

*The Literacy Outreach Coordinator recruited me to join the table. I am more aware and involved in the community literacy issues. The lunch forums and newsletters which are forwarded to our community also enhance the communities' awareness and provides meaningful resources/tools to support the literacy needs of our parents and children (Tania Bryan, Middle Childhood Matters Coordinator) Having the Literacy Outreach Co-ordinator position has enabled us to collaborate on a variety of initiatives in the area of Early Learning, including special events, professional development activities and education and awareness about the importance of Early Literacy. The Coordinator is a vital part of the Early Childhood Development Committee and has much to contribute to the work we are undertaking in promoting healthy child development in the Tri-Cities (Susan Foster, Tri-Cities ECD Community*

*Development Coordinator has enabled us to coordinate a variety of literacy events/forums ensuring that the information is available to service providers and the community. We are also providing such information electronically to be more informed, and providing information to colleagues also in the area of literacy resources in the community. We are also exploring opportunities to explore opportunities through the Working Group meetings, this Committee, and the Literacy Outreach programs, English Language Learning at Tri-Cities ECD & Community Development perspective to those in the community. We are also exploring opportunities for community members to provide opportunities through the Working Groups, and develop the Coordinator role.*

*(Sheila McFadzean, Supervisor - Community Development, SHARE Family and Community Services) The Literacy Outreach Coordinator plays a pivotal role in communication throughout the community. The committee structure and contact lists allow me to send out information to the Literacy Outreach Coordinator, knowing that it will be re-distributed. So information gets out quickly and efficiently. As the new Regional Literacy Coordinator, I have appreciated the welcome and introductions to the community and Steering Committee. It has made it much easier for me to get started. I am looking the LOCs for feedback and input to my role so that I may be of the most support for community based literacy initiatives (Patty Bossort, Regional Literacy Coordinator) The Literacy Outreach Coordinator has heightened awareness of literacy in our community through the connections she has made, the programs she has organized, and the talks she has given. She is the face of literacy in the Tri-Cities and community members now come to her for information and help. Without the Literacy Outreach Coordinator, the Tri-Cities Literacy Committee would not have been able to keep the momentum happening around literacy... (Rhian Piprell, Coquitlam Public Library)*

**School District 43  
Board of Education**

**INTEGRATED  
COMMUNITY LITERACY PLAN**

**For the Tri-Cities Community**

**July 2009**

# Tri-Cities Literacy Committee Directory

S = Steering Committee  
 A = Adult Literacy Working Group  
 E = ESL Working Group

R = Resource Development Working Group  
 F = Family Literacy Day Planning Committee  
 \* = Chair/Co-Chair

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<b>Community Organizations - Friends of Simon Tutoring Project</b>		<b>www.educ.sfu.ca/friends</b>
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<b>Community Organizations - Learning Disabilities Association of BC, Fraser North Chapter</b>		<b>www.ldafn.ca</b>
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<b>Municipalities - City of Port Coquitlam</b>		<b><a href="http://www.city.port-coquitlam.bc.ca">www.city.port-coquitlam.bc.ca</a></b>
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*Note: Quotes on cover available in full in the 2008-2009 Literacy Now Implementation Report*

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## INTEGRATED COMMUNITY LITERACY PLAN

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### CONSULTATION PROCESS

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

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

#### *Purposes*

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

### BUILDING ON EXISTING PLANS TO IMPROVE COMMUNITY LITERACY

The Tri-Cities Community Literacy Plan has been approved and is heading into the second year of implementation. School District 43 has also identified literacy goals and targets for 2009-2010 within its Achievement Contract and five-year Aboriginal Education Enhancement Agreement and has been implementing a range of actions for improving literacy performance within district schools. However, the Tri-Cities Community Literacy Plan focuses mainly on community literacy needs outside the school system before school entry and after school leaving, whereas the literacy components of the School District 43 Achievement Contract concentrate on students from Kindergarten through secondary school graduation.

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

### ***Tri-Cities Community Literacy Plan***

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

The Tri-Cities Community Literacy Plan addresses four goals:

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

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

### ***School District 43 Achievement Contract***

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

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

Specific objectives and targets have been outlined in the 2009-2010 Achievement Contract.

Over several years, the School District has implemented a variety of innovations for learning designed to improve student literacy across the district. Actions are outlined in the Achievement Contract for 2009-2010.

### ***Aboriginal Education Enhancement Agreement***

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

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

## **LINKS TO THE 4 PILLARS OF READNOW BC**

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

Strategies include:

- The Tri-Cities Early Childhood Development Action Plan;
- Thirteen StrongStart Centres, extensive school participation in Ready, Set, Learn, Welcome to Kindergarten and the PALS programs, and continued implementation of the Kindergarten developmental continua;
- The continuing appointment of a School District 43 Early Learning Support Teacher and a support team of four additional Learning Support Teachers who will work with the Early Learning Coordinator, District Leadership Team, Early Childhood Development community, and two external facilitators to develop a district early learning vision and to provide liaison and leadership in early learning and early primary initiatives;
- Continuing successful collaborative initiatives such as the monthly Family Play and Learn events held at the Coquitlam Centre Mall to reach families who may not understand the importance of early literacy learning at home.

### **2. Increase the number of children who read successfully.**

Strategies are addressed in the Achievement Contract:

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

Strategies are also addressed in the Aboriginal Education Enhancement Agreement.

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

Strategies include:

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

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

Strategies include:

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



**ACTION PLAN AND SUCCESS STATEMENTS**

***Definition of literacy***

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

***Planning framework and timeline***

The following Action Plan has been organized around the four themes and three priority groups identified during the planning process. The success statements are based on a three-year timeline. 2009-2010 will be year two of implementation.

