas, partners and passion.

Challenges

- Engaging business in the Workplace Essential Skills project after the economic slowdown occurred.
- Time for Board, task group members and partners to do all the work associated with implementing the Community/District Literacy Plan. Enthusiastic and committed people struggle to accomplish the myriad tasks off the side of their desks.

Evaluation methods and tools to determine effectiveness

The development and/or utilization of evaluation methods and tools to determine effectiveness will be ongoing. The Literacy Plan and the task group work plans include logic model tables. This design is helpful for identifying success indicators and charting progress.

Literacy Outreach Coordinator (LOC) Position

The Literacy Outreach Coordinator position is now in the beginning of its 3rd year. The LOC provides a consistent voice about literacy in the community, and facilitates the building of relationships / connections in the community. She enables effective, efficient centralized communication. She provides essential

labour to move the Society forward on action plans and to report on progress to stakeholders and funders. We would be nowhere near as far along without this vital position. Long term funding for this position would maximize local efforts and ensure local success.

Learning about collaboration and community development processes

- Change and momentum takes time

Collaborations and Partnerships that are working well for vulnerable learners

The cross-sector WES training project also brought two new partner groups to the table. These partners, the Chilliwack Chamber of Commerce and Chilliwack Economic Partners Corporation, bring additional expertise and many more relationships to the project. The task group membership includes representatives from a variety of sectors, including: employment services; manufacturing; technology; professional services; Aboriginal programs and services; and education. Relationships have also been built with the Chilliwack Rotary clubs and the Downtown Business Improvement Association.

Collaborations are essential to the OWL program, for training, referrals and placements. OWLs are trained by University of the Fraser Valley (UFV) instructors; and OWLs and learners work together: in business settings, in educational settings; in social service programs, and in correctional settings.

The Chilliwack library, CLCS, and Chilliwack Community Services worked together to provide April 2009 Conversation Circle training for volunteers interested in facilitating circles with English as a Second Language learners.

The Youth Task Group's work plan added a literacy layer to the Chilliwack Child and Youth Committee's 2009 Action Plan.

The Chilliwack Early Years committee and the CLCS Early Family Literacy task group worked together to provide Family Literacy Week activities and the CRAWLL for the community. This work brought two new partners to the table. These partners, the Chilliwack Times Newspaper and the Book Man book store, now promote the importance of lifelong learning, and participate in and/or promote fund raising for local literacy programs.

Chilliwack will benefit from the Literacy BC and the Ministry of Education project to update/increase the BC Directory of Literacy programs. Funds have been received for Chilliwack and administrative support secured to update Chilliwack's program list. This information will also be available for our community via www.chilliwacklearning.com

Helpful Resources

Legacies 2010 Literacy Now and Literacy BC networking, training and resources, as well as regional and local expertise and resources are all invaluable. Financial resources via grants or in-kind contributions are very very helpful too.

SECTION 2 –2009 Plan

Community changes *(over the 2008 calendar year)*

- Chilliwack's unemployment rate has increased
- A new Southside UFV campus and an Arts Centre are under construction
- With leadership from the City of Chilliwack, a number of community agencies and individuals have formed a broad network called the Chilliwack Health and Social Development Network. This network will focus on 1) Crime and Public Safety, 2) Health and Wellness, and 3) Housing. It is

anticipated that the Chilliwack Learning Community Society will work closely with this new network.

- As a result of the fall 2008 Municipal election, Chilliwack now has a new Mayor. Mayor Sharon Gaetz has publicly stated that literacy is an important community priority closely linked to crime and safety. It is anticipated that the Mayor and Council will continue to endorse and support literacy work across the community.
- A Chilliwack Health and Social Development Network was established in 2007 and saw some further development in 2008. There is some hope that Literacy will become a fourth area of focus for this Network.

