

Vancouver Board of Education Annual Literacy Plan

July 2009

Vancouver District Literacy Plan

Introduction

One of the Government of British Columbia's Great Goals is to make British Columbia the best-educated, most literate jurisdiction in North America. In support of this "Goal" the Ministry of Education has set as a priority "Improved literacy for all British Columbians."

Boards of Education are mandated, on or before July 15 of a school year, to establish and make available to the public a district literacy plan for the school year, setting out the plan for improving literacy in the district.

The purpose of the Vancouver Literacy Plan is to provide an update on the work and goals outlined in the 2008 Literacy Plan. It continues to be a summary of the collaborative work of the community literacy partners and a blue print for future action. The plan reflects the ongoing energy and commitment of all the partners who are working together to improve the lives of people working and living in the community.

Vancouver Demographics

Vancouver is a large multicultural city that includes some of the most affluent and impoverished urban neighbourhoods in the country. The population of Vancouver, according to the 2006 census data, is 578,041. This is an increase of 5.9% since the previous census in 2001. Of those numbers, 12.8 % are aged 0-14 years, 74.1% are aged 15 – 64 years and 13% are 65 years and over.

Of the total population, 45.6% are immigrants, 7.6% are recent immigrants (arrived in the last 5 years), 32% speak a non-official language at home and 1.9% reported they were Aboriginal. According to the 2006 census, the percentage of the population living below the poverty line was identified as 26.6%, a slight decrease of .4% from the previous census.

The Vancouver Board of Education has an approximate student population of 56,000. Approximately 30,000 are elementary school students and 25,000 are secondary school students. Of those students, 13,000 are identified as ESL for funding purposes and of the total population of students, 60% speak a language other than English at home.

The City of Vancouver recognizes 23 distinct neighbourhood or communities in Vancouver. Each of these neighbourhoods has unique services, resources and planning processes. This has implications for literacy planning. A Vancouver Literacy Plan is a compilation of neighbourhood literacy plans.

Literacy Definition

The Core Purpose of the VBE is: *“It is our collective responsibility as a school district to ensure the highest quality of learning experiences for all learners, with a focus on engagement, learning and development in a safe, inclusive environment.”*

For the purposes of the plan, a definition of literacy that has been agreed upon by Literacy Now and ReadNow and that aligns with the VBE Core Purpose is being employed. Literacy is defined as “the broad set of skills that enable people to participate more fully in social, economic, family and community life”. Each community, however, will also define literacy in the context of their community.

Vancouver Learning City

The guiding vision of the Learning City is: *“Vancouver is a place which recognizes, values, enables and celebrates learning; a place where all sectors work together to ensure access to learning; a place where residents recognize learning as an essential and integral part of their lives; a place where residents take responsibility for learning throughout their lives.”*

The Vancouver Learning City (VLC) initiative has been publicly launched this year and activities are underway to engage people who live and work in the city. The four primary goals are: (1) Promoting a Culture of Learning, (2) Facilitating Useful Connections and Dialogue, (3) Providing a Neutral, Central Clearinghouse of Resources, and (4) Sustaining the Value and Relevance of the VLC. Spearheading the initiative is a working group co –chaired by Chris Kelly (Superintendent, Vancouver Board of Education) and Paul Whitney, (City Librarian, Vancouver Public Library).

The intent of the VLC is to contribute to the promotion and support of learning. Its purpose is to build a culture of learning throughout the city, where people’s desire to learn and grow are promoted, valued, and made simpler to achieve- whether for personal fulfillment, the development of family and community, or to achieve their work-related goals. The Vancouver Learning City website is now live and up to date. (www.vancouverlearningcity.ca)

Three initiatives are currently underway:

1. *“Celebrate Learning!”*
Organizations and people are invited to join an inventory of partners to share ideas.
2. *The “What is Learning?” Campaign.*

People are invited to share their thoughts on what is meaningful through words, images, music, etc

3. Design a Logo Design Contest.

Neighbourhood Centres of Learning in a Network of Learning

Neighbourhoods of Learning (NoL) continue to be a significant planning focus within the District. Based on the understanding that an individual's learning and development are best and fully served when schools, families, community organizations and services, together provide for the individual's learning in an integrated, coherent and coordinated way, NoL is an organizing framework that strives to broaden educational and developmental opportunities by locating a wide array of programs and learning experiences closer to home. By connecting with and building upon existing community resources, students, families and pre-school aged children will have a broader access to additional learning and development opportunities. It is an inclusive approach to planning the use of school space.

Funding from the Government of BC to implement pilot projects in three schools in Vancouver has provided the District with the opportunity to move this vision forward in three Neighbourhood Centres of Learning. Queen Mary Elementary, General Gordon Elementary, and Lord Strathcona Elementary schools will undergo renovations to restore their historical buildings or replace existing structures and these new school facilities will include services on site that will benefit students and the community. The District, working in partnership with the Ministry of Education, has contracted with a consultant to carry out the initial planning work. A Steering Committee of Ministry and District staff is overseeing this work.

A series of consultations with the school staff, parents and community of each of the three sites was held in April of 2009. The outcomes of these information-gathering sessions are intended to identify and engage future community partners, identify learner needs, and develop a blueprint for addressing these needs within the school and the neighbourhood.

The Vancouver District Literacy Plan and Community Literacy Plans

The 2009/2010 Vancouver District Literacy Plan outlines the literacy initiatives and goals of the District, the Vancouver Public Library and Vancouver Community College as well as the goals identified by neighbourhoods in their community literacy plans. It also summarizes the planning processes currently underway in six neighbourhoods in Vancouver.

During the 2007/2008 school year, two Vancouver neighbourhoods (Mount Pleasant and Renfrew Collingwood) developed a Community Literacy Plan. These neighbourhoods are currently in the implementation phase of their plans. This year three additional neighbourhoods received Literacy Now funding to create a Community Literacy Plan. These neighbourhoods (Kitsilano, Marpole, South Vancouver) are in the early stages of developing their plans.

Ideally, the long-term vision is that all Vancouver neighbourhoods will be supported in developing a Community Literacy Plan. However, we recognize that resources are limited and we must, therefore, establish criteria and priorities when selecting neighbourhoods. As well, while each neighbourhood will develop a plan that reflects the unique assets and needs of their community, it is important to establish a process that coordinates this work and to provide a forum for sharing information and resources. Coordinating and supporting this work is a Vancouver Neighbourhood Literacy Planning Support Committee.

Vancouver Neighbourhood Literacy Planning Support Committee

The role of the Committee is to oversee the development of the Community Literacy Plans, ensure alignment with an overall vision for a Vancouver Literacy Plan and provide support and resources to the neighbourhoods as they identify priorities and establish goals for their community. The Committee is a cross-sectoral group representing the Vancouver Board of Education, the Vancouver Public Library, the City of Vancouver, Vancouver Community College, and community organizations. Each of the communities working on developing or implementing a Community Literacy Plan sits on the Committee. (See Appendix 1 for the list of Committee members.)

Work of the Committee: 2008/2009

The Committee met four times over the winter and spring. The work of the Committee this past year has included:

- developing criteria for the selection of new neighbourhoods
- identifying three new neighbourhoods to receive Literacy Now funding
- meeting with the neighbourhoods to provide background information and support documents
- developing the criteria for distributing new funding from the Ministry of Education to support literacy plan coordination
- continuing to provide a venue for updates and sharing issues from all the neighbourhoods
- updating the neighbourhoods on provincial planning
- updating the neighbourhoods on city-wide initiatives such as the VBE Aboriginal Enhancement Agreement and the VPL Aboriginal Initiative
- supporting the new neighbourhoods in the development of their community literacy plan

- organizing information sessions on the Literacy BC Directory of Services template
- developing criteria for the allocation of resources to support the communities developing an on-line directory of literacy services
- reviewing and providing Committee input into the development of the District Literacy Plan

VBE Literacy Plan Facilitator

The role of the part-time VBE Literacy Plan facilitator has been one of liaising and communicating between the community literacy planning initiatives in the six neighbourhoods and the Vancouver Literacy Support Committee. The facilitator attends the meetings and community consultations in each of the neighbourhoods. As well, the facilitator attends the Literacy Support Committee meetings.

The facilitator, in addition to ensuring that communities are aware of the District Literacy Plan purpose, also helps, in collaboration with the Regional Literacy Coordinator and Literacy Now, to support the neighbourhoods in the development of their literacy plan.

The facilitator incorporates the goals of the neighbourhoods as well as the goals of the VPL, VCC and the VBE in a District Literacy Plan.

Vancouver Regional Literacy Coordinator

The Regional Literacy Coordinator (RLC) works full-time with the literacy partners (Literacy BC, Literacy Now, local educational institutions, and other community-based organizations) to develop regional literacy networks and to build the capacity of the community to deliver and sustain local literacy programs and services. Specifically, the Regional Literacy Coordinator shares information and resources with literacy practitioners, delivers regional training and/or professional development events for practitioners, and organizes events for literacy learners. As well, the RLC undertakes consultation, community development, and partnership building within the region on an ongoing basis, working closely with community groups to identify literacy needs, build local resources, and provide relevant information, tools, and ongoing support.

Community Literacy Plans: Phase 3 Implementation

Renfrew Collingwood:

***Lead Agency: Collingwood Neighbourhood House
Literacy Outreach Coordinator: Julie Cheng***

The community of Renfrew Collingwood is located in Southeast Vancouver. It is bounded by 41st, Boundary Road, Nanaimo and Broadway. While Renfrew Collingwood has a long history, it is a community that has experienced rapid growth and densification in the last ten years. There is an active Aboriginal community as well as a high immigrant population. It also has one of the highest populations of children 0-6 years and school aged in Vancouver.

Renfrew Collingwood completed its Literacy Plan in September of 2008 and is now in the implementation stage. Its Literacy Plan can be viewed on the 2010 Legacies Literacy Now website at www.2010legaciesnow.com/literacy_now_communities/.

The Literacy Committee has remained stable and continued to meet monthly. Julie Cheng, the facilitator during Phase 1 and 2, was hired as the Community Literacy Outreach Coordinator, which has ensured a smooth transition into the implementation stage.

The following activities have taken place during this initial phase of implementation:

1. Gathering additional demographic and statistical data of the neighbourhood. Data includes college programs attended, education levels, income levels, languages spoken, occupations, and employment status
2. Exploring mapping initiatives with community partners that are focused around school catchment areas. Mapping information will include identifying transportation routes, available community spaces, population demographics, resident skills, community gathering places, parks and outdoor spaces, where people attend programs and what they are interested in.
3. Participation in Family Literacy Week
4. Conducting neighbourhood conversations that focus on what residents would like to see and do in their community.

5. Identifying the priority two strategies from the literacy plan and creating sub committees and an action plan. The two strategies of focus are: Know your Neighbourhood (Mapping) and Connecting Residents.
6. Contracting with residents to implement the action plans of the two strategies.

(See Appendix 2)

Mount Pleasant:

***Lead Agency: Mount Pleasant Neighbourhood House
Literacy Outreach Coordinator: Tracey Mann***

Mount Pleasant, in East Vancouver, is bounded by 16th Ave., Clark, Cambie and Great Northern Way. Mount Pleasant was the first suburb in the City of Vancouver. This well-established community has experienced many changes over the years and has emerged as a cultural, social and economic mosaic resulting in Mount Pleasant being one of the most diverse neighbourhoods in Vancouver. It is home to multiple ethnic groups, multi-generational families, a high number of lone parent (mother/father) families as well as a mix of families and individuals that represent diverse socio-economic backgrounds.

Mount Pleasant completed its Literacy Plan in Sept. 2008. The literacy plan can be viewed on the Legacies Now website at www.2010legaciesnow.com/literacy_now_communities/.

The Mount Pleasant Literacy Task Group has remained stable and continues to meet during the Implementation Stage.

The following activities have take place during this initial phase of implementation:

1. Hiring of a Literacy Outreach Coordinator
2. Development of a 2009/2010 Literacy Outreach Work Plan
3. Establishing a sub committee to begin planning for a Literacy Fair in October 2009
4. Working with Literacy BC and Collingwood Neighbourhood House to begin planning the development of an online resource directory of services.
5. Ongoing participation in a city-wide literacy task group, including sharing tools and resources with new communities to implement their literacy plans.

(See Appendix 3)

Community Literacy Plans: Phase 2 Development

South Vancouver:

***Lead Agency: South Vancouver Neighbourhood House
Literacy Outreach Coordinator: Wei-Wei Sieu***

South Vancouver Neighbourhood House serves a large geographic area encompassing three Vancouver communities: Sunset, Killarney/Champlain and Victoria/Fraserview, indicating how few services exist in this part of Vancouver.

The community of Sunset, the focus of the Community Literacy Plan, is located between Ontario Street and Knight Street and extends from 41st Street to the Fraser River.

The population of Sunset is approximately 35,500, an increase of 5.4% since the 2001 census. Approximately one quarter of the population identifies Punjabi as their mother tongue while one quarter indicates Chinese as their first language. This diverse community also includes high numbers of residents who are Filipino and Vietnamese. Approximately one quarter of the population are identified as living in low-income households, 16% are single parent families and 40% of the dwellings are rental housing.

Sunset is a stable, residential community, rich in history, and comprised of vibrant and culturally diverse neighbourhoods.

Kitsilano:

***Lead Agency: Kitsilano Neighbourhood House
Literacy Outreach Coordinator: Emily Palmer***

Kitsilano Neighbourhood House serves the entire Westside of Vancouver. This large geographic area is comprised of 114, 723 people living in six different communities. These communities are:

- Kitsilano
- West Point Grey
- Arbutus Ridge
- Dunbar
- Kerrisdale
- Shaughnessy
- UBC Endowment Lands

The demographic characteristics of residents who access programs on the Westside are becoming increasingly diverse. Specifically, service providers are

seeing more low-income residents, immigrant new comers, lone parent participants, and isolated seniors.