***Theme 1: Communication***

Goals	Action strategies	Leadership
<p>To strengthen communication among all agencies providing literacy programs and services within the Tri-Cities area</p>	<ul style="list-style-type: none"> <li>• Continue to meet regularly as a Tri-Cities Literacy Committee for purposes of information sharing and possible joint projects</li> <li>• Appoint a Tri-Cities Literacy Outreach Coordinator to organize and facilitate regular meetings and reach out to other community partners</li> <li>• Work with the Regional Literacy Coordinator</li> <li>• Reach out to organizations not represented on the committee</li> </ul>	<ul style="list-style-type: none"> <li>○ Tri-Cities Literacy Steering Committee</li> <li>○ Tri-Cities Literacy Outreach Coordinator</li> </ul>
<p>To strengthen communication among agencies involved in providing early literacy programs and services</p>	<ul style="list-style-type: none"> <li>• Participate in all ECD Committee meetings via the Tri-Cities Literacy Outreach Coordinator position</li> <li>• Continue to include ECD Coordinator as a participant in all Tri-Cities Literacy Committee and Literacy Steering Committee meetings</li> </ul>	<ul style="list-style-type: none"> <li>○ Tri-Cities Literacy Outreach Coordinator</li> <li>○ Tri-Cities Early Childhood Development Committee</li> <li>○ Tri-Cities Literacy Committee</li> <li>○ Tri-Cities Literacy Steering Committee</li> </ul>
<p>To strengthen communication and liaison between School District 43 and members of the early learning community</p>	<ul style="list-style-type: none"> <li>• Support implementation of early learning programs in public schools such as:                             <ul style="list-style-type: none"> <li>– StrongStart Centres</li> <li>– Ready, Set, Learn</li> <li>– PALS and K PALS</li> <li>– Welcome to Kindergarten</li> </ul> </li> <li>• Enhance liaison between early learning service providers and Kindergarten teachers</li> </ul>	<ul style="list-style-type: none"> <li>○ School District 43 Early Learning Coordinator</li> <li>○ School District 43 Early Learning Support Teacher</li> <li>○ Tri-Cities Early Childhood Development Committee</li> <li>○ Public Libraries</li> </ul>

<p>To strengthen communication and liaison among adult literacy service providers</p>	<ul style="list-style-type: none"> <li>• Continue to meet as a working group to discuss common concerns</li> </ul>	<ul style="list-style-type: none"> <li>○ Tri-Cities Literacy Steering Committee</li> <li>○ Adult Literacy Working Group</li> </ul>
<p>To strengthen communication and liaison among providers of ESL services</p>	<ul style="list-style-type: none"> <li>• Continue to meet as a working group to discuss common concerns</li> </ul>	<ul style="list-style-type: none"> <li>○ Tri-Cities Literacy Steering Committee</li> <li>○ ESL Working Group</li> </ul>
<p>To strengthen communication across all communities in the Tri-Cities area</p>	<ul style="list-style-type: none"> <li>• Actively solicit the participation of Anmore and Belcarra community representatives</li> </ul>	<ul style="list-style-type: none"> <li>○ Tri-Cities Literacy Outreach Coordinator</li> </ul>
<p>To promote a broader regional and provincial perspective on literacy planning and coordination</p>	<ul style="list-style-type: none"> <li>• Participate in regional and provincial events that focus on literacy planning</li> <li>• Encourage coordination of strategies across communities that are involved in developing and implementing Community Literacy Plans</li> </ul>	<ul style="list-style-type: none"> <li>○ Tri-Cities Literacy Outreach Coordinator</li> <li>○ Regional Literacy Coordinator</li> <li>○ Tri-Cities Literacy Committee</li> </ul>

**Success statement: Communication**

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

**Theme 2: Collaboration**

<b>Goals</b>	<b>Action strategies</b>	<b>Leadership</b>
<p>To support, enhance and expand existing literacy links and collaborations</p>	<ul style="list-style-type: none"> <li>• Continue meetings of the Tri-Cities Literacy Committee</li> </ul>	<ul style="list-style-type: none"> <li>○ Tri-Cities Literacy Steering Committee</li> </ul>
<p>To continue to examine literacy needs and gaps</p>	<ul style="list-style-type: none"> <li>• Continue to meet in working groups</li> <li>• Explore possible partnerships to address needs and gaps</li> </ul>	<ul style="list-style-type: none"> <li>○ Tri-Cities Literacy Committee</li> <li>○ Early Learning Working Group</li> <li>○ Adult Literacy Working Group</li> <li>○ ESL Working Group</li> </ul>

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

**Success statement: Collaboration**

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

**Theme 3: Public awareness**

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

**Success statement: Public awareness**

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

**Theme 4: Access for all**

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

**Success statement: Access for all**

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

## **PROCESS FOR APPROVAL OF THE INTEGRATED COMMUNITY LITERACY PLAN**

This plan was initially drafted in 2008-2009 in consultation with a representative group of those involved in the Tri-Cities Community Literacy Plan, the School District 43 Achievement Contract, and the Aboriginal Education Enhancement Agreement. The group read drafts of the plan and their suggestions were incorporated.

Following the consultation process, the plan was approved by the Trustees of the Coquitlam Board of Education before submission to the Ministry of Education in July 2008. The 2009 Integrated Literacy Plan presents an update to the 2008 plan with the addition of information on the progress to date and plans for the upcoming year.

## **MONITORING AND EVALUATION**

### ***Criteria for evaluating the planning process***

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

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

### ***Criteria for evaluating the implementation of an Integrated Community Literacy Plan***

Criteria for evaluating the Integrated Community Literacy Plan are identified as success statements in each of the four themes.

Each month, the Literacy Outreach Coordinator provides reports to the Steering Committee to ensure the work remains on track. In addition to a narrative report, Steering Committee members receive a grid outlining progress toward each of the identified goals.

Actions, targets and baseline data for literacy development of school-age children are already identified and reported on in the School District 43 Achievement Contract and the Superintendent's Report. Progress on meeting the goals of the Aboriginal Education Enhancement Agreement will be outlined in yearly reports as of 2008.

## **PROGRESS TO DATE AND REFLECTING ON THE PLAN**

### ***Defining the Committee***

In 2008-2009, the Tri-Cities Literacy Committee focussed on defining itself as a group. The Committee developed vision and mission statements, considered its purpose, explored core values and beliefs, and confirmed guiding principles.