Stages of Community/District Literacy Planning

- The Community/District Literacy Plan was produced in September 2006, after initial community consultation
- The LOC began working with the community to implement the plan in 2007
- The Chilliwack School District 33 appendix was added in 2008, after a “in-house” consultation and forum
- The plan will continue to be implemented

New Challenges and Opportunities

- A challenge may be to maintain the exciting momentum over the long term
- A further challenge may be around being selective about the number of pieces that can be accomplished at any one time....
- ...Because new relationships and partnerships bring many new ideas to the tables

Literacy Plan Adjustments and New/Expanded Initiatives

A minor, yet important, change made to the literacy plan in 2008 was that the language describing the 5 Strategies is now “plain.” The strategies were originally written in “professional” language. The plain language now appears in the plan, on the CLCS brochure and website.

The CLCS plans to review the C/DLP in 2009 to determine what additional changes may be needed.

Contributions from Regional and Community Literacy Coordinators

Regional Literacy Coordinator (RLC), Julia Dodge provides major support to our initiative through her expertise, regional networking, resources and forums.

Resources

We would appreciate being able to keep the array of resources, outlined above, that have supported the initiative to date.

PART II

Summary of the Community/District Literacy Plan

(June 2007)

THE PLAN

The steering committee identified five strategies in their action plan with success statements for each area of focus. These include:

- 1) Reach out to adults in need of help from others. Give them support, services and programs that bring back the desire to learn.
- 2) Reach out to parents and care-givers of young children. Give them skills, tools and support to develop a love of learning and school-readiness in their child.
- 3) Work alongside the existing system of family development programs to increase pre-literacy supports and program sustainability.
- 4) Work alongside community agencies to encourage and develop learning opportunities for youth to progress beyond their current capabilities.
- 5) Work with local businesses to create or improve literacy and employability skills training in the workplace.

Success statements for each strategy are included in the logic model as Outcomes.

Logic Model Strategy # 1:

To have appropriate services and programs in place that reach out to isolated, marginalized individuals and families who are not currently accessing literacy services and programs.

Inputs	Activities	Outputs (direct product)	Outcomes
<ul style="list-style-type: none"> - Resources - Funding from Literacy Now - CLCI members - Staff - Equipment & Supplies - Constraints - Time 	<p>CI to host a ½ day Forum with agencies and organizations involved in outreach. E.g.: Homeless Outreach (Salvation Army); Community Corrections; Ann Davis Society; Chilliwack Works; Youth Services; Food Bank; Health Unit; Library; Chilliwack Community Services; Mental Health; Services Canada; Social Issues Committee; Chilliwack Social Research & Planning Council & those organizations that have programs or could have programs, esp. Chilliwack Employment Services</p>	<p>Formation of Task Group that identifies action steps needed to coordinate outreach efforts.</p> <ul style="list-style-type: none"> - to work with coordinator 	<p>To have service providers working with literacy coordinator and creating programming that weaves literacy into the service they provide and directing their clientele toward available programming so that their clientele seek out this programming.</p>

INDICATORS

Short term outcomes	Intermediate outcomes	Long-term outcomes
<ul style="list-style-type: none"> - action items are realized - service providers report that they gained understanding of importance of their role in informing/directing their clients to seek programming and/or including literacy programming into their services 	<ul style="list-style-type: none"> - service providers have included literacy programming into their services - service providers report informing/directing their clients toward available programming. 	<ul style="list-style-type: none"> - individuals served report: - accessing literacy services and programs - their children having positive experiences when they enter the school system - making new friends - voting in last election - feeling positive about themselves and their lives - using library services - improved employment income - enrolling in adult upgrading programs

LOGIC MODEL STRATEGY # 2

To locate and support isolated parents with young children at risk of not being reading-ready for Kindergarten and isolated and unregistered child care providers to gain awareness, skills and tools to foster pre-literacy and emerging literacy development in young children in their care.