The Kitsilano/Westside Literacy Community Plan will focus on the neighbourhoods of Kitsilano, Arbutus Ridge and parts of Point Grey/ UBC Endowment Lands. The areas of Point Grey/ UBC Endowment lands that will be included are Jericho Military Base, low-income BC housing near Jericho Beach and U Hill Elementary & Secondary Schools. The Kitsilano/ Westside Literacy Community Task Force focused on these areas due to geographic connectedness, high need/ lack of resources and the need to focus their resources. The general boundaries of this area are the water to 33rd, Acadia to Burrard.

Marpole:

Lead Agency: Marpole Oakridge Family Place and Marpole Oakridge Area Council Society

Marpole, one of the oldest communities in Vancouver, is located on the southern edge of the city of Vancouver. It is approximately bordered by Angus Drive to the West, 57th Avenue to the North, Main Street to the east and the Fraser River to the South. It is a predominantly residential neighbourhood of 24,000 residents, an increase of 6.1% since the last census in 2001. According to the 2006 census 48% of the population indicated Chinese as their mother tongue. Apartments account for 56% of the housing and 57% of the population live in rental housing. There has been a slight increase in the population living in low income housing from 30% to 32% over the past 5 years.

Road and bridge development has presented Marpole with additional challenges to maintaining a cohesive and safe neighbourhood and a vibrant business community. The construction of the Oak Street Bridge into Richmond and the Arthur Laing Bridge to the Vancouver International Airport has led to increased traffic and significant thoroughfares cutting through the neighbourhood.

Summary of Phase 2 Literacy Development Work

	Kitsilano	Marpole	South Vancouver
Lead Agency	Kitsilano Neighbourhood House	Marpole Oakridge Family Place and Marpole Oakridge Area Council Society	South Vancouver Neighbourhood House
Literacy Plan Development Coordinator	Emily Palmer	TBA The lead is currently Tracy Howard, Ex Director Family Place	Wei-Wei Sieu
Neighbourhoods Focused on	Kitsilano, Arbutus Ridge, parts of Point Grey and UBC Endowment Lands that include Jericho Military Base, BC Housing near Jericho Beach and U Hill Elementary and Secondary Schools.	Marpole which is bounded by Angus Drive to the west, 57 th Avenue to the north, Main Street to the east and the Fraser River to the south.	Sunset, which is located between Ontario Street and Knight Street and extends from 41 st Street to the Fraser River.
Coordinating Committee	Emily Palmer, (KNH) Catherine leach (KNH), Daniela Esparo (VPL), Renee Chalut (VPL), Diane Ashe (West Side Family Place), John Braithwaite (VPD), Andrea Little (VBE), Sandra McKay (VCC), Thomas Quigley (VPL)	Tracy Howard (Marpole Family Place), Desiree Baron (VPL), Thomas Quigley VPL), Tracey MacLeod Yerxa (Marpole Oakridge Area Council Society), Tyler Brimacombe (MOACS), Marisol Petersen (VBE), Dr. Stefan Haag (Langara College), Eric Lau (SUCCESS), Jan Weiten (VCC), Patricia Steiner (PIRS), Pat Agonchen (VCH), Andrea Little (VBE)	Wei-Wei Siew (SVNH) Christina Campbell (SV Literacy Planning Facilitator), Jazmin Miranda (Vancouver Coastal Health), Susan Faehndrich-Findlay (South Hill Initiative for Neighbourhood Engagement), Sharon Babu (South Vancouver Family Place), Gino Bodi (John Oliver Sec.), Jan Fu (VPL), Pat Steiner (PIRS), Thomas Quigley (VPL) Andrea little (VBE)
Work to Date	Kitsilano began meeting in February 2009. The Committee has met monthly. Activities to date include: - Developing an initial Literacy Task Force - Identifying who else needs to be on the Task Force - Developing Terms of Reference	Marpole began meeting in April. Initial meetings have focused on -Building a Steering Committee -Developing Terms of Reference -Discussion of the hiring process for a coordinator (See Appendix 5)	South Vancouver began meeting in April. Meetings were initially between SVNH and Literacy Now and the Vancouver Literacy Support Committee. Activities to date include: - South Vancouver Neighbourhood House hired a South

	<ul style="list-style-type: none"> - Gathering demographic data - Identifying the neighbourhoods to focus on - Developing a job description for the Literacy Coordinator - Hiring the Coordinator <p>(See Appendix 4)</p>		<p>Vancouver Literacy Planning Facilitator</p> <ul style="list-style-type: none"> - In order to expand the task group to be representative of the community, initial members identified key constituents to invite to Task Group - An ad was placed in the local paper announcing the start of the literacy project - Initial meeting of task group was held to determine neighbourhoods to focus on, who else needs to on the task group, and next steps - Planning for the launch/initial consultation to be held in June - The Committee will participate in South Hill Festival and set up an information table. The table will ask people to write/draw on a poster what their vision for literacy is in Sunset - (See Appendix 6)
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Vancouver Literacy Planning and Processes

The literacy planning and processes for all age groups in Vancouver is characterized by partnerships and collaborations. The VBE works closely with community organizations on many of these initiatives. The Literacy Now projects have strengthened these relationships. The following is a brief description of some of the work taking place in Vancouver.

A. Early Learners: Children 0-6 years

A.1 The Vancouver Public Partners Early Childhood Development Learning and Care Memorandum of Understanding Coordinating Committee

The Vancouver Public Partners ECD MOU Committee met regularly throughout the past year. The Committee continued to provide a forum for sharing information and updates on Early Learning and Development initiatives. As well the Committee focused on the following activities:

- Implementation of Circles of Care, a project focused on developing appropriate community supports for refugee families with children 0-6 years. The Project is a collaboration between the ECD MOU Committee and the Vancouver Windows of Opportunity Coalition.
- Hiring a coordinator in partnership with Windows. This shared position has ensured improved communication and collaboration.
- Working with Windows to organize a forum that will inform the development of strategic directions for the next three years.

A.2 Strategic Plans

All the public partners have developed ECD Strategic Plans or Frameworks that reflects their mandates and long-term visions. The City of Vancouver has developed the “Moving Forward – A Childcare Strategic Plan”. MCFD, in partnership with Vancouver Coastal Health, has developed a Regional ECD Strategic Plan. Vancouver Coast Health has developed its 2008 Population Health Report that includes priorities for early childhood, and the Vancouver Board of Education has approved an Early Learning Framework and Implementation Plan.

A.3 Windows of Opportunity Coalition

Windows of Opportunity, established in 1997, is a citywide, inter-sectoral coalition of community and public agencies working together to support children, youth and families in Vancouver. The VBE as well as MCFD, the City of Vancouver, Health and the Library are the public partners on the Windows Committee.

Its mission is to foster collective responsibility and facilitate joint action to support the well-being of children, youth and families. For further information on Windows

of Opportunity visit their website at vancouverwindowsofopportunity.com/reports.html

Windows has completed an early learning and care strategic plan called ***“Defining our Commitment to Early Childhood Development: Strategic Directions for 2008-2011”*** which can be viewed on the Windows website.

The plan provides direction for the work of Windows and the ECD Public Partners Coordinating Committee. Funding from the United Way of Greater Vancouver and the public partners has been provided to hire a coordinator jointly by Windows and the ECD MOU Coordinating Committee to support this work.

The role of the coordinator is to engage community development initiatives that facilitate the development of the 6 Vancouver networks’ and 3 city-wide groups’ ECD priority(ies) setting and to enhance the capacity, communications and infrastructure of and amongst the networks, city-wide groups, and ECD/MOU Public Partners Coordinating Committee. The process this year will culminate in a Priority Planning session, where the coalition, MOU Public Partners, and funders will select a set of key themes and priorities, review the relevant census data and EDI results and the summary of the themes of the Network, city-wide, and ECD/MOU sessions in order to collectively develop broad strategies that will be implemented over the following three years.

A.4 Neighbourhood Planning and Services

At the neighbourhood level there are many organizations providing early childhood learning opportunities. Neighbourhood houses, family places, family resource centres, aboriginal centres, preschools, licensed child care, family child care, and community centres provide a range of programs both on and off site. Many of these sites offer a variety of child and family programs in one location to meet a continuum of needs and/or are part of a coordinated hub of community services.

Citywide services are provided by organizations such as Mosaic, Family Services, Vancouver Public Health, and Vancouver Public Library etc. It is expected that these citywide programs will be reflected in the neighbourhood strategic plans as well as the Community Literacy Plans. Many of the neighbourhoods have local planning tables that include the service providers, as well as health, the library, and schools.

There are currently 9 Strong Start Centres offered in partnership with a community agency and there are plans to establish 8 more Centres in the 2009/2010 school year.

A.5 The Vancouver Board of Education and Early Learning

Improved school readiness is one of the goals of the Ministry of Education's Service Plan and a mandate of boards of education. " *School readiness* describes the collection of cognitive and social skills, knowledge, dispositions and personal experiences children bring with them when entering kindergarten. *Play-based learning prior to school entry can give children an academic and social advantage in school.*" Ministry of Education Service Plan 2009/10 – 2011/12

Over the past year the Vancouver Board of Education has continued a significant focus on children 0-6 years and their families. Initiatives include:

- Completing a "Vancouver Board of Education Early Learning Framework"
- Hiring an administrator for early learning coordination and development
- Implementing 9 Strong Starts with 8 additional Strong Starts opening in September 2009
- Partnering with Vancouver Coastal Health to develop programs in Strong Start Centres that focus on early literacy, nutrition, and snack preparation in a social setting
- Developing partnerships between the Vancouver Public Library Outreach Librarian and Strong Starts
- Partnering with Science World to develop science lessons for preschool aged children and train Strong Start staff to teach these lessons.
- Supporting the development of a program between the VBE Speech and Language therapist and Aboriginal coordinators. The program, Moe the Mouse, reflects First Nations culture, and will be offered in Strong Start Centres as well as Kindergarten early intervention programs in the elementary schools.
- Organizing professional development opportunities for Strong Start staff
- Providing opportunities for elementary principals of schools with Strong Start Centres to meet once a term and enhance their understanding of early learning and working with community organizations
- Developing consistency across the district in Ready Set Learn initiatives in schools

The role of the early learning coordinator has been key to the work of the District. The coordinator liaises with other District staff to integrate programs and sits on District Committees (i.e. Inner City, Neighbourhoods of Learning). As well, the coordinator sits on community committees such as Vancouver Public Partners ECD MOU Coordinating Committee, Vancouver Windows of Opportunity, Circles of Care (a project focusing on refugee families with preschool aged children), Provincial Welcome to Kindergarten, Vancouver Coastal Early Years Framework,

Big Sister Advisory Committee and Legacies Now Physical Literacy Committee.

B. School Aged Children and Youth

B.1 Vancouver Board of Education

The VBE operates 74 elementary schools, 17 elementary annexes and 18 secondary schools serving approximately 56,000 students. In addition, there are 56 district programs connected to the secondary schools that address a wide range of student needs from enrichment to remedial.

The focus of the VBE this year is *success for each student* to encompass the District's diverse student population, inclusive of English Second Language, Special Needs and Aboriginal learners. This expectation of success for each learner is a collective responsibility and is integral to the core purpose of the District. Literacy is the primary goal of the District in the 2009/2010 District Plan. The main strategy will be assessment for learning: good classroom assessment practices leading to improved achievement of all learners. A sustained plan for in-service and professional development will be provided to support schools.

A District Literacy Team supports the work of these projects in schools. Partnerships between the public and school libraries are a key component of this work. The team made significant changes this past year in order to better support teachers in developing effective literacy instruction in their classrooms and allow for more targeted and individualized support at the school level.

Continuing With Literacy –Going Deeper is a new model, replacing the early and intermediate projects that ran from 1999 to June 2008. It is designed to meet specific needs expressed by individual schools and teachers who want to focus on particular aspects of teaching literacy. A member of the District Literacy Team is assigned to a participating school and depending on what teachers want to learn they fit into one of three strands: Building Content, Working Together, or Breaking Through.

As well, the District continues to expand the steps taken to support the needs of early learners. Early intervention uses a three-pillar approach; strong classroom instruction for all students, small pullout resource support for students at risk and intensive daily one to one support for the most vulnerable learners.

In the 2008-2009 schools year, the School District reviewed the Inner City School Program, a program that provides schools with the most vulnerable children with additional resources to support student success. The review confirmed the importance of a focus on literacy. A recommendation to implement and monitor comprehensive and school-wide K – 7 literacy programs and strategies that are supported by research was proposed and passed. The role of the Inner City Program Teachers in these schools is to support literacy and align with this goal.

A review of the literature on literacy and disadvantaged children was commissioned to inform this work.

In the spring of 2009, an assessment of the Community Schools Teams teacher positions was completed. A decision to focus the teachers' assignments on literacy was in response to demands for this support from schools and to bring the CST Teacher position into alignment with the District Goal. There are 12 Community Schools Teams Teachers in Vancouver providing one to one and small group literacy services to vulnerable students and additionally providing direct support to school and district literacy programs. CST teachers work collaboratively with school and district staff targeting a specified number of schools identified through a hub governance model. The CommunityLINK funded CST teacher assignments meets the program mandate of providing **"...evidence-based strategies that support vulnerable students to improve their academic performance, including academic achievement and social functioning."**

A variety of strategies are employed to support secondary school literacy. Teachers and administrators throughout the year attend topic-focused discussions. As well, work has been done to focus the discussion of literacy into the content areas.

An important investment in learning resources to promote literacy development, are strong well-supported school library programs. Library programs engage students on a regular basis in free voluntary reading and resource based inquiry-learning opportunities.