**Vision Statement:**

*The Tri-Cities Literacy Committee envisions a future where all community members are aware of and have equitable access to timely, adequate, effective and affordable literacy programs. Literacy is a right, enabling individuals to participate fully in our community.*

**Mission Statement:**

*The Tri-Cities Literacy Committee engages partners in a collaborative process to explore and enhance literacy services in our community.*

**Purpose:**

*The Tri-Cities Literacy Committee exists to support and improve literacy in our community. We are a resource, raising awareness about literacy and facilitating access to services. We strive to identify and address systemic gaps and provide networking opportunities for community members. Tri-Cities literacy programs are enhanced through collaboration, connections, sharing information and the implementation of our literacy plan.*

**Core Values and Beliefs:**

*The Tri-Cities Literacy Committee values respect, inclusion, equity, diversity, open communication and creative thinking. We view literacy as “cradle to grave” and believe everyone has the right to be a literate citizen. Literacy is a survival skill, and literacy challenges are recognized as barriers to individuals becoming fully engaged community members. There is great value in engaging key partners, working collaboratively, providing networking opportunities and sharing resources to enhance literacy for all. The work we are doing is important to our community, and as a group we are able to make a significant difference.*

**Tri-Cities Literacy Committee Structure**

The Tri-Cities Literacy Committee Working Groups currently include:

- Adult Literacy
- ESL
- Resource Development
- Special Purposes
- External Committees: Early Childhood Development, Middle Childhood Matters

The role of the Tri-Cities Literacy Committee has been recognized in a number of ways:

- The Literacy Committee was invited to present at the 2009 BC Settlement and Adaptation Program Conference, “Creating a Welcoming BC for Newcomers: Collaborating in Our Communities”. Conference organizers recognized the Literacy Committee as a model of community collaboration.
- The Literacy Outreach Coordinator was invited to sit on the Regional Literacy Coordinator hiring panel and was invited to sit on the City of Coquitlam Multiculturalism Strategy’s Project Advisory Group.
- The Tri-Cities Community Planning Committee invited the Literacy Committee to co-host a Literacy Forum for service providers in our community.
- Community partners forward literacy news and events to be included in our monthly newsletters.

**Success and Challenges**

The engagement of the Tri-Cities community is the most successful aspect of initiatives to date. There is recognition of the importance of literacy and a motivation to participate and collaborate

toward community development. Diverse stakeholders are committed to the process and engaged in ensuring literacy for all.

While the Tri-Cities community has demonstrated the motivation and commitment to identify, address and overcome literacy gaps and challenges, there is also an acknowledgement that committee members are involved in a diverse range of community initiatives. Busy schedules and multiple priorities make it difficult for some members to fully engage in our work. Scheduling meetings and ensuring communication and follow-up continues to be a challenge, as it so often is in community development initiatives bringing together a diverse representation of stakeholders.

Further reflection on the past year of implementation is available in the 2008-2009 Implementation Report which was submitted to the Literacy Now Communities Program.

### ***Progress and Activities***

The Literacy Outreach Coordinator has been essential to our success as a school district and community in making progress on our Action Plan. Through the Literacy Outreach Coordinator, all of the goals of the Integrated Community Literacy Plan were addressed in some way throughout 2008-2009, with some action strategies being completed and some remaining ongoing. The Literacy Outreach Coordinator's Report for 2008-2009 has been included as part of the Appendices to the Integrated Community Literacy Plan.

## **THINKING AHEAD TO 2009-2010**

### ***Community Changes***

Changes since the 2008 Integrated Community Literacy Plan was submitted:

- The Poirier Branch of Coquitlam Public Library underwent a \$3 million renovation in 2008-2009. The library now has 20% more public space, new reading and study areas and expanded meeting rooms.
- The Tri-Cities region continues to have a significant population of immigrants, representing 34% of our population compared to the BC average of 27% (Statistics Canada, 2006). Preparations are underway for a new group of Bhutanese refugees who will be settling in our community over the coming months.
- Current economic conditions have led to challenges across our community. Municipalities, the school district and community organizations are all dealing with the effects of reduced budgets.

### ***Revision and Engagement***

A community-wide Literacy Forum was held in June 2009 to engage a broader representation of the diversity of the Tri-Cities region in reviewing our progress to date and planning for the future. The Steering Committee and the Literacy Outreach Coordinator will incorporate the various ideas and suggestions from the Forum in the development of a work plan, goals, objectives and actions to guide the work in the second year of our Implementation Phase (2009-2010).

### ***Literacy Outreach Coordinator and Regional Literacy Coordinator***

The Literacy Outreach Coordinator and Regional Literacy Coordinator have been crucial to the success of community literacy planning and implementation in the Tri-Cities. The quotes on the front cover of the Integrated Community Literacy Plan express some of the ways in which the Coordinators have made an impact in the past year. The full quotes are available in the 2008-2009 Literacy Now Implementation Report, in addition to further information and thinking around the Tri-Cities community looking forward to 2009-2010 and beyond.



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## APPENDICES

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### DISTRICT AND COMMUNITY CONTEXT AND DEMOGRAPHICS

#### *The context*

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

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

#### *Demographic considerations*

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

#### *Climate of collaboration*

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

### COMMUNITY PROFILE

#### *Historical profile*

Before 1858, the Tri-Cities area was inhabited mainly by Coast Salish peoples, including the Squamish, Musqueam, and Kwikwet'lem Nations. Non-indigenous people began to settle in the area around 1800, but major development began in the 1860s following the Fraser River Gold Rush. Although the Tri-Cities area constitutes a "community" for purposes of preparing this

Integrated Community Literacy Plan, it is actually made up of several communities with differing demographic profiles.

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

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

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

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

*Southwest Coquitlam* combines public and commercial services with a range of single-family, town home, low-rise and high-rise apartment housing. It also includes the city's three major industrial and business parks.

The *Town Centre* is a newer community and includes more than 9,400 apartments, semi-detached and detached homes and many commercial services in a concentrated area. Its focal point is a complex of civic, cultural and education services, including the David Lam campus of Douglas College.

*Westwood Plateau*, on the south-facing slopes of the Coast Mountains to the north, features more expensive cluster houses, town homes and large single-family homes, along with two golf courses.