Inputs	Activities	Outputs (direct product)	Outcomes
Resources: - funding from Literacy Now - CLCI members - staff - equipment & supplies - Sto:lo's Head Start program - Prenatal to Nine Committee's Strategic Plan	a. Collaborate with the local Health Unit and / or other home visiting professionals to introduce literacy outreach worker /volunteer's (OWL) through home visiting program to families whose young children are at risk of not being school ready by age 6	Literacy outreach services to vulnerable families plan, (addressing who will recruit and train, where training will be done, curriculum to be used, supervision of workers, etc.)	Increased parental awareness of the role they can fulfill in their children's school readiness. Increased parental participation in community reading readiness learning opportunities.
Constraints: - time - the availability of home visiting staff, given workload demands - supervision of OWLs - availability of curriculum for training OWLs	b. Orientation of home visiting personnel to literacy outreach initiative and how to introduce OWLs.	Local home visiting personnel oriented and ready to work with OWLs.	Home visiting personnel are working with OWLs, introducing them to families who can benefit.
	c. Recruit and train OWLs.	Cadre of trained OWLs ready to work with families.	Increased school readiness of children from families who struggle with literacy issues.
	d. Collaborate with community organizations (especially Childcare Task Group of Early Years Committee) to seek out isolated and unregistered childcare providers to support them in weaving literacy into their early childhood education activities.	Meetings between previously isolated and unregistered childcare providers and OWLs. Packages / resources compiled to support providers.	Increased literacy activities of previously isolated and unregistered childcare providers' programs. Increased connections to community supports for previously isolated, unregistered providers.

Strategy #2 continued...

To locate and support isolated parents with young children at risk of not being reading-ready for Kindergarten and isolated and unregistered child care providers to gain awareness, skills and tools to foster pre-literacy and emerging literacy development in young children in their care.

INDICATORS

Short-term outcomes	Intermediate outcomes	Long-term outcomes
a. Parents are establishing positive connections and meeting with OWLs.	<p>Parents beginning to use the tools/information provided to support their children's pre-literacy or emerging literacy learning.</p> <p>Parents beginning to bring their children to the library, family resource centers or other places to support their children's early learning and literacy.</p>	Children enter kindergarten school-ready.
b. Home visiting professionals understand the importance of introducing the topic of literacy to parents at this very early age.	- PHN and OWLs report they work well as a team and have been able to establish a trust/relationship with their clients.	Home visiting professionals incorporating literacy supports and activities into their routines with families.
c. Recruiting and training logistics of OWLs program established and operating smoothly.	OWLs are trained, working in teams with PHNs and establishing relationships with target families in the community.	A sustainable system of recruitment and training of OWLs and of collaborative relationships with home visiting programs is in place in the community.
d. Previously isolated, unregistered childcare providers report and OWLs report positive, constructive relationships being established.	<p>Providers using information / tools provided in their activities with their children to boost reading readiness skills.</p> <p>Providers introducing the parents they serve to literacy learning opportunities</p>	Children from unregistered childcare enter kindergarten school-ready.

LOGIC MODEL STRATEGY # 3

To collaborate with local Early Years Committee to develop a long-term sustainability plan for the neighborhood-based system of high quality family development programs for children in the Early Years and their families. Promote local support to increase program sustainability.

Inputs	Activities	Outputs (direct product)	Outcomes
Resources - funding from Literacy Now - CLCI members - staff - equipment & supplies Constraints - time - money to hire a research assistant	a) Identify key program stakeholders, clarify and confirm their commitment to existing framework and programs.	Document(s) outlining the model/framework for family development programming for early year's population with commitments from key stakeholders.	Clarity and consensus on the framework and programs desired.
	b. In collaboration with Early Years Community Champion and Success By 6, raise awareness in the community and among community groups to encourage financial and in-kind support to help sustain programs.	Meetings, presentations, promotional materials.	Increased awareness among potential local funders of the value of early years programming and need to support them financially on a long-term continuing basis. New commitments of material support.
	c. Study the most current literature and other exemplary models (e.g. Britannia – Vancouver) for knowledge to help refine program delivery for efficiencies and effectiveness.	Executive summaries of findings for CLCI, with suggestions / recommendations for refinements to programs or system of programs. Presentation(s) of findings to program operators and key program stakeholders.	Programs' and / or system of programs' efficiencies and effectiveness are strengthened.

Strategy #3 continued ...

To collaborate with local Early Years Committee to develop a long-term sustainability plan for the neighborhood-based system of high quality family development programs for children in the Early Years and their families. Promote local support to increase program sustainability.