Vancouver has a diverse multilingual and multicultural student population. One hundred different languages other than English are spoken in the homes of 61% of our student population. A number of initiatives and programs have been developed to provide greater support for our ESL learners and their teachers. These include:

- District ESL consultants who provide professional development and ongoing support to elementary and secondary teachers,
- Multicultural Liaison Workers who provide outreach, cross-cultural education and individual and group support,
- ESL Mentorship Program to provide additional support for teachers and their ESL learners,
- Assessment Teachers who provide information to schools based on language and math assessment results, the child's educational history and other relevant details,
- A District Placement Administrator who makes recommendations regarding equivalency credits, math placement and appropriate elective courses,
- Area ESL classes,

- Secondary/Adult Education programs to support ESL learners at all ability levels,
- An intensive secondary ESL program for older newly arrived ESL learners (17-19 year olds), which includes language contact experiences, work experiences, and volunteer opportunities,
- Secondary ESL Literacy classes for students who have little or no formal schooling in their countries of origin
- A Settlement Workers in School Program to help newly arrived children and youth and their families cope with settlement issues. This program compliments the work of the Multicultural Liaison Workers and
- The District Reception and Placement Centre (DRPC), which serves as a hub for activities, that assist in the continued development of new initiatives to support ESL learners.

A critical component of the work of the VBE is creating learning environments that are safe, respectful, engaging and inclusive. The Social Responsibility and Diversity Team works with schools to promote social emotional learning, mental health and positive school climate laying the foundation for student learning and engagement. The Team consists of a manager, an abuse prevention coordinator, a social emotional learning consultant, an anti-racism consultant and an anti-homophobia consultant.

Many of the initiatives involve partnerships with community organizations. One unique project of the Team is SACY, a substance use prevention initiative for youth. It is a partner project of the VBE, Vancouver Coastal Health Authority in collaboration with the City of Vancouver, the Vancouver Police Department, the University of BC and the Centre for Addictions Research of BC. This is one example that illustrates how the district collaboratively supports student development and learning.

Expanding choice and different avenues for learning is essential to meeting the complexity and diversity of learning needs in Vancouver. One option students and families have is the Vancouver Learning Network (VLN). The VLN offers print-based K-12 programs free of charge to any student who has not graduated. As well, the VLN offers on-line courses to students registered in Vancouver and neighbouring district high schools as part of their day-school timetable.

B.2. Independent Schools

According to the Ministry of Education website there are approximately 63 independent schools serving elementary and secondary aged students in Vancouver. These students come from throughout the Lower Mainland.

B.3 Community Partnerships

Through partnerships with neighbourhood organizations, UBC and SFU, as well as city-wide agencies the VBE is able to enhance programs for children and youth. As a result of numerous research initiatives there is a better understanding of how children and youth learn and what supports their learning.

One example is working with the Human Early Learning Partnership (HELP) to create an inventory for the Middle years. The Middle Years Developmental Index (MDI) will allow follow-up from the EDI to see what has happened with the children over their first years of schooling. Work has continued in the development of the MDI with a planned implementation in the 2009/2010 school year

Partnerships with community organizations provide alternate sites and integrated services for students whose needs are unique and who require additional supports. The District works with other public partners and community agencies on a Youth Funders Committee to integrate and support programs for vulnerable youth. The District also partners with the Ministry for Children and Family to provide educational opportunities for youth in the Youth Hubs.

Many neighbourhood organizations work closely with schools to provide after-school, youth leadership and prevention programs as well as programs to support young people transitioning into secondary schools. All of these programs enhance student well-being and their learning.

B.4 Vancouver Community College Adult Basic Education (ABE) Intermediate Program for Youth: Broadway Youth Resource Centre

The ABE Intermediate Program for Youth offers a Grade 10 equivalency for youth in an informal, off-campus setting at the Broadway Youth Resource Centre. The program prepares students for Grade 11 in the College or the public school system, entry into a career program, or employment. The learning environment is structured to the needs of young adults. The ABE Intermediate Program for Youth offers individualized and self-paced instruction in English, Mathematics, Science and Social Science.

B.5 Neighbourhood Planning and Programs

At the neighbourhood level there are many organizations providing out of school programs for children and youth. Neighbourhood houses, community centres, multi-cultural organizations, and city-wide agencies offer a range of programs, both on and off site, that provide children and youth with recreation, art, after-school care, emotional support, health and nutrition assistance, skills, employment training, and leadership opportunities.

B.6 Windows of Opportunity Middle Childhood Matters Project

A new initiative of Windows is the Vancouver Middle Childhood Matters Project for children 6-12 years and their families. This is a one-year planning initiative funded through the United Way of the Lower Mainland. The goals of the project are to promote advocacy of middle years children, strengthen 6-12 year olds' family and community connections and to support opportunities and accessibility to services and out of school time programs and activities that are developmentally appropriate. The VBE is a member of the Steering Committee that is represented by community organizations and public partners.

C. Adult Learners

C.1 Vancouver Board of Education

The Vancouver Board of Education operates six Adult Learning Centres in Vancouver providing adult learners with educational opportunities ranging from beginner literacy levels in English, Math and Computer Technology to high school completion. The six Centres provide courses to an estimated 7,000 students annually. Last year, approximately 500 adult education students achieved their high school graduation diplomas through the services provided by our Education Centres. The student population reflects the cultural, linguistic and economic diversity of the city and our students' ages range from sixteen to over seventy-five years old.

The Centres are situated in a variety of community contexts. One Education Centre shares space with an elementary school, two are located within community centres and all are active participants in their local community. This is reflected in part by the numerous programs and partnerships that have developed across the system. The VBE operates six Youth Programs for youth who require an alternative to regular high school programming. These Youth Programs are located at the Learning Centres and at Britannia Community Centre, Kiwassa Neighbourhood House and Collingwood Neighbourhood House.

A unique Adult Education program is the Family Literacy Support program that takes place in partnership with ten elementary schools in the District. This initiative provides access to adult education to the adult family members of the students attending the school. Parents may walk their child to school and then remain on site to take part in an adult education class. These classes help to establish the school as a place of learning, not only for children but for parents and caregivers as well. They help to model life-long learning for the children and support family literacy for the parents.

Throughout the system, students can choose to complete courses through a combination of learning formats that meet their needs and preferences. These

include self-paced courses, structured classes and Guided Studies. All courses follow the prescribed Ministry of Education curriculum. Students with a lower level of academic skills will begin at the Foundations level in English, Math and ITC and continue on to complete their Academic Gr. 10, 11 and 12 courses. At each Centre, students are supported in their learning by instructors, outreach workers, academic advisors, office support staff and instructional assistants.

School administrators liaise with other adult education programs and participate in the Downtown Literacy Eastside Education Roundtable.

C.2. Vancouver Community College (VCC)

VCC, located on East Broadway, in addition to offering a full range of certificate, diploma and continuing education classes, is the largest college provider of adult literacy programs in Vancouver. The following is a description of programs offered. Most of these programs offer a variety of options including self-paced, regularly scheduled classes organized by semester, daytime and evening.

The Basic Education Department is the Adult Literacy Fundamental Level program, which encompasses beginning skills up to approximately Grade 9, at Vancouver Community College. Currently, the department has eleven instructors teaching fundamental English and Math. It offers both group-based and self-paced continuous intake classes at the Broadway Campus and a self-paced math class at the Downtown Campus. Basic Education has well-established adult learning centres at the First United Mission in the Downtown Eastside, and at Vancouver Public Library's Downtown Branch. In addition, the department has worked for two years with a community partner, the Salvation Army, in offering a self-paced English and Math class at Harbour Light, a drug and alcohol rehabilitation centre in the Downtown Eastside.

English as a Second Language

Renowned for its English as a Second Language training, VCC offers ESL classes for immigrants and refugees living in Canada as well as for international visa students and visitors. VCC also offers the largest English language teacher training (TESOL) program in Western Canada. VCC ESL offers the following programs:

- ELSA - *English Language Services for Adults - Broadway Campus*
- English for Career Preparation and Advancement*
- ESL at VCC - Literacy, Beginner, Intermediate, Advanced - Broadway and Downtown Campuses*
- *ESL Classes in the Community - Literacy, Beginner, Intermediate, Advanced*
- *ESL – Homefront Learning – Students and Volunteer Tutoring for those who cannot attend regular ESL classes, and ESL Learning Centres in Libraries.*

Students with Disabilities

These programs are designed to meet the specific needs of students with disabilities. VCC provides opportunities for students by offering skills and learning that will enhance career opportunities, personal potential and academic success. Adult Special Education courses are designed for students with a disability, who wish to establish and/or upgrade pre-vocational skills that would enhance entry into further education or employment. These courses include part-time literacy courses in; Reading and Writing for Every Day Use, Managing Your Money, and Computer Applications. The program also delivers courses in; Career Awareness (ASE), Clerical Skills (ASE), Deaf and Hard of Hearing - Job Readiness, Deaf and Hard of Hearing Courses, Food Service Careers (ASE), Hospitality Careers (Adult Special Education), Office Administration for the Visually Impaired, Retail Food and Supermarket Careers (ASE), and the Visually Impaired Adult Program.

Adult Upgrading

Courses are offered at the Grade 10 (Intermediate), Grade 11 (Advanced) and Grade 12 (Provincial) levels for students wishing to earn credit or obtain academic prerequisites leading to high school completion and the BC Adult Graduation Diploma. Students can complete prerequisites: (1) for entry into institutions such as BCIT, Langara, Kwantlen, etc., (2) in preparation for entry into other VCC programs (e.g. Pharmacy Technician, Practical Nursing, or Electronics) or (3) for entrance into academic, career, or technical programs.

Essential Skills For College and Career Success

In September 2009, a new Essential Skills Centre will be opening at the VCC Downtown Campus (250 West Pender). Courses will include:

-*Education and Career Planning*: Self-Assessment, Career Exploration, and Interview Skills

-*College Success*: Active Learning, Study Skills, Goal Setting

-*Computer Skills*: Word, Excel, and Windows

These courses are being offered in a flexible format that will include self-paced study and scheduled workshops at various times to suit the student. Courses are tuition free (college application, student association and college initiative fee are charged.)

Harbour Light Learning Centre

Since 2007, VCC has offered the Harbour Light Learning Centre program in partnership with the Salvation Army Addictions and Rehabilitation Centre on East Cordova in the Downtown Eastside. Students are residents of the Rehab Centre and are referred by their counselors. Students meet with the VCC instructors to discuss an education plan before being assessed and placed into the Learning Centre Program. Harbour Light Learning Centre offers upgrading from beginner level reading, writing and math up to the grade 12 level. It is run by both the Basic Education and CCA instructors.

Family Literacy Certificate Program

Partnering with Literacy B.C., the Centre for Family Literacy and 2010 Legacies Now, Vancouver Community College is proud to host a new Family Literacy Certificate Program. Designed for those who currently work or plan to work in family literacy, this certificate program builds knowledge and skills in a wide range of areas that are key to high quality programs and services. Unique across Canada, this credential offers an excellent curriculum facilitated by leaders in the family literacy field. An on-line mixed mode delivery of the program is presently being developed.

World Beat □

Vancouver Community College (VCC), in partnership with S.U.C.C.E.S.S. and YWCA, is offering an innovative new project for vulnerable young immigrants and refugees. Called World Beat, this project combines educational, career and life planning with learning in music, literacy, language and essential workplace skills to engage and support the project participants in finding suitable paths for personal and career development. The program is open to young immigrants and refugees (aged 15 - 25), having been in Canada for 5 years or less, who have low language and literacy levels, are no longer attending school, and have little awareness of how to access skill upgrading and career education opportunities. They may also face multiple barriers to settlement. Instructors from the VCC School of Language Studies and School of Music will deliver an integrated 16-week bridging program that is designed specially for youth. Outreach workers from S.U.C.C.E.S.S and YWCA will provide ongoing support to the project participants and connect them with community resources for their long-term development. □

C.3 Capilano University

Carnegie Literacy Inreach/Outreach

The Carnegie Literacy Inreach/Outreach Program has been delivered in the Downtown Eastside (DTES) of Vancouver since the needs assessment was completed in 1998. It is an ongoing applicant to the Adult Literacy Program Delivery category of CALP. The program provides one-to-one tutoring, small group instruction, recruitment and training of volunteer tutors, and learner assessment for core learners. In addition, the program provides outreach literacy services to re-engage isolated and multi-barriered literacy learners and to deliver important information about community, human rights and health information. The Inreach Program works with other programs such as the Seniors and Volunteer Programs within the Carnegie Community Centre to reach members with literacy barriers. Carnegie Literacy offers *First Nations Journeys*, exploring First Nation cultures and history with 24 students. The Outreach Program works primarily with Oppenheimer Park and the WISH Drop In Centre Society to reach sex-trade workers, the homeless community and residents living in Single Room Occupancy hotels and rooming houses.

Linking Communities through Literacy (Strathcona)

Linking Communities through Literacy is a collaborative family literacy project between two communities (Kiwassa and Strathcona) that has successfully continued for three years. The project provides the “direct adult education” component of the Four Component Model approach to family literacy: helping parents and caregivers to meet their personal learning needs, participate actively and confidently in school and community life and support their children’s literacy development throughout the school years. Their goal is to continue the community collaboration, tailor sessions to address the participants’ needs and further strengthen the connections with the larger community.

REAL

The REAL (Relevant Education for Adult Learners) Project is a family literacy program designed to do the following:

- Offer parents and caregivers upgrading opportunities,
- Develop skills which will allow them to support their children’s learning
- Build a network of involved parents and
- Work with parent and caregivers in the school, so they learn how to navigate the school system and are able to advocate for their children and their own learning needs.

REAL has expanded to three sites: Hastings Community School, A.R. Lord and this year, Tillicum Annex

Doug MacCaulder Learning Centre at the PNE (DMLC)

The DMLC is a partnership program with the PNE, CUPE 1004 and Capilano University. The purpose of the program is to deliver educational programs and support to workers at the PNE. The program is led by peer tutors and offers instruction in computers, math, reading and writing as well as other learning appropriate to CUPE 1004 workers.

Hastings Park Learning Centre

The Hastings Park Learning Centre is a workplace literacy program for workers in the backstretch at Hastings Park Race course. The centre offers workshops, individual instruction and ad hoc assistance to workers in the backstretch.

C.4 Langara College

Located centrally in Vancouver, Langara College offers four types of English language programs, two in the fall and winter session and two intensive courses in the summer. They are geared to international students and students who need to improve their English in preparation for other courses. As well there is a focus on student integration into the Langara community. Langara College has a more academic focus with less emphasis on job and skill training. They do, however, outreach to organizations in the east side of Vancouver to develop literacy partnerships.