*Northeast Coquitlam* provides a mix of older and newer residential neighbourhoods, rural properties, farms, and portions of both a regional and a provincial park.

**City of Port Coquitlam.** Port Coquitlam lies to the east of Coquitlam and Port Moody, between the Fraser River and Coast Mountains, and between the Pitt and Coquitlam Rivers. Before the arrival of white settlers in the 1860s, the main settlement was a First Nations village at the mouth of the Coquitlam River.

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

**Village of Anmore.** Until recently, Anmore was primarily rural and bordered by forested wilderness. It is being transformed rapidly into a suburban neighbourhood as development expands north from Port Moody. Civic government is working to find a balance between land

development and preservation of the natural environment and the community is proud of its renewable energy project to develop a community-owned independent power production facility.

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

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

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

**Population profile**

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

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

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

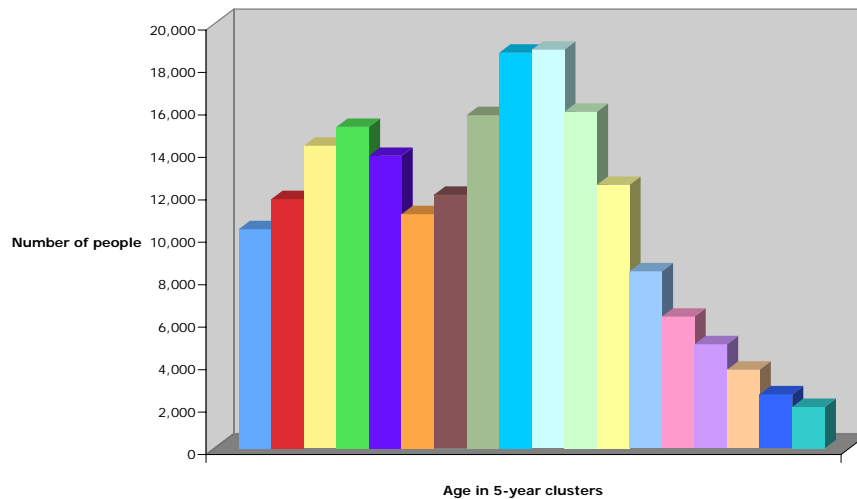
- ❑ Population is increasing, but school enrolment is decreasing (Statistics Canada, 2006).
- ❑ Literacy levels in School District 43 are generally higher than the provincial average, but specific areas of weakness and vulnerability have also been identified for children, youth and adults (EDI Community Mapping, 2006; School District 43 Achievement Contract, 2009-2010; Tri-Cities Literacy Committee Community Literacy Plan, 2007).
- ❑ Population demographics are changing rapidly. Changes include increases in the number of vulnerable ESL families, particularly refugees. Refugee families may have spent protracted time in refugee camps and often have high rates of illiteracy. Higher rates of immigration are anticipated in the near future (Immigrant Services Society of British Columbia, 2007).
- ❑ Among students attending public school, approximately 3400 (11.5%) require ESL services. Home languages include Korean, Mandarin, Cantonese, Chinese, Persian, Spanish, Tagalog, Russian, Romanian, Punjabi, Japanese, Polish, Vietnamese, and Serb-Croatian (School District 43 Student Enrolment Report, 2006).
- ❑ Children of Aboriginal heritage make up 3% of the 30,000 students enrolled in School District 43 schools. The majority are Métis, Cree and Coast Salish. The two Kwikwetlam First Nation Reserves in the district account for less than 50% of these students (Aboriginal Education Enhancement Agreement). More than 50% of Aboriginal children are considered vulnerable at the time of school entry (Fraser Health Authority).

- ❑ Although the Tri-Cities area has a higher-than-average median income, measures of income inequity are also higher than the provincial average. Coquitlam scores are higher than the BC average on measures of poverty, income assistance, government supplements to seniors, and unemployment benefits (School District 43 Statistical Profile, 2005).
- ❑ According to the Early Development Instrument (EDI), School District 43 is in the least vulnerable quintile of all districts in the province. However, more than 20% of children have been identified as vulnerable in at least one domain of development, with the largest area of vulnerability being in communications skills. Vulnerabilities are spread across the district, suggesting that "a full range of services must be universally available and neighbourhood based" (Mapping ECD Community Summary for School District 43, 2006).

**Age distribution profile**

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

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



**Household distribution profile**

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

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

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

### ***Socio-economic profile***

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

### ***Culture and language profile***

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

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

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

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

### ***Education and employment profile***

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

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

There is a wide variation in literacy levels among immigrants in the Tri-Cities area, in both home languages and English. Some are highly trained and literate in their first languages but may not have the English needed to apply their training in Canada. Others may have limited literacy levels both in their home languages and in English. Although the education level of very recent immigrants to Metro Vancouver is quite high, with one-third holding university degrees (CIC Recent Immigrants Report), recently arrived immigrants have a lower labour force participation rate and a higher rate of unemployment. This is due mainly to their lack of Canadian work experience, lack of recognized credentials, and lack of knowledge of English (Statistics Canada Canadian Immigration Labour Market 2006). The unemployment rate for this group is 9.5%.

### ***Early learning profile***

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

### ***Future projections***

The demographics of early learners in the Tri-Cities area are changing. Although Kindergarten registration has declined recently, the number of babies born yearly is rising. Immigration is projected to continue, with even greater numbers of refugee families including many from Bhutan anticipated in the near future (Immigrant Services Society). These families show increasing complexities in their needs, due to the combination of trauma and illiteracy resulting from experiences in their homelands and in refugee camps.

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

## **COMMUNITY LITERACY INVENTORY**

### ***Information sources***

Data for the community literacy inventory was gathered through survey questionnaires, interviews and focus group meetings, as well as from discussions among participants at Tri-Cities Literacy Committee meetings in 2007-2008. Information was then summarized and cross-referenced to identify community assets, needs and gaps, existing links, and literacy priorities.

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

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

### **Community assets**

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

### **Identification of needs and gaps**

Needs and gaps were clustered into four themes.