INDICATORS

Short-term outcomes	Intermediate outcomes	Long-term outcomes
a. Key program stakeholders report satisfaction on shared vision of framework and on-going collaboration.	Key stakeholders maintain their role and contribution to agreed-upon programming	Reduced proportion of vulnerable children as measured by the EDI (Early Development Instrument).
b. Community groups / individuals report increased awareness of the impact Early Years programming has on the community. Community groups implement fundraising activities to support programming.	Community funders continue to support the established programming. Programs report increased material support from community groups and individuals.	Program stability leading to well-attended, utilized programs by target population.
c. Providers report ways in which programs have been refined to strengthen efficiency or effectiveness.	There is an exchange of knowledge about effective programming between groups and communities.	Programs are well attended due to their relevancy and easily visible benefits. Participants / past participants become involved with program ideas, development, delivery and evaluation.

LOGIC MODEL STRATEGY #4

To facilitate the development of a strategic community plan for At-risk youth (ages 7-18).

Inputs	Activities	Outputs (direct product)	Outcomes
Resources - funding from Literacy Now - CLCI members - staff - equipment & supplies - literacy coordinator	Facilitate the development of a strategic plan for at-risk youth that establishes a network of communication among agencies and organizations that combines services and shares resources. To work with agencies and organizations that work with at-risk youth (RCMP, MCFD, CCS, SD #33, CYC) and develop a process for information sharing.	Formation of a strategic plan to strengthen safety net for youth.	To have in place a coordinated system of services for At-risk youth.

INDICATORS

Short Term Outcomes	Intermediate Outcomes	Long-Term Outcomes
A literacy coordinator is hired and establishes the key components to creating a strategic plan along with a good working relationship with key youth service providers.	Key youth service providers work together with Literacy coordinator to establish a long-term sustainable strategic plan. The plan is approved and adopted by all key service providers. The plan is set in motion.	Graduation rates increase. Graduates who were once 'at-risk' report positively on the help they received through the At-risk programs. Educators and parents report positively about relevancy, accessibility and continuity of At-risk programming.

LOGIC MODEL STRATEGY # 5

To develop a strategy with business and employment stakeholders to integrate or create literacy & essential skills training into the workplace.

Inputs	Activities	Outputs (direct product)	Outcomes
<p>Resources: -funding from Literacy Now -CLCI members -Chamber of Commerce -Services Canada -Employers Association -Unions -Education community -staff -equipment & supplies</p> <p>Constraints: -time -prior mindset -program costs -seasonal pressures -seasonal employment -motivation -no government incentives to offset higher costs to employer ('unproductive' time -> burden costs).</p>	<p>a. Seek out government incentives offered to business for employee literacy and skills upgrading.</p>	<p>Inventory of employer incentive programs available.</p>	<p>Increase literacy and essential skill levels of employees.</p>
	<p>b. Launch 'Literacy in the Workplace' awareness campaign to foster collaboration between employer and employee associations, including hosting a seminar(s) to raise employer & employee awareness about the benefits of initiatives to strengthen literacy and workplace essential skills.</p>	<p>Promotional package and strategy. Presentations to key groups & stakeholders.</p>	<p>Key stakeholders aware and committed.</p>
	<p>c. Hold strategic planning sessions to create workplace literacy & learning plans.</p>	<p>A plan.</p>	<p>Buy in from key stakeholders for training initiatives.</p>
	<p>d. Design workplace programs in collaboration with employers and employees.</p>	<p>Workplace literacy and essential skills program(s) developed and a workplace pilot(s) established.</p>	<p>Employees attending programs and gaining skills.</p>
	<p>e. Work with local media to run a series of workplace-literacy articles and human-interest stories from both employers & employees perspectives.</p>	<p>Awareness campaign created and delivered. Human interest stories presented in local media. Radio spots secured.</p>	<p>Increased public awareness of workplace literacy issues and increased support for learning opportunities to be made available.</p>

Strategy #5 continued

To develop a strategy with business and employment stakeholders to integrate or create literacy & essential skills training into the workplace.