C.5 Downtown Eastside Literacy Roundtable

Members of the Downtown Eastside Literacy Roundtable provide literacy support and education services to residents of the Downtown Eastside. The Roundtable meets monthly to update information, share resources, identify needs and coordinate projects and activities. The DTES Literacy Roundtable brings together representatives from Capilano College programs at WISH and Carnegie Learning Centre, the Vancouver Community College program at First United Church, the VSB Adult Education centres, the VPL, UBC Humanities 101, the UBC Learning Exchange, SFU Community Education, Union Gospel Mission GED program, the Regional Literacy Coordinator, Literacy BC and several other local community organizations.

The group works to provide better access to literacy and education programs and to promote their services to local agencies in a coordinated and coherent fashion. To that end, the group works to articulate and bring greater understanding to the multiple ways in which chronic issues facing this community impact those with lower literacy skills. These learners can feel particularly vulnerable when required to negotiate systems of access to income assistance, daycare, social services, health care, housing, financial institutions, pre-employment programs, and drug and alcohol counseling. The DTES Literacy Roundtable also serves as a community resource for organizations seeking guidance and information on developing education resources and initiatives. This year they continued to develop ties with the Community Court, and have supported the initiation of a reader's group at the Living Room, a Drop-in Support Centre for people living with Mental Illness. This spring, with the support and assistance of Legacies 2010, the members of the Literacy Round Table participated in a learner-centered celebration, which brought together learners and staff from a wide variety of educational programs representing the many faces of this community. A Referral Document has been developed providing an extensive overview of the educational services available in the DTES and they are working to deliver this information online through Lit BC and Dtes.ca. Past projects include the group submission of services and needs to the Provincial Select Standing Committee on Education, while future projects include further development of a Celebration of Literacy in the DTES to take place in November of 2009.

D. Aboriginal Learner

D.1. VBE

The Aboriginal learner continues to be an important focus of the work of the VBE and it challenges the District to think about education and the learning environment in more creative and less traditional ways. The past year has been a transition year for the District as it has moved away from Aboriginal literacy as a separate goal and towards a new focus on the learning and academic success for each student in an inclusive and respectful environment.

The Aboriginal Enhancement Agreement (AEEA), an agreement between the Aboriginal communities, the Vancouver Board of Education and the Ministry of Education, is a commitment to enhance the overall school experience of Aboriginal students and their families. The Agreement will be entering into the implementation stage in the 2009/2010 school year.

The VBE has an Aboriginal staff team of approximately 35 staff that provide outreach and support at both the elementary and secondary levels, resource and curriculum support as well as planning, partnership development, community liaising and administration.

There are four Aboriginal alternate programs, as well as a number of initiatives and community partnerships in numeracy, literacy and addictions prevention and intervention that support Aboriginal learning.

D.2. Vancouver Community College

Vancouver Community College is committed to increasing the participation and success rate of First Nations learners and provides First Nations learners with academic and cultural support. Aboriginal academic advisors assist with liaising with band administration, elders, sponsoring agencies, and referral to community resources, pre-admission advising, orientation to VCC facilities and resources, and advocacy. Recognizing that Vancouver Community College serves a large Aboriginal population that is under-represented in post-secondary education, priority registration will be given to qualified Aboriginal students in all courses and programs at VCC.

The Aboriginal Adult Basic Education Dogwood (AABE) e-Portfolio Project is a three-year collaboration between the Native Education Centre (NEC) and VCC. Since September 2008, NEC students have been engaged in a process of gathering, evaluating and presenting evidence to demonstrate competencies met for English 12 and Math 11. These e-portfolios form part of the BC Adult Graduation Diploma requirements for English 12 and math 11.

VCC is a partner of the *Coastal Corridor Consortium (C3)*. The goals of the Consortium are:

- to create better cultural connections between and among the C3 post-secondary institutions and the Aboriginal partners
- to ensure a strong and consistent Aboriginal voice
- to remove barriers for Aboriginal learners to access quality higher education with focus on enhanced learner services and supported outreach programs
- to offer programs that meet the needs of Aboriginal learners and their communities, providing pathways to employment and/or further learning.

D.3. The Aboriginal Education Centre

In addition to offering Aboriginal Adult Basic Education the Centre provides a range of other courses, both life skills as well as skill training. These include Early Childhood Education, Applied Business Technology, Aboriginal Tourism Management, First Host and Family and Community Counseling.

D.4. Recovering Voices in Aboriginal Health Care: A Capilano/WISH Bridging Program

In a new program, Capilano University and the WISH Drop-in Society (with the support of Vancouver Native Health) will deliver a Bridging Program that will support urban Aboriginal women exiting the sex-trade in Vancouver's Downtown Eastside (DTES), so that they can make the transition into health care careers in the community and beyond. A group of 15 women will participate in a 30-week course that will prepare them to succeed in the Home Support/Resident Care (HSRC) certificate program offered by Capilano University. They will also expand their awareness of Aboriginal concepts of health and healing and the impact of historical policies on Aboriginal health, culture and identity. The program is designed to meet three needs. First, it will help women exiting the survival sex trade to move into a more stable career. Secondly, it will help to address the dangerous gap in the continuum of care for Aboriginal woman, which predisposes them to serious illness and contributes to their early mortality rate. Thirdly, this program will increase the number of Aboriginal women working in the health care in the Downtown Eastside. This program has been funded by the Aboriginal Special Projects program of the Ministry of Advanced Education and Labour Market Development.

E. The Role of Libraries

The Vancouver Public Library and the Vancouver Board of Education have a long history of partnership and collaboration. Both organizations work together to build and maintain complementary programs and services to ensure that the City's children and youth have access to formal and informal life long learning. Partnerships and collaborations between libraries and schools, families,

caregivers and other community organizations support the concept that student achievement is a shared responsibility.

E.1 VBE Teacher librarians

Teacher librarians throughout the year bring in or connect with “the community” for activities and events that promote literacy. Teacher-librarians build programs that:

- host author and/or storyteller visits
- encourage school-wide read-ins and write-ins to celebrate special days or themes,
- undertake special showcase activities, such as Family Science/Math nights, Family Games for Literacy Night, Storytelling Festival
- welcome and train parent and/or community volunteers
- initiate and/or support fund-raising projects to promote social responsibility; provide reader advisory services to teachers on resources that support social responsibility
- invite/host visitors from the public library, community literacy projects, young reader awards
- organize public library visits to build strong connections with local library branches, e.g.: Grade 7 research skills, KinderGarden, Get Carded
- host Welcome to Kindergarten, Ready Set Learn
- run Family Literacy programs
- work as a team member in the VPL/VSB sites at Strathcona and Britannia to promote events and access to writers
- work as a team member to implement Ready Set Learn and Kindergarten social gatherings in school libraries

As well, teacher librarians support school based, school-wide and district initiatives that promote literacy. They:

- contribute as members or leaders of school-based Literacy teams or initiatives
- provide materials, information, and modeling to support Silent Reading, Reading Clubs, Independent Reading programs, and voluntary reading
- circulate and promote relevant literacy materials and resources for various school-based and District Literacy initiatives
- participate in school-based and district-wide initiatives such as Literacy Week
- participate in creating helpful bibliographies, such as MARBLES (Multicultural Anti-racist Book-Loving Educators’ Annotated Bibliography of K-12 Canadian Books for classrooms and school libraries)
- work collaboratively with teachers and community resources to create learning opportunities that enable literacy skill development through resource-based inquiry
- promote reading for pleasure and for information

- support student learning for multi-literacies skills

E.2 Vancouver Public Library

Children's & Youth Services

The Vancouver Public Library is committed to advancing literacy and lifelong learning for all Vancouver's citizens. Children's and Youth Services at VPL focuses on developing those literacy skills that enable children to grow into adulthood with the capacity to participate in the social, economic, political, cultural and intellectual life of the city. Such a commitment is best achieved in partnership with other community groups and organizations. Working with the Vancouver Board of Education helps both the VBE and the VPL achieve their goals in the community.

VPL programs and services are the building blocks for strong communities, a vibrant society and an engaged citizenship. VPL has a strong tradition of serving children and teens throughout the city with innovative programs and culturally relevant services. Committed staff serve the children and teens with dedication, knowledge and compassion. VPL's collections reflect the City's diverse cultural heritage.

VPL provides programs and services in a variety of ways and in a variety of locations with a variety of partners. Literacy based storytimes are offered at Foodbanks, in church basements and in public housing as well as in library branches. Community partnerships are formal and informal and include Coastal Health Units, Aboriginal service providers, the Public Library Services Branch, Ministry of Education and, importantly, the Vancouver Board of Education. With community partners the library supports initiatives such as Books for BC Babies and Online Teen Reading clubs. The Story Bus can be seen at local community events, parades and civic celebrations. With the VBE libraries deliver programs for Summer Reading Club, Grade Seven Library Skills, Get Carded, Kinder Card'n, Welcome to Kindergarten, and Ready Set Learn. City librarians visit schools for a wide variety of events and participate in Strong start programs and Neighbourhood Centers for Learning and Development,

Programs and services for teens at VPL have been steadily growing. The Teen Advisory Group (TAG) is drawn from VBE students.

Programs and services at the VPL help prepare students for kindergarten and for school. Innovative programs for babies, toddlers and preschoolers include Mother Goose, Man in the Moon (male caregivers and children), Alphabet Soup as well as a newly developed program for parents and children with speech delays. VPL partners with a Coastal Health Speech Language Pathologist who visits the program regularly to help guide and support parents.

Building relationships with the Aboriginal community is a priority for the VPL. In the fall of 2008, children's outreach staff collaborated with the Aboriginal community (e.g. Aboriginal Friendship Centre) and created a new collection of children's books, which support and illustrate the aboriginal experience. Titles include:

Ancient Thunder by Leo Xerka, 2006
Brother Eagle, Sister Sky by Chief Seattle, 1991
Elders Are Watching by David Bouchard, 2003
Frog Girl by Paul Owen Lewis, 2009
Drum Calls Softly by David Bouchard, 2008

Children's and Teen Services has the experience and capacity to touch the lives of significant numbers of Vancouver's children. In 2008 over 6000 programs were offered and over 170,000 people attended. VPL strives to meet every child in the city and have every child benefit from an ongoing relationship with the library.

Aboriginal Learning Project

With assistance from the Public Library Services Branch (Ministry of Education), Vancouver Public Library embarked on an Aboriginal Learning Project, directly involving the Vancouver Board of Education. The project targeted aboriginal students enrolled in grades 10-12 and established the following three goals:

1. Review and recommend VPL services and programs that would better meet the needs of aboriginal youths and support their learning
2. Investigate the recruitment of aboriginal youths for library careers and possibility of having a work experience program specifically for aboriginal students
3. Spend approximately \$5,000 on expanding the aboriginal collections in the system

With the help of various VBE staff, including Debra Martel (Principal of Aboriginal Education Program), Carole MacFarlane (Coordinator, Career Programs), First Nations resource teachers, support workers, career counselors and workers at several related First Nations service agencies, the Project Team has achieved the following:

- Conducted consultations with groups of aboriginal students enrolled at Vancouver Technical, West Point Grey, Tupper, Britannia, Templeton and Cedar Walk high schools (approximately 100 students)
- Participated in a forum hosted by Urban Native Youth Association for youths in alternative programs
- Placed six aboriginal students in library units for work experience
- Identified areas of interest and selection tools for the collection development portion of the project

Over the summer, the VPL will:

- Continue to match students with library units for work experience until mid-July
- Gather together interested aboriginal youths encountered through the programs or services consultations or the work experience program to get their help in materials selection
- Complete materials ordering and processing
- Document the process, compile the findings and submit recommendations for future opportunities

E.2 Vancouver Public Library and the Vancouver Board of Education

See Appendix 7 for current initiatives

F. The Regional Literacy Coordinator

Sandra McKay was hired as the Regional Literacy Coordinator (RLC) for Vancouver in October 2009. As RLC, she attended three provincial training events through out the year.

The first training event was an Orientation to Community Adult Literacy Programs, designed to explain the CALP funding stream, the history and role of the Regional Literacy Coordinator (RLC), an overview of the CALP cycle, and program evaluation and reporting. The second training was a two-day Provincial Literacy Infrastructure Training hosted by the Ministry of Education, Ministry of Advanced Education and Labour Market Development, and 2010 Legacies Now and Literacy BC, bringing together the Regional Literacy Coordinators (RLCs), Literacy Outreach Coordinators (LOCs) and other BC practitioners. Workshops focused on Aboriginal Family Literacy, Adult Literacy in BC, Early Learning and Family Literacy, Immigrant Integration, Youth at Risk, Literacy and Corrections, Working with Formal Educational Institutions and Workplace Essential Skills. At the third Provincial training, all 21 Regional Literacy Coordinators (RLCs) came together to review their experiences of the first year as RLCs under the new structure within the colleges. The goals were to network and build community, learn through sharing best practices, discuss challenges and potential solutions and set future directions. There was discussion and presentation of Literacy Resources for; Plain Language, Grant Writing (fed/prov), Workplace Literacy, Literacy Audits, Aboriginal Literacy, ESL, Effective Power Points, Conflict Resolution, Community Capacity Building, and Fundraising.

The RLCs also take part in monthly conferences calls in an online format. These meetings usually include a round table, an ALMD update, CALP information and discussion regarding issues such as; District Literacy Plans, Volunteer Tutor

Training, Literacy BC updates, the BC Literacy Directory Community Partnership Program, etc. The RLCs have ongoing access to an RLC conference system to share information and resources (the HUB).

Vancouver Community College

Hired by VCC, the RLC works internally with those VCC deans and departments responsible for the delivery of literacy programs as well as with a variety of external partners to: develop a regional literacy network, provide strategic direction, and raise community awareness of literacy as a vital social and economic issue. The RLC strengthens VCC's linkages with community-based and school district literacy plans and supports coordination among these initiatives to establish regional level planning and coordination. The RLC is involved with several VCC projects and initiatives.