#### ***Communication***

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

#### ***Collaboration***

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

#### ***Public awareness***

- Reach more individuals through advertising, community awareness, and publicity utilizing more and innovative means of delivery.
- Make partners and individuals more aware of what is available and how to access it.

- Utilize technologies, including video and audio, for reaching individuals who are non-readers.
- Develop the means to be recognized as a community that works and learns together to the benefit of all.

### ***Access for all***

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

### ***Priorities for attention***

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

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

### **Existing links**

Many links were identified among service providers in the Tri-Cities area. The strongest links exist among organizations working with children and families. For example, the Tri-Cities Early Childhood Development Committee has already prepared an Action Plan and a Work Plan that address literacy concerns as part of a broader strategic approach.

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



**LITERACY OUTREACH COORDINATOR’S REPORT FOR 2008-2009**

The following progress has been made toward the goals and objectives established in the Tri-Cities Community Literacy Plan:

Theme 1: Communication		
Goal	Progress	Action Strategies Addressed
<p>To strengthen communication among all agencies providing literacy programs and services within the Tri-Cities area</p>	<p>Facilitated/participated in meetings of the Literacy Committee and its subgroups:</p> <ul style="list-style-type: none"> <li>• Steering Committee (including check-ins with Steering Committee co-chairs)</li> <li>• ESL Working Group</li> <li>• Adult Literacy Working Group</li> <li>• Resource Development Working Group</li> <li>• Family Literacy Day Planning Committee</li> </ul> <p>Participated as a member of:</p> <ul style="list-style-type: none"> <li>• Tri-Cities Early Childhood Development (ECD) Committee</li> <li>• Middle Childhood Matters (MCM) Committee</li> <li>• MCM Professional Development sub-committee</li> <li>• Early Learning Conference Planning Committee</li> <li>• City of Coquitlam Multiculturalism Strategy’s Project Advisory Group</li> <li>• Literacy Forum Planning Group (in partnership with the Tri-Cities Community Planning Committee)</li> <li>• Tri-Cities Health Literacy Team</li> </ul> <p>Participated in various community meetings/events, including:</p> <ul style="list-style-type: none"> <li>• School District 43 Staff Development team meeting</li> <li>• Books for BC Babies</li> <li>• Planning sessions for LEAP BC early learning providers’ training</li> <li>• Tri-Cities Community Planning Committee</li> <li>• Aboriginal Education Advisory Committee</li> <li>• Family Play &amp; Learn Nights at Coquitlam Centre</li> <li>• Coquitlam Public Library Bus Planning Group</li> </ul> <p>Presented at meetings of several local service clubs, including:</p> <ul style="list-style-type: none"> <li>• Rotary Club of Port Coquitlam Centennial</li> <li>• Rotary Club of Coquitlam Sunrise</li> <li>• Rotary Club of Port Moody</li> </ul> <p>Met with various community stakeholders (individuals and organizations) to learn about their work and to explore partnership possibilities, including:</p> <ul style="list-style-type: none"> <li>• Previous Tri-Cities Community Literacy Coordinator</li> <li>• S.U.C.C.E.S.S., North Road Branch</li> <li>• Mayor of Coquitlam</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to meet regularly as a Tri-Cities Literacy Committee for purposes of information sharing and possible joint projects (ongoing)</li> <li>• Appoint a Tri-Cities Literacy Coordinator to organize and facilitate regular meetings and reach out to other community partners (complete)</li> <li>• Reach out to organizations not represented on the committee (ongoing)</li> </ul>