INDICATORS

Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes
a. CLCI aware of incentive programs available.	Employers aware of incentive programs available.	Greater use of incentive programs.
b. Employers report stronger investment in supporting employee literacy. Employees are motivated to seek out and participate in ongoing literacy training and skill development.	Increased involvement of employers in workplace initiatives to support and encourage employee literacy and skill development.	Increased literacy and skill development in the workplace.
c. Employers generating new ideas about how they can foster workplace literacy and skill development.	Employers initiating awareness-raising and learning opportunities among their employees.	Employers satisfied with the level of literacy and skills demonstrated by employees to fulfill their duties.
d. Several models of workplace initiatives are underway in Chilliwack.	Literacy and skill development programs and pilot site(s) in place and functioning well.	Employers report: <ul style="list-style-type: none"> - increased employee accuracy - decreased employee turnover - increase in profits due to fewer employee errors Employees report: <ul style="list-style-type: none"> - increased confidence levels - increased wages
e. Positive responses from public on media stories.	Media reports successes from both employee and employer perspectives.	New employers adopt the literacy and learning initiatives

PART III

SD 33 Assets Related to the Community/District Literacy Plan

UPDATE OF “APPENDIX D” OF THE PLAN

CHILLIWACK SCHOOL DISTRICT NO.33

An Inventory of School-based Assets
related to the strategies of
A Community/District Literacy Plan for Chilliwack
and the Pillars of ReadNOW BC

Updated May 2009

CHILLIWACK SCHOOL DISTRICT

Note: (AC) refers to strategies drawn from the Achievement Contract; (LIG) refers to Literacy Innovation Grant strategies

Community Plan Strategy #1 – To have appropriate services and programs in place that reach out to isolated, marginalized individuals and families who are not currently accessing literacy services and programs.

School-based Assets related to identifying and reaching out to isolated, marginalized groups, including:					
	Early Learners	K – 12 Learners			Adult Learners
		Grades K – 3 Learners	Grades 4 – 9 Learners	Grades 10 – 12 Learners	
Some Schools	<ul style="list-style-type: none"> - Strong Start Programs - Workshops for Teen Parents - Parents as Literacy Supporters (PALS) - Central Gateway Project 	<ul style="list-style-type: none"> - Central Gateway Project 	<ul style="list-style-type: none"> - CHANCE Alternate School - Middle School sheltered programs for Gr.7 students - Central Gateway Project - PLC Case Management Report System (AC) 	<ul style="list-style-type: none"> - Chilliwack Education Centre 	<ul style="list-style-type: none"> - PALS - Chilliwack Education Centre - Sardis Doorway Program - Central Gateway Project
Many Schools		<ul style="list-style-type: none"> - Adult volunteer reading programs for under-supported children - Breakfast and Lunch programs 	<ul style="list-style-type: none"> - Breakfast and Lunch programs 	<ul style="list-style-type: none"> - Secondary sheltered programs: APPLE @ Chilliwack Secondary; SPUD @ Sardis Secondary 	<ul style="list-style-type: none"> - Parent volunteer training program in school libraries
District-wide	<ul style="list-style-type: none"> - Ready-Set-Learn in schools - Ready-Set-Learn district-wide fairs - EDI data collection - Early Kindergarten registration to extend 	<ul style="list-style-type: none"> - Home Reading programs - All Aboard for Kindergarten Program with Fraser Valley Regional Library - Grade 1 Book Distribution 	<ul style="list-style-type: none"> - Treatment Resistant Youth Task Force - Care Teams - Identification and Tracking of at-risk students in “300 files” (AC) 	<ul style="list-style-type: none"> - Treatment Resistant Youth Task Force - Care Teams - Identification and Tracking of at-risk students in “300 files” (AC) 	<ul style="list-style-type: none"> - Fraser Valley Distance Education School