The RLC has been or is currently involved in the following activities at Vancouver Community College:

- Sits on the Steering Committee for the *Family Literacy Certificate Program*. The program partners include Literacy B.C., the Centre for Family Literacy, 2010 Legacies Now, and Vancouver Community College. It is designed for those who currently work, or plan to work in the emerging field of family literacy. The program is also being developed on-line through VCC.
- Participated in the preparation of an *Electronic Literacy Skills Proposal* to develop a model and related online tools, which will enable adult literacy level learners to acquire fundamental computer knowledge, basic facility with electronic communication and some familiarity with online resources.
- Visits VCC Departments that have literacy learners and discusses ideas, goals, funding, and future plans. Attends Deans, Department Heads and Coordinators Meetings. Updates Literacy BC Directory to access relevant and up to date VCC literacy programs and courses. Coordinates instructors and department heads to sit on local community literacy planning tables.
- Coordinated a *Learners Talking to Learners* call for proposals from the Deaf and Hard of Hearing Job Readiness Adults program and the Basic Education Department (Adult Literacy). Funded by ALMD, Learner Events give fundamental and intermediate level adult learners and students a chance to plan events and to talk about issues they think are important and share experiences that they have in common.
- Encourages and supports participation in the provincial initiative, internally and regionally, with *VCC's Essential Skills Centre*.
- Collaborates and builds relationships between the Native Education College (NEC) and VCC (Coastal Corridor Consortium-C3 partners) regarding literacy programming at the NEC.

Legacies Now, Literacy BC, Ministry of Advanced Education and Labour Market Development (ALMD), Ministry of Education

The RLC is or has been involved in the following activities:

- Corresponded and reported to Learning Programs Branch, ALMD. Corresponds with the Coordinator, ESL Settlement Assistance Program, ALMD. Delivered ALMD Calls for Proposals (CFPs) to appropriate college faculties and community organizations.
- Participated in the *Neighbourhood Centres of Learning Pilot Project*, guided by the Vancouver Board of Education and the Ministry of Education, to bring together education and community services in a single neighbourhood hub and help shape the future of school facilities in Vancouver and the province. Three Neighbourhood Centres of Learning model schools in Vancouver (Queen Mary Elementary; General Gordon Elementary; and Lord Strathcona Elementary) are involved.
- Attended and participated in the *2010 Legacies Now Discovery Workshop* to design a creative public awareness campaign for literacy.
- Collaborated with the manager of *Aboriginal Engagement*, 2010 Legacies Now, to sponsor a one-day literacy event for the members of the Downtown Eastside Literacy Roundtable, their students and other community literacy advocates.
- Working to provide a follow up Literacy Event for the fall with this group.
- Attended a *Provincial Family Literacy Strategy* meeting. The Ministry of Education (MEd) with partner groups Ministry of Advanced Education and Labour Market Development (ALMD), Literacy BC, 2010 Legacies Now, and Vancouver Community College (VCC), collaborated to bring together representatives and leaders from family literacy (FL) programs with the purpose of developing a coordinated provincial family literacy plan.
- Worked with several community partners in Vancouver to put together a relevant panel presentation for the BCSAP conference. The partners included Vancouver Community College, Vancouver Public Library, Vancouver Coastal Health and 2010 Legacies Now. The panel was to discuss *Addressing ESL Student Literacy and Family Literacy Language Needs through Classes and Non-traditional Modes of Delivery*. (The panel was accepted for the BCSAP conference, which was subsequently canceled.)
- Worked with the event planning team at Literacy BC to plan *Family Literacy Week, 2009*. This included planning and coordinating for the annual Breakfast of Champions, the Family Literacy Showcase, the Family Literacy Certificate Program Workshop and a Family Math Fun Workshop.
- Attended a workshop for people working with Aboriginal families in the Lower Mainland to learn about the BC Association of Aboriginal Friendship Centre's new *Aboriginal Family Literacy Initiative*. Participants expressed an interest in building on this forum to sustain the networks, and potentially use those networks as a springboard for future collaboration.

- Attended and presented at the *Fundamental Adult Basic Education (FABE) Articulation Working Committee* meeting to discuss how Adult Literacy Fundamental English (ALFE) overlaps with community literacy benchmarks and explained the literacy infrastructure, literacy plans and where the RLCs fit.
- Worked with VBE administrators on the *Family Literacy Action Group (FLAG)*, joining Vancouver Board of Education's Adult Education, Early Learning and Aboriginal Education to look at the need for Family Literacy and how Adult Literacy and Strong Start can support it. Working on mapping adult literacy programming in high need areas. Visited two Alphabet Soup pilot projects. *Alphabet Soup*, supported by Vancouver Coastal Health, is a program centered on family literacy and healthy eating.
- Took part in Community Literacy Planning, at all levels, for Vancouver. Working with two communities, Mount Pleasant and Renfrew Collingwood on the implementation phase of the Community Literacy Plan, and working with three new communities (Kitsilano, Marpole-Oakridge, and South Vancouver) on preparing their Community Literacy Plans. Took part in the hiring process of the Mount Pleasant Literacy Outreach Coordinator (LOC). Coordinated meetings with the School District, and Mount Pleasant and Collingwood communities to discuss and implement the funding for LOCs and local planning tables to help keep the BC Literacy Directory up to date. Communicate with and support LOCs.
- Attended the *Vancouver Learning City's* inaugural *Celebrate Learning! Partners' Forum*. The Vancouver Learning City is building a culture of learning throughout the city, where people's desire to learn and grow are promoted, valued, and made simpler to achieve -whether for personal fulfillment, the development of family or community, or to achieve work-related goals.
- Sent literacy resources and information regarding funding opportunities, awards, teaching resources, community programs, etc., to literacy mailing lists and literacy contacts.
- Attended and presented at the Vancouver Public Library *ESL & Literacy Committee* meeting. They work closely with VCC ESL, and support all Vancouver ESL and Literacy programs.
- Attended a meeting to draft a proposal from Literacy BC and Legacies Now to submit to The *National Early Literacy Strategy (NSEL)*. The document was titled *Partnerships, Relationships, and Collaboration in Early Literacy*. Attended the National Consultation presentations in Vancouver, where leading literacy experts prepared policy research papers addressing the key issues impacted.

Update on 2008/2009 Literacy Goals

Children 0-6 Years: Early Learners

- The Vancouver Community Literacy Planning Support Committee strengthened its partnerships in the past year. The Committee was expanded to include the Regional Literacy Coordinator and the new neighbourhoods. As well the Vancouver Public Library expanded the role of one of the librarians to include literacy and liaising with each of the Community Literacy Planning processes in the 5 neighbourhoods. This has strengthened the role and participation of the libraries in the development of the Community Literacy Plans. The Committee continues to ask who else should be at the table and/or who should make a presentation to the group on city- wide initiatives.
- The number of Strong Starts was increased to 9.
- An Early Years Coordinator was hired and the Coordinator has overseen the development of the Strong Starts and developed and strengthened partnerships between the host schools, community organizations and the Strong Start Centres.
- The Early Years Framework is being implemented. Integration of programs within the VBE and between the VBE and community organizations has been a focus. One example of this work is the creation of a Family Literacy Action Group comprised of VBE, Literacy BC, VCC and the Regional Literacy Coordinator. The goal is to develop a Vancouver vision and strategies for Family Literacy.
- An Early Childhood Development Coordinator was hired. The coordinator has been working with the Public Partners ECD MOU Coordinating Committee and Vancouver Windows of Opportunity Coalition to support their work and to implement the Vancouver ECD Strategic Plan.

Children and Youth: Kindergarten to Grade 12

- Each year the District develops a Plan to submit to the Ministry of Education regarding student achievement. Every three years, the District is visited by a Review Team to determine the success of the plan and to give advice for the future. Given the advice received from the District Review in 2009, the District has decided to focus clearly on the goal of literacy. The focus builds on the good work already underway and takes on the moral purpose of making a difference for each student. There continues to be a consistent 15% – 20% of students who are not meeting expectations in literacy and it is clear that for these students, life chances are limited. The District is determined to change this situation.

By focusing on the use of classroom assessment to inform teaching and learning, the District will support teachers and administrators in using what research is showing to be one of the greatest strategies for making a difference for students – and especially those who are most at risk. Plans for ongoing professional development in the area, along with support from district staff on strategies for good classroom assessment have been developed.

Tracking students who are not meeting expectations will be a large part of the plan. Focusing teaching and marshalling resources to the areas where need is evident will allow the district to support students who are struggling more directly. The goal is to reduce the numbers of students not yet meeting expectations over the next five years.

Adults and Senior Learners

- The Regional Literacy Coordinator has been meeting with VBE teachers and administrators in the Continuing Education Department to set up communication structures and coordinate planning
- The RLC has worked closely with the Downtown Eastside Literacy Roundtable to coordinate planning for adult learners

Aboriginal Learners

- The Aboriginal Enhancement Agreement is in the final stages of completion
- Literacy Goals in the District Plan, which are aligned with the Enhancement Agreement have been integrated into a focus on all students
- A presentation on the Enhancement Agreement and the goals for Aboriginal learners was provided to the Vancouver Literacy Planning Support Committee
- As well, the VPL has a new initiative on Aboriginal Literacy. The focus will be on library reading materials and other resources, outreach and Aboriginal storytelling.

Literacy Goals for the 2009/2010 School Year

Renfrew Collingwood

Vision

A diverse learning community that encourages, challenges, supports and nurtures all residents to participate, master, and share what interests them.

Mission

To enhance and create lifelong literacy programs that are accessible, sufficient and sustainable for Renfrew Collingwood residents building on the strengths of local programs, service providers, and residents, connecting service providers and residents and expanding capacity.

Strategies

Know our Neighbourhood

- Expand and focus community mapping around neighbourhoods
- Link community mapping to transportation to and from programs and services
- Map the gifts and skills of residents in a skills inventory

Connect Residents

- Connect residents to right programs
- Strengthen outreach using and expanding community assets such as cultural Connectors
- Identify and remove barriers to participation
- Create a safe and welcoming environment that encourages residents to acknowledge and share their gifts and needs
- Create a culture that recognizes all residents have gifts and skills that can contribute to the community
- Acknowledge resident leadership and find ways to empower them and build on their strengths

Connect Service Providers

- Ensure all service providers within Renfrew-Collingwood know about and have access to community mapping information
- Link service providers to resident gift and skills

Expand capacity

- Work together to maximize the efficiency and effectiveness of existing resources; ensure there are no redundancies
- Increase capacity based in identified needs
- Develop an accessible, flexible and comprehensive set of program options
- Support programs with community service providers who work together actively to create and maintain programs and who have the training, skills, and cultural capacity to build programs with community users.
- Support resident leadership and ideas for sustainable lifelong learning

Develop Programs

- Address expressed needs for literacy, numeracy and social skills to meet demand and for literacy upgrading programs for Canadian-born adults and new immigrants
- Initial focus is on seniors, adults and immigrants
- Sustain programs through concrete resources and in-kind support from public, private and community organizations

Action Plan

- Hire a community outreach literacy coordinator
- Identify needed resources under strategies and identify what lead organizations take
- Develop communication strategies and networks
- Expand mapping of programs, services and resident skills
- Develop one to two new programs
- Develop strategies and networks for intercultural social development and inclusion

Evaluation

Will our actions result in programs that are?

- Accessible
- Sufficient
- Sustainable

Mount Pleasant

Vision

A community where the capacity exists for all citizens to participate in and contribute positively to society

Guiding Principles

1. Increase capacity for all citizens
2. Take an appreciative approach to the wealth of literacy skills that exist in the community
3. Recognize the Community Literacy Plan (CLP) as a living document
4. Be culturally sensitive

Goals

1. Improve awareness of community literacy among citizens and service providers in an effort to improve access to services
2. Establish mechanisms to improve collaboration and communication among service providers
3. Support the sustainability of current and new programs through partnerships

Action Plan

1. Improve literacy and lifelong learning continuum through the understanding of barriers, challenges, opportunities, and aspirations for literacy and lifelong learning development in Mount Pleasant

Success Statement Citizens and service providers are aware of and accessing a broad range of literacy services in Mount Pleasant

Evaluation: service providers report increased service participation through the Community Task Group, focus groups and annual surveys

2. Establish mechanisms to improve collaboration and communications amongst service providers that leads to enhanced services and improved access to community literacy for citizens

Success Statement: Service providers are knowledgeable regarding the range of literacy services provided in the community and able to refer citizens to appropriate services

Evaluation: Service providers can identify an increase of knowledge and access to services as reported to Community Literacy Outreach Coordinator on an annual basis. Focus groups and surveys will be used to gather the information

3. Support the sustainability of current and new programs.

Success statement: Increase in partnerships resulting in strengthened linkages, program development, and community capacity building.

Evaluation: Number of community partnerships has increased, increase in successful grant applications as tracked by Community Literacy Outreach Coordinator

Regional Literacy Coordinator Goals

1. Funding and Program Administration: coordinate and develop relationships with donors and funding agencies, including VCC's Educational Foundation, coach and train others in the process of proposal and report preparation.

2. Sharing Information and Raising Awareness: raise awareness of workplace literacy initiatives among regional businesses and industry sectors, work to raise awareness of, and support for the integration of essential skills into applied programming as well as external workplace training, assist in the planning and implementation of special events that highlight issues surrounding literacy.

3. Training: work with appropriate internal departments to facilitate training for community literacy practitioners

4. Policy Input and Strategic Leadership: gather and document regional literacy issues and concerns and communicate these to provincial, regional and community partners, utilize college, regional, provincial, and national data (i.e. International Adult Literacy and Skills Survey) and other policy-driven research, to advise program and policy development.