	<ul style="list-style-type: none"> <li>• SHARE Family and Community Services Society</li> <li>• Tri-Cities ECD Community Development Coordinator</li> <li>• YMCA Child Care Resource and Referral</li> <li>• School District 43, Early Learning</li> <li>• RDK Career Services</li> <li>• Place Maillardville</li> <li>• S.U.C.C.E.S.S., Henderson Place Office</li> <li>• Lower Mainland Regional Literacy Coordinator</li> <li>• ISSBC (Immigrant Services Society of British Columbia)</li> <li>• School District 43 Aboriginal Education Coordinator</li> <li>• Coquitlam Continuing Education</li> <li>• School District 43 - District Parent Advisory Council (DPAC)</li> <li>• Douglas College's I-CARE (Individualized Community Adult Reading Education) Program</li> <li>• Community Volunteer Connections</li> <li>• Tri-City Women's Resource Society</li> <li>• Women's Resource Centre</li> <li>• Settlement Workers in Schools (SWIS) Team</li> <li>• Regional Literacy Coordinator</li> <li>• Friends of the Coquitlam Public Library</li> <li>• Middle Childhood Matters Coordinator</li> <li>• SHARE After-School Programs Coordinator</li> </ul> <p>Attended the following conferences/public information sessions:</p> <ul style="list-style-type: none"> <li>• Come Play With Us! Joyful Learning Through Play</li> <li>• Building a Home with More Than One Language Workshop</li> <li>• Community Information and Planning Forum on Bhutanese Refugees</li> <li>• BCSSA Spring Forum: Tomorrow's Early Learning: Access and Equity for All</li> <li>• Afghan Cultural Competency Workshop</li> </ul> <p>Invited to submit a proposal (which was accepted) to present at the BC Settlement and Adaptation Program Conference: <i>Creating A Welcoming BC for Newcomers: Collaborating in our Communities</i>. The Literacy Committee was recognized as a model for community collaboration (Conference was later cancelled, due to funding perception concerns).</p> <p>Attended the following community events:</p> <ul style="list-style-type: none"> <li>• Coquitlam Public Library's Poirier Branch Grand Re-Opening (following six months of renovations)</li> <li>• Douglas College I-CARE Program's Spring Dinner</li> </ul> <p>Beginning in October 2008, emailed <i>Literacy News and Events Updates</i> to all Literacy Committee members.</p> <p>Hosted monthly Brown Bag Lunch &amp; Learn Events, beginning in January 2009. Guest speakers included:</p>	
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	<ul style="list-style-type: none"> <li>• Coordinator, School District 43 Continuing Education</li> <li>• Learning Disabilities Association of British Columbia, Fraser North Chapter</li> <li>• Douglas College's I-CARE (Individualized Community Adult Reading Education) program coordinator and an adult literacy learner/advocate</li> <li>• Settlement Workers in Schools (SWIS) Team</li> </ul> <p>Discussed partnership opportunities with School District 43 for the creation of a Literacy Committee website.</p>	
<p>To strengthen communication among agencies involved in providing early literacy programs and services</p>	<p>Facilitated/participated in meetings of the Literacy Committee and its subgroups, in particular the Steering Committee, the ESL Working Group and the Family Literacy Day Planning Committee.</p> <p>Recruited community partners to host eleven venues in an attempt led nationally by ABC Canada Literacy Foundation for the world record of "Most children reading with an adult, multiple locations".</p> <p>Participated as a member of the Tri-Cities Early Childhood Development (ECD) Committee, the Early Learning Conference Planning Committee, and the Tri-Cities Community Planning Committee's Literacy Forum Planning Group.</p> <p>Participated in various community meetings/events, including Books for BC Babies, planning sessions for a LEAP BC early learning providers' training, and Family Play &amp; Learn Nights at Coquitlam Centre.</p> <p>Met with various community stakeholders (individuals and organizations) to learn about their work in early literacy and to explore partnership possibilities, including:</p> <ul style="list-style-type: none"> <li>• Previous Tri-Cities Community Literacy Coordinator</li> <li>• SHARE Family and Community Services Society</li> <li>• Tri-Cities ECD Community Development Committee</li> <li>• YMCA Child Care Resource and Referral</li> <li>• School District 43, Early Learning</li> <li>• School District 43, Aboriginal Education</li> <li>• School District 43, District Parent Advisory Council (DPAC)</li> </ul> <p>Attended the <i>Come Play With Us! Joyful Learning Through Play</i> conference hosted by the Tri-Cities ECD Committee, the <i>Building a Home with More Than One Language</i> workshop presented by SHARE Family and Community Services, a <i>Community Information and Planning Forum on Bhutanese Refugees</i> session put on by the Immigrant Services Society of BC (ISS of BC), the BC School Superintendent Association's Spring Forum: <i>Tomorrow's Early Learning: Access and Equity for All</i> and an <i>Afghan Cultural Competency Workshop</i> hosted by the ISS of BC.</p> <p>Attended the grand re-opening of Coquitlam Public Library's Poirier Branch following six months of renovations.</p> <p>Beginning in October 2008, emailed <i>Literacy News and Events Updates</i> to all Literacy Committee members to raise awareness of early learning initiatives in our community.</p>	<ul style="list-style-type: none"> <li>• Participate in all ECD Committee meetings via the Tri-Cities Literacy Coordinator position (ongoing)</li> <li>• Continue to include ECD Coordinator as a participant in all Tri-Cities Literacy Committee and Literacy Steering Committee meetings (ongoing)</li> </ul>



	<p>Hosted Brown Bag Lunch &amp; Learn Events featuring:</p> <ul style="list-style-type: none"> <li>• Learning Disabilities Association of British Columbia, Fraser North Chapter</li> <li>• Settlement Workers in Schools (SWIS) Team</li> </ul> <p>Recruited and coordinated volunteers to assemble Books for BC Babies bags; raised awareness of Books for BC Babies Bags at a Tri-Cities ECD Committee meeting; delivered sample bags for display at the Immigrant Services Society of BC's Henderson Place location as well as all StrongStart sites in our community.</p>	
<p>To strengthen communication and liaison between SD 43 and members of the early learning community</p>	<p>Facilitated/participated in meetings of the Literacy Committee and its subgroups, in particular the Steering Committee, the ESL Working Group and the Family Literacy Day Planning Committee. Members of School District 43 are represented on all of these committees.</p> <p>Recruited community partners to host eleven venues in an attempt led nationally by ABC Canada Literacy Foundation for the world record of "Most children reading with an adult, multiple locations". School District 43 libraries provided the books needed to participate in this record attempt.</p> <p>Participated, along with representatives of School District 43, as a member of the Tri-Cities Early Childhood Development (ECD) Committee and the Early Learning Conference Planning Committee.</p> <p>Participated in various community meetings/events, including planning sessions for a LEAP BC early learning providers' training for StrongStart staff and Family Play &amp; Learn Nights at Coquitlam Centre.</p> <p>Met with various community stakeholders (individuals and organizations) to learn about their work in early literacy and to explore partnership possibilities, including:</p> <ul style="list-style-type: none"> <li>• School District 43, Early Learning</li> <li>• School District 43, Aboriginal Education</li> <li>• School District 43, District Parent Advisory Council (DPAC)</li> </ul> <p>Attended the <i>Come Play With Us! Joyful Learning Through Play</i> conference and the BC School Superintendent Association's Spring Forum: <i>Tomorrow's Early Learning: Access and Equity for All</i>.</p> <p>Beginning in October 2008, emailed <i>Literacy News and Events Updates</i> to all Literacy Committee members to raise awareness of early learning opportunities throughout the School District 43 region.</p> <p>Hosted Brown Bag Lunch &amp; Learn Events featuring School District 43's Settlement Workers in Schools (SWIS) Team.</p> <p>Worked with representatives of School District 43 to coordinate the assembly of Books for BC Babies bags; delivered sample bags for display at all StrongStart sites in our community.</p>	<ul style="list-style-type: none"> <li>• Support implementation of early learning programs in public schools such as:             <ul style="list-style-type: none"> <li>○ StrongStart Centres</li> <li>○ Ready, Set, Learn</li> <li>○ PALS and K PALS</li> <li>○ Welcome to Kindergarten (ongoing)</li> </ul> </li> <li>• Enhance liaison between early learning service providers and Kindergarten teachers (ongoing)</li> </ul>