	time available for intervention by agencies (AC)	by TD Bank - Care Teams - Identification and Tracking of at-risk students in "300 files" (AC)			
<p>2008/2009 Update</p> <ul style="list-style-type: none"> All projects continuing with highlights noted below. K-12 results reported in District Achievement Contract. Strong Start sites increased; longitudinal data continues to be collected at one site with regard to student progress in subsequent school years (McCammon Elementary). PLC Case Management System pilot has been integrated as transition notes into eSIS and is now used by all Middle/Secondary schools. EDI data collection: shows growth in the language and cognitive development domain. Age 4 Autumn Kindergarten Registration at most schools. Treatment Resistant Youth Taskforce Joint School District/Chilliwack Youth Commission Professional Development Day (May 15, 2009) focused on Restorative Practices. 					
<p>Plans for 2009/2010</p> <ul style="list-style-type: none"> Continue with the programs above, with ongoing monitoring in relation to the indicators and targets outlined in the District Achievement Contract. The Youth Literacy Task force will work with the Chilliwack Youth Commission (CYC) to embed literacy development the CYC Strategic Plan. 					

Community Plan Strategy #2 – To collaborate with the local Early Years Committee to develop a long-term sustainability plan for the neighborhood-based system of high quality family development programs for children in the Early Years and their families, and to promote local support to increase program sustainability.

School-based Assets related to the development of high-quality family development programs for children in the Early Years targeted at:					
	Early Learners	K – 12 Learners			Adult Learners
		Grades K – 3 Learners	Grades 4 – 9 Learners	Grades 10 – 12 Learners	
Some Schools	<ul style="list-style-type: none"> Families in Motion Central Gateway Strong Start Families First Sardis Doorway Site-based daycare 	<ul style="list-style-type: none"> Families in Motion Central Gateway Community School programs at Promontory Heights, Central, Yarrow, and Cultus Lake Elementaries 	-	<ul style="list-style-type: none"> Teen Parent program at Chilliwack Education Centre 	<ul style="list-style-type: none"> Families in Motion Central Gateway Strong Start Families First Sardis Doorway

Many Schools					
District-wide		- Health and Career Education curriculum (HACE)	- HACE		
2008/2009 Update					
<ul style="list-style-type: none"> • Power to Parent workshops have concluded. • Three schools participated in the CRAWLL. 					
Plans for 2009/2010					
<ul style="list-style-type: none"> • Series of workshops in Child Development to be offered to all Kindergarten teachers, including sessions on supporting parents and caregivers. 					

Community Plan Strategy #3 – To locate and support isolated parents with young children at-risk of not being reading-ready for Kindergarten, and isolated an unregistered child care providers to gain awareness, skills, and tools to foster pre-literacy and emerging literacy development in young children in their care.

School-based Assets related to the Pre-Literacy, Emerging Literacy, and Ongoing Literacy Development of at-risk children/students:					
	Early Learners	K – 12 Learners			Adult Learners
		Grades K – 3 Learners	Grades 4 – 9 Learners	Grades 10 – 12 Learners	
Some Schools	<ul style="list-style-type: none"> - Parents as Literacy Supporters (PALS) - Sardis Doorway Program 	<ul style="list-style-type: none"> - Language for Learning (LIG) - Reading Mastery - Raise-A-Reader program - Read 'n' Rec Summer Literacy Program (AC) 	<ul style="list-style-type: none"> - Fast Track Reading intervention (LIG) - Middle School sheltered Grade 7 programs (AC) - REWARDS program - Chilliwack Bruins Reading Program - AVID 	<ul style="list-style-type: none"> - Grade 10 Summer English Project at SSS 	<ul style="list-style-type: none"> - PALS - Family Book Club at Central Library
Many Schools		<ul style="list-style-type: none"> - Read Naturally (AC) - Talking Tables (LIG) - "Read-to-Me Grandparents" 	<ul style="list-style-type: none"> - SmartReading Action Research Project (AC; LIG) - Read Naturally - Kiwanis Super-Reader Program 	<ul style="list-style-type: none"> - Sheltered Grade 10 programs (APPLE; SPUD) - Study Skills programs 	<ul style="list-style-type: none"> - Training programs for parent volunteer readers