Children 0-6 years: Early Learners

Vancouver Board of Education

Goals

- The VBE will continue to participate in the Vancouver Community Literacy Planning Support Committee
- The literacy goals for children 0-6 years identified in the Community Literacy Plans will be supported by the Committee
- The VBE will expand the number of Strong Starts to 17
- The VBE will seek resources to maintain the Early Years Coordinator
- The VBE will further develop its Early Years Framework and as part of the Framework will develop an internal planning and communication structure.
- The VBE will continue to work with other public partners to support the work of the ECD MOU Coordinator and to liaise with the Windows of Opportunity Coalition

Children and Youth: Kindergarten to Grade 12

The Vancouver Board of Education

Goals

- The VBE will continue to participate in the Vancouver Community Literacy Planning Support Committee
- The literacy goals for children and youth Kindergarten to Grade 12 identified in the Community Literacy Plans will be supported by the Committee
- The VBE will focus on the following Goal and Objectives for literacy as set out in the District Plan:

Goal

Each student will read, write, speak and listen with competence, confidence and enjoyment

Objectives

To improve student reading comprehension

To improve student written expression

To improve oral communication skills

Rationale

Literacy is the primary goal of the District. A persistent 15-20% of students are not yet meeting expectations in reading and writing. The emphasis on literacy is intended to increase the number of students meeting and or exceeding expectations. The focus will be on deepening the focus, collection of data consistently to more effectively track students and providing support and in-service to schools to master assessment for learning strategies.

Five Principles of Assessment for Learning

1. The provision of effective feedback to students
2. The active involvement of students in their own learning
3. The adjustment of teaching to take into account the results of assessment
4. The recognition of the profound influence assessment has on the motivation and self esteem of students, both of which are critical influences on learning
5. The acknowledgement of the need for students to be able to assess themselves and understand how to improve

Adult and Senior Learners

The Vancouver Board of Education

- The VBE will continue to participate in the Vancouver Community Literacy Planning Support Committee
- The literacy goals for adults identified in the Community Literacy Plans will be supported by the Committee
- The VBE will work with the Regional Literacy Coordinators to coordinate planning and program delivery for adults

Aboriginal Learners

The Vancouver Board of Education

- The VBE will continue to participate in the Vancouver Community Literacy Planning Support Committee
- The literacy goals for Aboriginal learners as identified in the Community Literacy Plans will be supported by the Committee
- The VBE will work closely with the Aboriginal Education Enhancement Agreement Committee and Aboriginal Education Advisory as the Aboriginal Education Enhancement Agreement is completed, implemented and maintained and baseline data is established during this first year.
- The three main goal areas as outlined in the AEEA are: Belonging, Mastery and Culture and Community
- Literacy Goals for Aboriginal students are embedded in the Children and Youth Kindergarten to Grade 12 Goal of improving literacy for each student.

References

1. Adult Education in the Downtown Eastside: Referral Document Produced by the Downtown Eastside Literacy Roundtable, November 2006.
2. City Of Vancouver: Community Services Social Policy www.vancouver.ca
3. Lifelong learning Strategy for the City of Vancouver Prepared by John Talbot and Associates, September 2006.
4. Ministry of Education Service Plan 2009/10 – 2011/12 at www.gov.bc.ca/bced/
5. ReadNow BC Working Together for Literacy District Literacy Planning Guide Developed for the Ministry of Education by 2010 Legacies Now.

Appendices

Appendix 1

Vancouver Neighbourhoods Literacy Planning Support Committee

Vancouver Neighbourhood Literacy Support Committee

Name	Organization	Contact Email	Telephone
Andrea Little	VSB	aglittle@shaw.ca	604-220-8314
Valerie Overgaard	VSB	vovergaard@vsb.bc.ca	
Moira Ekdahl	VSB	mekdahl@vsb.bc.ca	
Jodi Carson	VSB	jcarson@vsb.bc.ca	
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Diana Guinn	VPL	diana.guinn@vpl.ca	
Thomas Quigley	VPL	thomas.quigley@vpl.ca	
Jane Curry	VPL	jane.curry@vpl.ca	
Desiree Baron	VPL	desiree.baron@vpl.ca	
Daniela Esparo	VPL	daniela.esparo@vpl.ca	
Renee Chalot	VPL	renee.chalut@vpl.ca	
Sandra Mckay	VCC <i>Regional Lit. Coordinator</i>	smckay@vcc.ca	
Jan Weiten	VCC	jweiten@vcc.ca	
Stephanie Jewell	VCC	sjewell@vcc.ca	
Catherine Leach	Kits NH	Catherine@kitshouse.org	
Emily Palmer	Kits NH	emily@kitshouse.org	
Tracey Mcleod Yerxa	Marpole Oakridge Area Council Society (MOACS)	moacs@shaw.ca	604-266-5301
Tyler Brimacombe	Marpole Oakridge Area Council Society (MOACS)	tbrimacombe@marpoleplace.ca	
Tracy Howard	Marpole Oakridge Family Place	mail@marfamolace.org	
Paula Carr	CNH	pcarr@cnh.bc.ca	
Kulwant Kaur	CNH	kkaur@cnh.bc.ca	
Julie Cheng	CNH (Lit.Coordinator)	chengfergus@lightspeed.ca	
Jocelyn Hamel	Mount Pleasant NH	jhamel@mpnh.org	
Tracey Mann	Mount Pleasant (Lit.Coordinator)	tmann@mpnh.org	

Name	Organization	Contact Email	Telephone
Karen Larcombe	South Van. Neigh. House	Karen@southvan.org	
Wei-Wei Sieu	South Van. Neigh. House	weiwei@southvan.org	
Christina Campbell	South Van Neighbourhood House	christinafaraway@yahoo.ca	604-255-2502
Sharon Babu	South Van. Family Place	fampla@telus.net	
Lori Walker	Legacies Now	lwalker@2010legaciesnow.com	
Leona Gadsby	Legacies Now	lgadsby@2010legaciesnow.com	

Appendix 2
Renfrew Collingwood

Renfrew-Collingwood Literacy Plan

At-a-Glance

VISION

A diverse learning community that encourages, challenges, supports and nurtures all residents to participate, master and share what interests them.

MISSION

To enhance and create lifelong literacy programs that are accessible, sustainable and sufficient for Renfrew-Collingwood residents by building on the strengths of local programs, service providers and residents, connecting service providers and residents, and expanding capacity.

VALUES

Renfrew-Collingwood literacy opportunities allow residents to be the best they can be for individual and community needs and aspirations. This means residents of all ages, cultures and abilities:

- Feel a sense of belonging
- Know they have a neighbourhood where they feel safe to express themselves
- Have lots of opportunities for learning and life experiences
- Have knowledge, appreciation and respect of cultures and talents
- Take care of each other and share and learn from each other
- Take ownership of their own learning
- Learn whatever takes them where they want to go
- Enjoy a culture where everyone wants to learn more
- Have the opportunity to participate fully in building a healthy and safe community for all

STRATEGIES

Know Our Neighbourhood

- Expand and focus community mapping around school catchment areas
- Link community mapping to transportation access to and from programs and services
- Map the gifts and skills of residents in a skills inventory

Connect Residents

- Connect residents to the right programs
- Strengthen outreach using and expanding community assets such as Cultural Connectors
- Identify and remove barriers to participation
- Create a safe and welcoming environment that encourages residents to acknowledge and share their gifts and needs
- Create a culture that recognizes all residents have gifts and skills that they can contribute to the community
- Acknowledge resident leadership and find ways to empower them and build on their strengths

Connect Service Providers

- Ensure all service providers within Renfrew-Collingwood know about and have access to community mapping information
- Link service providers to resident gifts and skills

Expand Capacity

- Work together to maximize the efficiency and effectiveness of existing resources; ensure there are no redundancies
- Increase capacity based on identified needs
- Develop an accessible, flexible and comprehensive set of program options
- Support programs with community service providers who work together actively to create and maintain programs and who have the training, skills and cultural capacity to build programs with community users
- Support resident leadership and ideas for sustainable lifelong learning

Develop Programs

- Address expressed needs for literacy, numeracy and social skills to meet demand and literacy upgrading programs for Canadian-born adults and new immigrants
- Focus on adults, seniors and immigrants
- Sustain programs through concrete resources and in-kind support from public, private and community organizations

ACTION PLAN

- Hire a community literacy coordinator
- Identify needed resources under strategies and what lead organizations take
- Develop communication strategies and networks
- Expand mapping of programs, services and resident skills
- Develop one to two new programs

RC Literacy Connect Residents Working Group Meeting

Collingwood Neighbourhood House
Wednesday, April 29, 2009 at 1:15 pm

MINUTES

Present: Andrea Little, Julie Cheng, January Wolodarsky

Regrets: Erin Cathro

	AGENDA ITEMS	Decisions/Action
1	<p>Review Agenda Reviewed the section in the minutes of the Literacy meeting April 8 about “Connect Residents.” The committee has identified this as one of the top RC Literacy Plan strategies to move on.</p> <p>January Wolodarsky, Director of Community Development at CNH, kindly agreed to sit on this Connect Residents working group.</p>	<p>> Identify who else needs to be on the working group:</p> <ul style="list-style-type: none"> o Pat Steiner, resident, coordinates PIRS programs o Alexandra Wilson, lives in a co-op, interested in parenting and teenagers o Family Place representative
2	<p>Determine question/lens</p> <ol style="list-style-type: none"> 1. What are current literacy needs? 2. What are barriers to participation? 3. What excess capacity exists in programs and facilities? 4. What are the opportunities to develop one or two programs? Who are potential partners? <p>Opportunity: Grenfell and Renfrew principals see need for ESL classes for caregivers on school grounds.</p> <p>Note: The literacy plan identifies a focus on adults and new immigrants for new program development.</p>	<p>> Outreach to meet residents; ask them about their needs and barriers to participation</p> <p>> Outreach with school Settlement Workers and other service providers, e.g., CNH seniors coordinator, about needs they see in the community</p> <p>> Work with mapping coordinator to determine program/facility capacity</p> <p>> Connect with potential partners, e.g., schools, libraries, Learning Disabilities Association, Health Units, Family Place, PIRS, Mother Goose</p>
3	<p>Identify a coordinator Look for a coordinator who has skills in:</p> <ul style="list-style-type: none"> > outreach > speaking different languages > research > information collection > developing partnerships > assessing needs > leading program development e.g., in schools, libraries <p>Steps for coordinator: The coordinator is to start discussions with schools before the end of June.</p> <p>For 3 months: 8 hours x \$22/hour x 12 weeks = \$2,112</p> <ol style="list-style-type: none"> 1. Outreach 2. Analysis and recommendations <p>If necessary, Julie will work with the coordinator to write a report.</p> <p>The next 6 months</p>	<p>> January will introduce the idea to Tammy Do, a cultural connector who speaks English, Chinese and Vietnamese and has links with seniors.</p> <p>> Julie to check on her availability before presenting to the committee.</p>

3. Develop one or two programs	
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RC Literacy Mapping Working Group Meeting

Collingwood Neighbourhood House
Wednesday, April 22, 2009 at 1:15 pm

MINUTES

Present: Paula Carr, Julie Cheng, Christine Macer

Regrets: Charito Gailling

	AGENDA ITEMS	Decisions/Action
1	<p>Review Agenda Reviewed the section in the minutes of the Literacy meeting April 8 about “Know Our Neighbourhood.” The committee has identified this as one of the top RC Literacy Plan strategies to move on, with a need to expand and focus community mapping.</p> <p>The top 4 implementation steps that came out of brainstorming:</p> <ol style="list-style-type: none"> 1. Determine question/lens 2. Identify lead person 3. Identify existing mapping 4. Identify opportunities 	
2	<p>Determine question/lens</p> <ol style="list-style-type: none"> 5. What are current mapping resources? 6. What are accessible formats for the mapping? 7. How do we promote the mapping resources within the community? 	
3	<p>Identify resources</p> <ul style="list-style-type: none"> > Public spaces – work with City Visions to map > Facilities – update 2003 report > Programs and services: <ul style="list-style-type: none"> o in schools – update o in the neighbourhood – update o domestic violence resources > Census – on hold – city, VSB and United Way are partnering to work on this > Transit hubs – work with Visions and Translink > Plans for housing, retail development – work with Visions > Cultural Connectors Orientation Kit 	<ul style="list-style-type: none"> > All mapping resources need to be updated > Work with organizations such as City Visions and Translink to develop new mapping
4	<p>Identify accessible formats</p> <ul style="list-style-type: none"> > Montreal > SMART communities > Portland > Google mapping > Tracey Mann, Mt. Pleasant Literacy Outreach Coordinator, has a geography background and knowledge of GIS systems > UBC Geography department 	<ul style="list-style-type: none"> > Research by subcommittee members > Julie to contact Tracey Mann for further ideas and/or contacts > Paula to contact Leonie Sandercock for UBC connections
5	<p>Identify a coordinator 4 hours x \$22/hour x 24 weeks = \$2,112</p>	<ul style="list-style-type: none"> > Paula to draft a job description (see below) > All subcommittee members to help identify a coordinator

Literacy Mapping Coordinator Job Description

We are looking for someone to do a small contract for us under our literacy implementation plan.

We have mapped information on the neighbourhood, and need to have the information updated as well as gather some new information. Once we have the information collected, we would like to put it in a format that organizes it in themes as well as around school catchment areas that can be accessible to the general public. We are looking to create websites that are user friendly (for the public), interactive and creative, as well as easy to maintain and update. We are looking to contract with someone for 4 hour a week for six months, with a possibility of extension, to oversee the development of this work and site.

Skills we are looking for:

- well organized
- can research
- understands technology to design and guide the process and work with website designers etc.
- able to work with committees
- can work creatively to help us reach the intercultural and diverse abilities in the neighbourhood
- someone that lives and/or works locally

Appendix 3
Mount Pleasant



Mount Pleasant Neighbourhood House

800 East Broadway • Vancouver • BC • Canada • V5T 1Y1

T. 604.879.8208 F. 604.879.4136 E. info@mpnh.org

Job Posting Mount Pleasant Community Literacy Coordinator Closes: January 31, 2009

Purpose:

The Community Literacy Coordinator will provide leadership for community development which focuses on building and enhancing literacy services, programs, and networks within Mount Pleasant. Working closely with the Community Literacy Task Group, the coordinator will implement the actions identified in the MP Community Literacy Plan, and facilitate processes to further identify activities that will continue to enhance community literacy and coordination in Mount Pleasant. Key responsibilities are:

- identify and organize appropriate stakeholders to participate and support community literacy development activities
- organize and facilitate task group meetings or other community meetings to identify priority services or literacy gaps, and potential partnerships
- create mechanisms to improve collaboration and communication among service providers
- lead, organize and implement processes that will result in enhanced services and improved access to community literacy
- provide support in acquiring and building local resources to sustain current and new programs
- providing relevant information and tools to task group, community groups or other stakeholders

Mount Pleasant Neighbourhood House (MPNH) is the steward of this community development project and the position will report to the MPNH Executive Director.