<p>To strengthen communication and liaison among adult literacy service providers</p>	<p>Facilitated/participated in meetings of the Literacy Committee and its subgroups, in particular the Steering Committee, the ESL Working Group and the Adult Literacy Working Group.</p> <p>Participated as a member of the Tri-Cities Health Literacy Team. Our community applied and was accepted to participate in the <i>Improving Health Literacy in Communities Prototype Collaborative</i>. In partnership with a local physician, an adult literacy practitioner, an adult literacy learner, a representative of Public Health and our Regional Literacy Coordinator, we are exploring ways of improving health literacy within our community and of facilitating communication within a medical practice.</p> <p>Met with various community stakeholders (individuals and organizations) to learn about their work and to explore partnership possibilities, including:</p> <ul style="list-style-type: none"> <li>• Previous Tri-Cities Community Literacy Coordinator</li> <li>• S.U.C.C.E.S.S., North Road Branch</li> <li>• Mayor of Coquitlam</li> <li>• SHARE Family and Community Services Society</li> <li>• RDK Career Services</li> <li>• S.U.C.C.E.S.S., Henderson Place Office</li> <li>• Lower Mainland Regional Literacy Coordinator</li> <li>• ISSBC (Immigrant Services Society of British Columbia)</li> <li>• School District 43 Aboriginal Education Coordinator</li> <li>• Coquitlam Continuing Education</li> <li>• Douglas College's I-CARE (Individualized Community Adult Reading Education) Program</li> <li>• Community Volunteer Connections</li> <li>• Tri-City Women's Resource Society</li> <li>• Women's Resource Centre</li> <li>• Regional Literacy Coordinator</li> </ul> <p>Attended the public information sessions to gather information and develop contacts:</p> <ul style="list-style-type: none"> <li>• Community Information and Planning Forum on Bhutanese Refugees</li> <li>• Afghan Cultural Competency Workshop</li> </ul> <p>Attended the Douglas College I-CARE Program's Spring Dinner.</p> <p>Beginning in October 2008, emailed <i>Literacy News and Events Updates</i> to raise awareness of adult literacy initiatives in our region and hosted monthly Brown Bag Lunch &amp; Learn Events featuring guest speakers:</p> <ul style="list-style-type: none"> <li>• Coordinator, School District 43 Continuing Education</li> <li>• Learning Disabilities Association of British Columbia, Fraser North Chapter</li> </ul> <p>Douglas College's I-CARE (Individualized Community Adult Reading Education) program coordinator and an adult literacy learner/advocate</p>	<ul style="list-style-type: none"> <li>• Continue to meet as a working group to discuss common concerns (ongoing)</li> </ul>
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<p>To strengthen communication and liaison among providers of ESL services</p>	<p>Facilitated/participated in meetings of the Literacy Committee and its subgroups, in particular the Steering Committee and the ESL Working Group and participated as a member of the City of Coquitlam Multiculturalism Strategy's Project Advisory Group.</p> <p>Participated as a member of the Tri-Cities Health Literacy Team. Our community applied and was accepted to participate in the <i>Improving Health Literacy in Communities Prototype Collaborative</i>. In partnership with a local physician, an adult literacy practitioner, an adult literacy learner, a representative of Public Health and our Regional Literacy Coordinator, we are exploring ways of improving health literacy within our community and of facilitating communication within a medical practice. Due to the relatively high immigrant population in the Tri-Cities, our group has a special focus on meeting the needs of adult ESL learners.</p> <p>Met with various community stakeholders (individuals and organizations) to learn about their work and to explore partnership possibilities, including:</p> <ul style="list-style-type: none"> <li>• Previous Tri-Cities Community Literacy Coordinator</li> <li>• S.U.C.C.E.S.S., North Road Branch</li> <li>• Mayor of Coquitlam</li> <li>• SHARE Family and Community Services Society</li> <li>• Place Maillardville</li> <li>• S.U.C.C.E.S.S., Henderson Place Office</li> <li>• Lower Mainland Regional Literacy Coordinator</li> <li>• ISSBC (Immigrant Services Society of British Columbia)</li> <li>• School District 43 Aboriginal Education Coordinator</li> <li>• Coquitlam Continuing Education</li> <li>• School District 43 - District Parent Advisory Council (DPAC)</li> <li>• Settlement Workers in Schools (SWIS) Team</li> <li>• Regional Literacy Coordinator</li> </ul> <p>Invited to submit a proposal (which was accepted) to present at the BC Settlement and Adaptation Program Conference: <i>Creating A Welcoming BC for Newcomers: Collaborating in our Communities</i>. The Literacy Committee was recognized as a model for community collaboration (Conference was later cancelled, due to funding perception concerns).</p> <p>Attended the <i>Building a Home with More Than One Language</i> workshop hosted by SHARE Family and Community Services, and two information sessions hosted by ISS of BC: <i>Community Information and Planning Forum on Bhutanese Refugees</i> and <i>Afghan Cultural Competency Workshop</i>.</p> <p>Beginning in October 2008, emailed <i>Literacy News and Events Updates</i> to raise awareness of multilingual literacy services and opportunities in the Tri-Cities and hosted monthly Brown Bag Lunch &amp; Learn Events featuring guest speakers:</p> <ul style="list-style-type: none"> <li>• Coordinator, School District 43 Continuing Education</li> <li>• Settlement Workers in Schools (SWIS) Team</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to meet as a working group to discuss common concerns (ongoing)</li> </ul>
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<p>To strengthen communication across all communities in the Tri-Cities area</p>	<p>Provided information on the Literacy Committee to all communities in the Tri-Cities: Coquitlam, Port Coquitlam, Port Moody, Anmore, Belcarra and the local First Nations community.</p> <p>Facilitated/participated in meetings of the Literacy Committee and its subgroups.</p> <p>Engaged partners throughout the Tri-Cities in the Family Literacy Day world record attempt led nationally by ABC Canada Literacy Foundation.</p> <p>Participated as a member of:</p> <ul style="list-style-type: none"> <li>• Tri-Cities Early Childhood Development (ECD) Committee</li> <li>• Middle Childhood Matters (MCM) Committee</li> <li>• City of Coquitlam Multiculturalism Strategy's Project Advisory Group</li> <li>• Literacy Forum Planning Group (in partnership with the Tri-Cities Community Planning Committee)</li> </ul> <p>Presented at meetings of several local service clubs, including:</p> <ul style="list-style-type: none"> <li>• Rotary Club of Port Coquitlam Centennial</li> <li>• Rotary Club of Coquitlam Sunrise</li> <li>• Rotary Club of Port Moody</li> </ul> <p>Met with a diverse range of community stakeholders representing the Tri-Cities region.</p> <p>Attended the <i>Community Information and Planning Forum on Bhutanese Refugees</i> and the <i>Afghan Cultural Competency Workshop</i>.</p> <p>Beginning in October 2008, emailed <i>Literacy News and Events Updates</i> to Literacy Committee members throughout our region.</p> <p>Hosted monthly Brown Bag Lunch &amp; Learn Events, beginning in January 2009. Events were publicized through <i>Coquitlam Now</i>, <i>The Tri-City News</i> and <i>citysoup.ca</i>.</p> <p>Discussed partnership opportunities with School District 43 for the creation of a Literacy Committee website.</p>	<ul style="list-style-type: none"> <li>• Actively solicit the participation of Anmore and Belcarra community representatives (ongoing)</li> </ul>
<p>To promote a broader regional and provincial perspective on literacy planning and coordination</p>	<p>Facilitated/participated in meetings of the Literacy Committee and its subgroups and sat on the Douglas College hiring committee for the position of Regional Literacy Coordinator.</p> <p>Attended regional literacy meetings with the Regional Literacy Coordinator and the Literacy Outreach Coordinators from Burnaby, New Westminster and Maple Ridge/Pitt Meadows.</p> <p>Participated in a Regional Literacy event bringing together Douglas College, the regional and local literacy coordinators, Literacy Committee chairs and school district representatives.</p> <p>Participated in the Provincial Literacy Infrastructure Training event and emailed <i>Literacy News and Events Updates</i> to raise awareness of literacy in our community, region and province.</p>	<ul style="list-style-type: none"> <li>• Participate in regional and provincial events that focus on literacy planning (ongoing)</li> <li>• Encourage coordination of strategies across communities that are involved in developing and implementing Community Literacy Plans (ongoing)</li> </ul>