District-wide	<ul style="list-style-type: none"> - Teacher-Librarians' Pre-school Program (AC) 	<ul style="list-style-type: none"> - Teacher-Librarian staffing - Early Literacy Screening, Assessment, and Intervention (AC) - IEPs - Built-in time for teacher collaboration (AC) - Buddy Reading programs 	<ul style="list-style-type: none"> - Teacher-Librarian staffing - Summer School - Accelerated Reader - IEPs - NEO Writing project - Articulation of library resources from elementary to middle (AC) - Common Grade 9 exams (AC) - Built-in time for teacher collaboration (AC) - Literacy Assessment at Grades 6 and 9 (AC; LIG) - High interest / Low vocab, and digital/audio/large print resources across curric (AC) 	<ul style="list-style-type: none"> - Teacher-Librarian staffing - Learning Assistance blocks - Summer School Programs - IEPs - Funding for teacher collaboration (AC) - Counseling programs 	
<p>2008/2009 Update</p> <ul style="list-style-type: none"> • Oral Language Action Research Projects in 14 schools has been completed; Talking Tables has been implemented in most SD33 Kindergarten classes. • Moe the Mouse Action Research Project has been added as an Oral Language Intervention for Kindergarten Learners; project staffing and resources have been funded jointly by Community Link and Aboriginal Education Department. • Primary Reading Intervention Class in two schools (Watson/Bernard). 					
<p>Plans for 2009/2010</p> <ul style="list-style-type: none"> • Coaching and new resources related to literacy instruction will be provided to intermediate teachers. Specific focus will be on addressing literacy needs of vulnerable learners. 					

Community Plan Strategy #4 – To facilitate the development of a strategic community plan for At-Risk Youth (ages 7 – 18).

School-based Assets related to developing a community plan for At-Risk Youth (ages 7 – 18):					
	Early Learners	K – 12 Learners			Adult Learners
		Grades K – 3 Learners	Grades 4 – 9 Learners	Grades 10 – 12 Learners	
Some Schools		<ul style="list-style-type: none"> - SWIS behaviour tracking system (AC) 	<ul style="list-style-type: none"> - CHANCE Alternate School - Middle School sheltered programs for Gr.7 students - AVID - SWIS behaviour tracking system (AC) 	<ul style="list-style-type: none"> - Chilliwack Education Centre - Fraser Valley Distance Education School 	<ul style="list-style-type: none"> - Chilliwack Education Centre - Fraser Valley Distance Education School
Many Schools		<ul style="list-style-type: none"> - Friends Program 	<ul style="list-style-type: none"> - Sports Programs 	<ul style="list-style-type: none"> - Secondary sheltered programs: APPLE @ Chilliwack Secondary; SPUD @ Sardis Secondary 	
District-wide		<ul style="list-style-type: none"> - Child Care Workers (School-based) - Effective Behavior Support (AC) 	<ul style="list-style-type: none"> - Treatment Resistant Youth (TRY) Task Force - Teen Book Club for gifted youth - Effective Behavior Support (AC) - Destination Imagination - Chilliwack Gardens Program - Access by all to materials at independent reading level (AC) 	<ul style="list-style-type: none"> - Apprenticeship Programs (AC) - Trades Programs (AC) - Work Experience Department - Sports Programs - Transition Facilitation Project with UFV (AC) 	

<p>2008/2009 Update</p> <ul style="list-style-type: none"> • District Behaviour Facilitator positions have become Child Care Worker positions • Formation of Youth Literacy Task Group
<p>Plans for 2009/2010</p> <ul style="list-style-type: none"> • Literacy is embedded into strategies of they CYC • Revisiting the Bridge Program to strengthen effectiveness in supporting students toward school completion

Community Plan Strategy #5 – To develop a strategy with business and employment stakeholders to integrate or create literacy and essential skills training at the workplace.