Qualifications/Requirements

- Three to five years experience in community development and / or community planning processes
- Relevant post-secondary education and / or experience related to literacy, learning, and / or human services
- Knowledge and understanding of literacy and community-based planning processes, and understanding of capacity and strength building approaches
- Proven ability to work independently, facilitate groups, organize and manage projects and develop partnerships
- Experience in leading and evaluating inclusive community processes
- Excellent written and verbal communication skills, and ability to use computers to convey information effectively
- Knowledge of the Mount Pleasant area and established contacts with relevant stakeholders in the community is highly desired

Terms: Salary: \$20.82 @ 17.5 hours per week

Closing Date: January 31, 2008

Position Start Date: mid-February

Please send cover letter and resume to Jocelyne Hamel, Executive Director at jhamel@mpnh.org or fax to 604-879-4136.

MPNH is an equal opportunity employer.

Only successful candidates will be contacted for an interview. No calls please.



Association of Neighbourhood
Houses of Greater Vancouver

Making Neighbourhoods Better Places to Live



United Way
Member Agency

Appendix 4

Kitsilano

Kitsilano Neighbourhood House

Where the Westside Gathers

www.kitshouse.org

Internal/External **JOB POSTING**

Literacy Planning Facilitator

~ Vision~

Vancouver's Westside is a safe, healthy and vibrant community where everyone thrives.

~Mission~

We are dedicated to strengthening our community through leadership, collaboration and opportunity.

Kitsilano Neighbourhood House (KNH) is seeking a self motivated, high energy, organized individual who is interested in applying their community planning skills to develop a comprehensive literacy plan for the neighbourhoods of Kitsilano, West Point Grey, Arbutus Ridge and UBC. This is an 8 month contract from April 15, 2009 to December 15, 2009 and will follow the Literacy Now guidelines. More information on Literacy Now is available at: http://www.2010legaciesnow.com/literacy_now_communities/.

Responsibilities:

The Literacy Planning Facilitator will implement a literacy planning process using the Legacies Now guidelines for the neighbourhoods of Kitsilano, Arbutus Ridge, UBC and West Point Grey. Reporting to the KNH Executive Director and working closely with the local task force, the Literacy planning coordinator will :

- Assist KNH to identify appropriate stakeholders to participate on the local task force, and make contacts to organize this group of stakeholders;
- Work with local task force and with community literacy partners to create a community vision for literacy specific to Kits, West Point Grey, Arbutus Ridge and UBC;
- Organize and facilitate community and planning committee meetings;
- Lead, organize and carry out processes that will result in information gathering, sharing, asset mapping and gap analysis relevant to the literacy plan;
- Develop a community profile and literacy inventory;
- Lead action planning and evaluation activities; and,
- Prepare a comprehensive community literacy plan for Kitsilano, Arbutus Ridge, West Point Grey and UBC following the Guiding Principles of Literacy Now and the Criteria for Acceptance of Plans by 2010 Legacies Now.
- Prepare an update/report to be included in the VSB literacy plan.

Literacy Task Force Terms of Reference

Background

BACKGROUND TO 2010 LEGACIES NOW - LITERACY NOW COMMUNITIES PROGRAM

2010 Legacies Now is a not-for-profit society committed to building a stronger British Columbia. Our vision is to create sustainable legacies that will benefit all British Columbians as a result of hosting the 2010 Olympic and Paralympic Winter Games.

Our aim is to actively assist communities to discover and create unique and inclusive social and economic opportunities leading up to and beyond the 2010 Olympic and Paralympics Winter Games. Our work happens in partnership with community organizations, non-government organizations, the private sector and all levels of government to develop sustainable legacies in sport and recreation, healthy living, arts, literacy, accessibility and volunteerism.

LITERACY NOW COMMUNITIES PROGRAM

Currently 96 task groups representing more than 400 communities are participating in the Literacy Now Communities program, which guides communities through a planning process to address local literacy needs and then supports the implementation of their local literacy plans. Communities across BC are developing literacy supports and continuously learning as a result of broad-based planning at community partnership tables. These partnerships include libraries, school districts, literacy organizations, colleges, RCMP, faith organizations, family resource centres, public health and many others.

Purpose of the Steering Committee

The Steering Committee will provide overall direction and support for the project from its inception to conclusion. Members will participate in clarifying approach to the planning process, and will provide guidance and support to the project facilitator.

Structure and Membership

Task Force members will share the chairing and location of the meetings.

Membership will be comprised of individuals with broad experience and connections to the diverse community of infants to seniors who make up our communities. Task Force Members will have experience with literacy and the community planning processes. Members are expected to contribute insight, information and guidance on the planning process, and about the current and preferred status of literacy programming and activities in the community.

The Task Force will work with the Planning Facilitator to create a work plan for the project. Members of the Task Force will participate in a hiring panel. The Planning Facilitator will be an employee of KNH and will be given a workstation

at KNH. A sub committee on the Task Force will provide ongoing support to the planning facilitator and will collectively contribute to overseeing the implementation of activities performed by the Planning Facilitator.

Anticipated Commitment of Task Force

At a minimum members must be able to attend, or where possible, provide an appropriate substitute for participation in Task Force meetings. There will be a minimum of 8 meetings to be convened between April 2009 and December 2009. Meetings will be one to three hours in length depending on what is required from the group at the specific meetings.

Activities

In addition to providing ongoing advice and support to the project and project staff, the steering committee will:

- Form a steering committee to plan for the planning process
- Establish a hiring sub-committee selected from steering committee membership that will assist with the recruitment and hiring of a planning facilitator;
- Hire a facilitator to implement activities as directed by Task Force
- Develop a vision for the Literacy Plan
- Create clear outcomes and identify planning approach,
- Establish a planning process that is inclusive and relevant for the community;
- Assist in distributing information on the planning process to an established network for the purpose of informing and gathering constituency or network input.
- Provide guidance regarding research and information gatherings, and review and provide input on data collection methods;
- Participate in community planning meetings and focus groups;
- Give feedback on reports and action plan; and,
- Ensure that the document is distributed to stakeholder groups.
- Create a communication plan to involve the broader community and other relevant stakeholders
- Engage in research and information gathering, i.e., compiling what research and initiatives exist; exploring what other communities have created in terms of literacy planning; working with other stakeholders that may contribute to the process; and identifying current assets and gaps
- Identify and communicate with relevant stakeholders for inclusion in the planning process
- Coordinate and facilitate community mobilization and implement planning activities
- Create action plan and communicate back to stakeholders including 2010 Legacies Now
- Provide an annual update to the VSB

Timelines

- December 31, 2008 to December 2009

Accountability

The steering committee is accountable to 2010 Legacies now and the communities of Kitsilano, West Point Grey, UBC and Arbutus Ridge. The Task Force will report back to the funder as required. The funders representative will be invited to all meetings. The Task Force will endeavor to be reflective of the diversity of the communities listed above and will incorporate in the process opportunities for community to provide input and feedback on the process as we move forward. The Literacy plan will be made available to the public through wide distribution and on the KNH website.

The Steering Committee will create a communication plan inclusive of strategies to report back to broader community and relevant stakeholders.

LOGIC MODEL –PROGRAM NAME:

2010 Legacies Literacy Plan- Kitailano, Arbutus Ridge, Areas of Point Gray & UBC

<ul style="list-style-type: none"> Purpose: To increase local access to literacy learning through collaborative planning. 		The guiding principles of the Literacy Now Planning Process are to foster relationships & collaboration, innovation, respect, capacity building, access for all, strength building, sustainability and joy.				
Timeframe: April 15th 2009- December 31st 2009 (phase 2 of the Community Process for Literacy Now)						
INPUTS	ACTIVITIES	OUTPUTS	INDICATORS	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG TERM OUTCOME
Literacy Planning Facilitator Office Equipment & Supplies Communications Equipment Task Group Members Literacy stakeholders in the community Community Members	Identify key literacy stakeholders and facilitate their active on-going consultation on the community literacy planning process	- 8-12 community partners sit on the Task Force for the remainder of the project - 8 monthly meetings -Sub-groups created as needed for consultations around specific issues - Terms of reference developed by the Task Force	90% of Task Force members attend monthly meetings Task Force and Facilitator feel supported through sub-group consultations Terms of Reference created and use to guide the planning process	Key literacy stakeholders on the Westside are engaged in community action.	The Westside of Vancouver is able to engage in a collaborative community engagement to address literacy issues. Community knowledge about literacy issues increases on Vancouver's Westside.	Literacy on the Westside of Vancouver supports the goal of BC being the most literate jurisdiction in North America and a global leader in literacy by 2010.
	Identify and bring together a wide group of literacy stakeholders and community for consultation and information gathering	-Stakeholders identified and communication plan informed by task force - 4 community consultations with broad representation	80% of stakeholders identified are involved in community consultations	Collaboration and partnerships develop on the Westside around issues of literacy.		

	Support and facilitate a process through which community is engaging in information gathering and directing literacy project development	-Westside Literacy Inventory -Westside community profile - SWOT analysis of literacy on the Westside -Priorities for action identified (for implementation stage 3 of the Literacy Now program) -Volunteers recruited to assist with inventory and community profile research -Report to VSB for District literacy plan	Completion of Westside Literacy Plan approved by 2010 Literacy Now funders and includes a literacy inventory, community profile, SWOT analysis and priorities for action. 2-3 Literacy Research Volunteers assist in the community literacy inventory and profile Representative of VSB feels that the report is useful in the creation of a larger district literacy plan	A literacy plan for the Westside of Vancouver directs activities to increase literacy in the community.	The Westside community is better able to address literacy needs.	
	Create and facilitate a process to raise awareness of the community literacy planning process	-Information package on the Community Literacy Plan Process -Literacy Postcards with survey questions -NING community developed for stakeholder communication -Outreach plan for media -Community plan for organizations and community members		There is increased awareness of community literacy strengths and gaps on the Westside of Vancouver & increased capacity for action through partnership and collaboration.		

Timeline for Literacy Now Stage 2 Process (adapted from Sample)

April 15th-May 15th

Planning and Research

- Develop logic model and monitoring framework (sub-task group as resources)
- Create a database of local literacy-related groups and basic information on programs, contact persons, address/ phone/ email etc.- put up on google docs for collaboration (review at May 14th Task Group Meeting)
- Post volunteer position for administrative and research assistance
- Create a NING community for task group & relevant stakeholders
- Task group meeting- report progress and plans (logic model, inventory, task group communications (NING), Terms of Reference)
- Ensure all identified key stakeholders are invited to Task Force meeting

May 15th-June 15th

Outreach, research continues

- Plan layout of the final report & set up appropriate data-management files
- Develop communication materials for wider participation (poster, webpage, brochure, update NING)
- Contact local groups and clientele not represented in the task force, share what we are doing and request participation (at different levels- task force, community partners and community supporters)
- Create an online (Survey Monkey)/paper questionnaire to gather information from local groups and resource persons
- Continue to gather information for Community Literacy Inventory database
- Draft 'Community Profile' section of the final report
- Work with task force to set dates for larger community meeting to set goals and objectives and gather commitments for stage 3 activities (potential venues, community events, ways to reach people for consultation? What are the key questions and issues to be addresses at consultations?)
- Work with task force to identify potential focus groups and set a timeline/ strategy for engagement

June 15th-July 15

Consultation through summer community events, research continues

- Contact Literacy Now support person for advice and suggestions
- Connect with community through events- collect with community groups and members to get involved in the process- focus on visioning
- Research further local, regional, provincial and national resources that could support local Literacy Now goals, including grants and service consultations

July 15th- Aug 15th

Research, SWOT analysis

- Draft an analysis of the information collected (summarize the profile and inventory, evaluate gaps, and overlaps in service) as report to the Task Force and as handout for Community consultations after approval by Task Group (this will be part of the final report)
- Plan for upcoming community consultations (date, invitations, agenda, handouts, AV, publicity)
- Update NING and website as necessary

Aug 15th- Nov 1st (note 1 1/2 month timeframe to cover the beginning of the school year)

Community Consultations, continue SWOT analysis, Stage 3 planning

- Hold community consultations with stakeholders, collect the ideas for priorities and actions and send thank you letters with a copy of the results to attendees with invitations to continue participation in stage 3
- Contact local groups and clientele not represented at the community meeting to share results and invite comment and assistance
- Update resource database information
- Draft the section of the final report dealing with the community consultations
- Update NING and website as needed

Nov 1st- Nov 30th

Creating 'The Community Literacy Plan'

- Write draft of the 'Action Plan', checking that all the activities planned matched the goals and needs identified in earlier stages.
- Research tentative costs info on the activities
- Present action plan for review by the Task Force and appropriate stakeholders, revise as necessary based on feedback
- Present the revised Plan to the Task Force for approval and budget planning
- Begin budget planning for stage 3
- Write the 'Success Statement'
- Plan monitoring process for Stage 3 activities
- Update all information database and files
- Prepare first draft of the formal 'Community Literacy Plan' for review by the Task Force Group and appropriate stakeholders, revise as necessary

Dec 1st-Dec 15th

Celebration and Submission of Grant

- Prepare final draft for Community Literacy Plan
- Consult Literacy Now support person to ensure all requirements have been met
- Present to Task Force for approval
- Plan celebration meeting for public presentation of the Community Literacy Plan (can this happen in the new year to avoid the business of the holidays?)
- Update NING & website as needed

Dec 15th- end of December

Grant submission and closure

- Submit Community Literacy Plan to Literacy Now office for grant support
- Check that relevant files and databases are complete
- Package files, data and supplies and hand over to Task Force for use in Stage 3

At what stage should these happen??