School-based Assets related to the development of workplace literacy and essential skills:					
	Early Learners	K – 12 Learners			Adult Learners
		Grades K – 3 Learners	Grades 4 – 9 Learners	Grades 10 – 12 Learners	
Some Schools			- Vancity's Youth Credit Union Program	- Agriculture courses - ACE-IT	
Many Schools			- Computer Animation - Filmmaking		- Community Access Programs
District-wide		- Health and Career Education curriculum	- Health and Career Education - Applied Arts and Technology programs	- Planning 10 - Graduation Transition Liaison with UFV (AC) - Trades and Apprenticeship Programs (AC) - Work Experience Department - Applied Technology programs	- Free courses for adult school completion - Education Centre programs - Central Gateway programs

<p>2008/2009 Update</p> <ul style="list-style-type: none"> • HACE continues to be implemented in classrooms. • Apprenticeship program continues to expand. • B/AA courses developed in Lodging Management and in Aviation
<p>Plans for 2009/2010</p> <ul style="list-style-type: none"> • Planned expansion of ACE –IT from welding, possibly to include a foods program.

RECOMMENDATION—The addition to the Community Plan of a sixth strategy:
Community Plan Strategy #6 – To monitor each of the above 5 strategies in terms of their application and impact on people of Aboriginal heritage.

School-based Assets related to the Literacy Development of people of Aboriginal origin.					
	Early Learners	K – 12 Learners			Adult Learners
		Grades K – 3 Learners	Grades 4 – 9 Learners	Grades 10 – 12 Learners	
Some Schools	- PALS	- Read 'n' Rec (2 seats) - Primary Alter-Native program - Full-day Kindergarten - ESD (English Skills Development) - Bronco Buddies	- Intermediate Alter-Native program - LUCID intermediate program (LIG) - PLC Case Management Project for tracking students (AC) - Bronco Buddies		- PALS
Many Schools					
District-wide	- Ready-Set-Learn at Tzeachten Longhouse	- Aboriginal Education Literacy Kits in all schools - Aboriginal Education Department - Successmaker purchased by AEAC	- Sto:lo Alternate School - Halqemeylem Language classes - Aboriginal Education Literacy Kits in all schools - Aboriginal Education Dept. - Successmaker purchased by AEAC - Longhouse Extension Program for all grade 4s	- Aboriginal Education Dept. - Aboriginal Education funding for students who need to complete courses for credit - Aboriginal Work Experience and Apprenticeship Worker - Yellow Cedar Learning Centre	
2008/2009 Update					
<ul style="list-style-type: none"> • Moe the Mouse Aboriginal Oral Language development program implemented in 8 schools. • The research aspects of the LUCID intermediate program officially have ended, though the practices carry on in participating schools. 					

Plans for 2009/2010

- Continue and expand the Moe the Mouse action research project. A report of effectiveness of the program is being prepared.
- Strategies within the EA and LEA's will be implemented once all are signed.

Acronym Key

AC	Achievement Contract
ACE-IT	Accelerated Credit Enrollment in Industry Training
AEAC	Aboriginal Education Advisory Committee
APPLE	Chilliwack Secondary School Alternative Program
AVID	Advancement Via Individual Determination
BAA	Board Authorized Approval courses
C/DLP	Community/District Literacy Plan
CCS	Chilliwack Community Services
CEPCO	Chilliwack Economic Partners Corporation
CLCI	Chilliwack Learning Community Initiative
CLCS	Chilliwack Learning Community Society
CRAWLL	Chilliwack Rally and Walk for Literacy and Learning
CYC	Chilliwack Child and Youth Committee
EA	Enhancement Agreement
EDI	Early Development Instrument
ESD	English Skills Development
ESL	English as a Second Language
ESLSAP	English as a Second Language and Settlement Assistance Program
HACE	Health and Career Education curriculum
IEP	Individual Education Plan
LEA	Local Education Agreement
LIG	Literacy Innovation Grant
LOC	Literacy Outreach Coordinator
LUCID	Learning for Understanding through Culturally Inclusive Development
MCFD	Ministry of Child and Family Development
OWLS	Outreach Workers for Literacy
PALS	Parents as Literacy Supporters
PHN	Public Health Nurse
PLC	Professional Learning Community
RLC	Regional Literacy Coordinator
SPUD	Sardis Secondary alternate Program
SWIS	School-wide Information System
TRY	Treatment Resistant Youth
UFV	University of the Fraser Valley
WES	Workplace Essential Skills Project