Hold focus group meetings with appropriate local interest groups (seniors, adults needing graduation completion, Bridge programs, pre-school parents and teachers, alternative program groups, special needs adults, visual and hearing impaired persons)

Where can we have community consultations?

Opportunities at KNH- community potlucks, Autumn Fair, parent group [preschool], Parent and Tot (KNH & UBC), Steeves Manor, youth advisory/ youth volunteer skills

Appendix 5

Marpole

Hello,
You are invited to join the Marpole Literacy Now 2010 Legacy Steering Committee.

Purpose of the Steering Committee

The Steering Committee will provide overall direction and support for the project from its inception to conclusion. Members will participate in clarifying approach to the planning process, and will provide guidance and support to the project coordinator.

Structure and Membership of Steering Committee

Tracy Howard from Marpole Oakridge Family Place will chair the committee.

Membership will be comprised of individuals with broad experience and connections related to early childhood to elderly and / or individuals with experience with community planning processes. Members are expected to contribute insight, information and guidance on the planning process, and about the current and preferred status of middle childhood programming and activities in the community.

The Steering Committee will create a work plan for the Planning Coordinator, and members of the Steering Committee will participate in a hiring panel. The Planning Coordinator will be an employee of MOFP and will be given a work station at MOFP. Tracy Howard will supervise this position and provide support on a day-to-day basis; however, the Steering Committee will create the work plan and will collectively contribute to overseeing the implementation of activities performed by the Planning Coordinator.

Anticipated Commitment of Steering Committee Members

At the outset Steering Committee members will meet monthly (or more frequently, as determined by the Committee). Meeting schedules will be reassessed mid-way through the project and may be revised through a collective decision making process. Meetings will be one to three hours depending on what is required from meetings and as determined by the group.

Activities

In addition to providing ongoing advice and support to the project and project staff, the steering committee will:

- Establish desired outcomes and participate in creating a logic model and work plan
- Establish a planning process that is inclusive and relevant for the community;
- Assist in distributing information on the planning process to an established network for the purpose of informing and gathering constituency or network input.
- Provide guidance regarding research and information gatherings, and review and provide input on data collection methods;

- Participate in community planning meetings and consultations;
- Give feedback on reports and action plan; and,
- Ensure that the document is distributed to stakeholder groups.

Steering Committee Timelines

- First Steering Committee Meeting: Wednesday, May 27, 2009 from 9:30-11am at Marpole Oakridge Family Place on the second floor in the Board Room.
- Recruitment / Interviewing of Coordinator: June 2009
- First Steering Committee Planning Session: June 2009 TBA
- Subsequent Steering Committee Meetings: Time, date and location to be set by steering committee.

Accountability

The steering committee is accountable to the 2010 Legacies Now committee. Marpole Family Place will be reporting back to 2010 Legacies on a quarterly basis through verbal reports and meeting minutes and written reports as required".

The Steering Committee will create a communication plan inclusive of strategies to report back to broader community and relevant stakeholders.

For more information contact: Tracy Howard, Marpole Oakridge Family Place at 604-263-1405 or mail@marfamplace.org.

All the best,
Tracy Howard
Executive Director
Marpole Oakridge Family Place
1305 West 70th Ave., Vancouver
V6P 2Y6
604-263-1405
www.marfamplace.org



Expression of Interest

Literacy Planning Facilitator Marpole Literacy Task Group

Position Type: Term Contract

Date Ad Posted: June 12, 2009

Job Region: Vancouver

Application Deadline: July 2, 2009

Location: Vancouver

Overview:

The **Marpole Literacy Task Group (MLTG)** is looking for a committed and passionate Literacy Planning Facilitator to develop a Community Literacy Plan for the Marpole area. This is an eight month contract running from August 4, 2009 – March 19, 2010. This contract position could possibly lead to a subsequent position as the Implementation Coordinator for the project. This position will follow the Literacy Now guidelines. More information on Literacy Now is available at:

http://www.2010legaciesnow.com/literacy_now_communities/.

Responsibilities:

The Literacy Planning Facilitator will implement a literacy planning process using the Legacies Now guidelines. Reporting to the Marpole Oakridge Family Place Executive Director and working closely with the MLTG. Literacy Planning Facilitator will:

- Attend MLTG and Vancouver Community Literacy Support Group Meetings
- Assist the MLTG to identify appropriate stakeholders to participate in the local planning process, and make contacts to organize this group of stakeholders
- Work with MLTG and community literacy partners to create a community vision for literacy and facilitate the definition of literacy for the MLTG project
- Organize and facilitate community consultation
- Lead, organize and implement processes that will result in information gathering, sharing, asset mapping and gap analysis relevant to the literacy plan
- Develop a community profile and literacy inventory that is inclusive and represents the diversity of Marpole
- Prepare a comprehensive community literacy plan for MLTG following the Guiding Principles of Literacy Now and the Criteria for Acceptance of Plans by 2010 Legacies Now

Qualifications and Assets:

- Relevant post-secondary education and/or experience related to literacy/learning and /or education and/or community services
- Knowledge and understanding of literacy and community-based planning processes and consultation
- Knowledge and understanding of capacity and strength building approaches
- Proven ability to facilitate groups, organize and manage projects and develop partnerships and community relationships
- Experience in leading and evaluating inclusive community processes
- Excellent written and verbal communication skills
- Ability to use computers to convey information effectively
- Knowledge of Marpole area and established contacts with relevant stakeholders in the community are both highly desired

Timeline:

August 4, 2009-March 19, 2010

Wages:

\$25/h – 320 hours – approximately 11 hours per week (includes G.S.T. and benefits)

Submit expression of interest by July 2, 2009 to Tracy Howard, Executive Director, Marpole Oakridge Family Place at mail@marfamplace.org

Please write “Literacy Planning Facilitator” in your subject line
Only those shortlisted will be contacted

Appendix 6
South Vancouver

What is literacy?

Join South Vancouver's community leaders, residents, and service providers in planning for life-long learning in our neighbourhood.

Be part of the discussion: join our email list; attend an upcoming workshop; complete a community literacy survey... and more.

Contact the South Vancouver Neighbourhood House at 604-324-6212 or email the South Vancouver Literacy Planning Facilitator at southvanliteracy@yahoo.ca



What is literacy?

Join South Vancouver's community leaders, residents, and service providers in planning for life-long learning in our neighbourhood.

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Invitation to Sunset Neighbourhood Literacy Community Consultation

Community Literacy – What does it mean to you?

Develop a vision for literacy for Sunset - be part of the process!

You are invited to participate in a community consultation to develop a vision for literacy in the Sunset Neighbourhood. This vision will become part of the Sunset Community Literacy Plan.

A community vision consultation will...

- Look at what literacy means to the community
- Explore the questions: What kind of future do we want for our community? What literacy and learning opportunities will help take us there?

A Literacy Now representative will be on hand to answer any questions about the initiative.

Please join us:

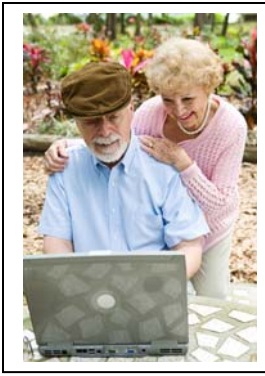
DATE: Wednesday, June 3rd
TIME: 6:00pm to 8:30pm
LOCATION: South Vancouver Neighbourhood House
6470 Victoria Drive

OR

DATE: Friday, June 5th
TIME: 9:30am to 12:00pm
LOCATION: Fraserview Branch, Vancouver Public Library
1950 Argyle Drive

Please call or email to let us know if you are attending: 604-324-6212
or email southvanliteracy@yahoo.ca

Everyone Welcome



2010 Legacies Now has developed the Literacy Now Communities program. This program supports communities to increase local access to literacy learning through collaborative planning.



Sunset Neighbourhood is participating in the Literacy Now Communities program:

- To increase literacy levels of children, youth, adults and seniors in our community
- To build a plan that addresses local literacy needs

What is literacy?

Literacy enables us to listen, view, communicate, represent and evaluate knowledge in many ways

Literacy enables participation in family, work and community life



Join community leaders, residents, and service providers in creating a literacy-learning plan for our neighbourhood.

Be part of the discussion: join our email list; attend an upcoming workshop; complete a community literacy survey... and more.

Contact the South Vancouver Neighbourhood House at 604-324-6212 or email the South Vancouver Literacy Planning Facilitator at southvanliteracy@yahoo.ca

The more literate we become, the greater our understanding of our world!

**Community Literacy Plan –
Our Vision for Sunset Neighbourhood**
Wednesday June 3rd at South Vancouver Neighbourhood House

Agenda –

6:00pm

Welcome and introductions – Wei-Wei Siew, South Vancouver Neighbourhood House/Sunset Literacy Task Group Chair

6:10pm

Literacy Now video with Q&As – Lori Walker, Program Manager, Literacy, 2010 Legacies Now

6:30pm

Introduction to Sunset Literacy project – Christina Campbell, South Vancouver Literacy Planning Facilitator

6:40pm

Group consultation – Christina Campbell (20 minutes)

- “What is one word that defines literacy for you?”

7:00pm

Station Consultations – Christina Campbell

1. Literacy Vision (20 minutes)

- “What is your vision for literacy in Sunset?”

2. Literacy and Learning Opportunities (40 minutes)

- Imagine Sunset Neighbourhood in the future: “What are the desired literacy and learning opportunities for children infant to 6 years of age (for school-aged children, for adults, and for seniors)?”

8:00pm

Group consultation – Christina Campbell (20 minutes)

- “What were some of the themes that came up?”
- “What were some surprises?”

8:20pm

Wrap up and thank you – Wei-Wei Siew

Appendix 7

Vancouver Public Library and Vancouver Board of Education



Vancouver Public Library and the Vancouver Board of Education

The Vancouver Public Library and the Vancouver Board of Education have a long history of partnership and collaboration. Both organizations work together to build and maintain complimentary programs and services to ensure that the City's children and youth have access to formal and informal life long learning. Our partnerships and collaborations include schools, families, caregivers and other community organizations and support the concept that student achievement is a shared responsibility.

In 1978 the VPL and the VBE created a joint Board Policy of Mutual Expectation that was revised and readopted by both Boards in 2004. This policy document outlines expectations of both institutions and is frequently cited as best practise.

A broad range of collaborative programs is supported by both organizations and include:

Get Carded

- to provide in-school library research training for every regular grade 9 public school student in Vancouver. This training enhances the student's ability to succeed in their education by providing skills and information to support classroom education

Kinder Card'n @ VPL

- to ensure that public school kindergarten children have library cards and an introduction to the public library. Children's librarians provide an in-house and an out-of-library visit to selected school.

Mother Goose programs

- Childrens librarians partner with schools in order to deliver these programs to families who already have older children attending the school.

StrongStart

- Vancouver StrongStart centres are increasing in number and are mostly housed in elementary schools and administered by Neighbourhood Houses or Family Places. Childrens Librarians visit StrongStart centres to provide early literacy storytime, deposit collections (VPL material in an off-site location) and other resources. This is a multi-partnered project that requires collaborative work from community organizations to meet the needs of the community's children.

Roots of Empathy

- VPL provides multiple copies of the ROE titles in library branches located near participating schools for student and teacher use.

Celebration of Young Learners

- VPL hosts the year-end showcase for the MAC (multi age class, gifted classes). This showcase highlights student accomplishments for family and friends in VPL's meeting rooms. MAC classes regularly visit the Children's Library at the Central branch.

Grade 7 Library Skills

- This is a program run at the Central Library for Grade 7 students to learn and practice research skills. It supports classroom work and assignments and links classroom learning to library resources.

Summer Reading Club

- Provincial initiative promoting reading. In late May/June Children's librarians provide posters and bookmarks advertising SRC to schools either at a staff meeting, through the teacher librarian or at school assemblies.

Welcome to Kindergarten

- The Learning Partnership, Provincial government and Vancouver School Board working with the Vancouver Public Library combine to deliver this program. This is a program for 4 year olds offered in the spring before they enter kindergarten. The purpose is to help develop and promote the skills that 4 year olds will need for Kindergarten.

Ready, Set, Learn

- For 3 year olds to promote positive connections with the school system and community agencies that provide early childhood development resources, support and services. Families receive helpful information and community contacts.

Class Visits

- Children's librarians go out to schools and individual classes come to the library for tours; training; research; book exchanges; book talks; and an overall introduction to the programs and services the library offers to ensure lifelong learning.

VESTA (Vancouver Elementary School Teachers Assoc)

- VPL works collaboratively with Vesta to organize, hold and promote special events/workshops for teacher and teacher-librarian's professional development

Family Literacy or Literacy Events

- These activities and services vary from school to school. Sometimes the library provides information at school fair or activity while at other times the librarian's involvement is deeper. This might mean a special or themed storytime or a parent talk. Overall, the intention is to be responsive to the school's, children's and parent's needs.

YRCA (Young Readers Choice Awards)

- VPL provides posters, bookmarks to schools and buys multiple copies of nominees for student use. VPL Children's Librarians will promote nominees through displays and book talks as requested by schools.
- Teachers are active in having their students vote for nominees and while the library promote the books.

Red Cedar Awards

- VPL orders multiple copies of nominees and Children's librarians will promote nominees through displays and book talks as requested by schools and teachers.

Parent Groups

- VPL Children's librarians visit and provide talks to PACs (Parent Advisory Committee) and PALS (Parents as Literacy Supporters) as requested on a multitude of subjects and interests depending on what is needed by this community.

Kindergarten Teas

- VPL Children's librarians meet parents of new kindergarten students in the spring before children begin attending Kindergarten.

Junior Kindergartens

- VBE Junior Kindergarten classes for 4 year olds including locations at Strathcona, Seymour and Queen Alexandra. We visit programs and are involved based on the needs of the students and teachers.