Theme 2: Collaboration		
Goal	Progress	Action Strategies Addressed
<p>To support, enhance and expand existing literacy links and collaborations</p>	<p>Facilitated/participated in meetings of the Literacy Committee and its subgroups:</p> <ul style="list-style-type: none"> <li>• Steering Committee (including check-ins with Steering Committee co-chairs)</li> <li>• ESL Working Group</li> <li>• Adult Literacy Working Group</li> <li>• Resource Development Working Group</li> <li>• Family Literacy Day Planning Committee</li> </ul> <p>Participated as a member of:</p> <ul style="list-style-type: none"> <li>• Tri-Cities Early Childhood Development (ECD) Committee</li> <li>• Middle Childhood Matters (MCM) Committee</li> <li>• MCM Professional Development sub-committee</li> <li>• Early Learning Conference Planning Committee</li> <li>• City of Coquitlam Multiculturalism Strategy's Project Advisory Group</li> <li>• Literacy Forum Planning Group (in partnership with the Tri-Cities Community Planning Committee)</li> <li>• Tri-Cities Health Literacy Team</li> </ul> <p>Participated in various community meetings/events, including:</p> <ul style="list-style-type: none"> <li>• School District 43 Staff Development team meeting</li> <li>• Books for BC Babies</li> <li>• Planning sessions for LEAP BC early learning providers' training</li> <li>• Tri-Cities Community Planning Committee</li> <li>• Aboriginal Education Advisory Committee</li> <li>• Family Play &amp; Learn Nights at Coquitlam Centre</li> <li>• Coquitlam Public Library Bus Planning Group</li> </ul> <p>Presented at meetings and invited further participation from:</p> <ul style="list-style-type: none"> <li>• Rotary Club of Port Coquitlam Centennial</li> <li>• Rotary Club of Coquitlam Sunrise</li> <li>• Rotary Club of Port Moody</li> </ul> <p>Contacted and met with various community stakeholders (individuals and organizations) to explore possibilities for collaboration, including:</p> <ul style="list-style-type: none"> <li>• Previous Tri-Cities Community Literacy Coordinator</li> <li>• S.U.C.C.E.S.S., North Road Branch</li> <li>• Mayor of Coquitlam</li> <li>• SHARE Family and Community Services Society</li> <li>• Tri-Cities ECD Community Development Coordinator</li> <li>• YMCA Child Care Resource and Referral</li> <li>• School District 43, Early Learning</li> <li>• RDK Career Services</li> </ul>	<ul style="list-style-type: none"> <li>• Continue meetings of the Tri-Cities Literacy Committee (ongoing)</li> </ul>





	<ul style="list-style-type: none"> <li>• Place Maillardville</li> <li>• S.U.C.C.E.S.S., Henderson Place Office</li> <li>• Lower Mainland Regional Literacy Coordinator</li> <li>• ISSBC (Immigrant Services Society of British Columbia)</li> <li>• School District 43 Aboriginal Education Coordinator</li> <li>• Coquitlam Continuing Education</li> <li>• School District 43 - District Parent Advisory Council (DPAC)</li> <li>• Douglas College's I-CARE (Individualized Community Adult Reading Education) Program</li> <li>• Community Volunteer Connections</li> <li>• Tri-City Women's Resource Society</li> <li>• Women's Resource Centre</li> <li>• Settlement Workers in Schools (SWIS) Team</li> <li>• Regional Literacy Coordinator</li> <li>• Friends of the Coquitlam Public Library</li> <li>• Middle Childhood Matters Coordinator</li> <li>• SHARE After-School Programs Coordinator</li> </ul> <p>Attended the following conferences/public information sessions to learn, share and develop networks:</p> <ul style="list-style-type: none"> <li>• Come Play With Us! Joyful Learning Through Play</li> <li>• Building a Home with More Than One Language Workshop</li> <li>• Community Information and Planning Forum on Bhutanese Refugees</li> <li>• BCSSA Spring Forum: Tomorrow's Early Learning: Access and Equity for All</li> <li>• Afghan Cultural Competency Workshop</li> </ul> <p>Invited to submit a proposal (which was accepted) to present at the BC Settlement and Adaptation Program Conference: <i>Creating A Welcoming BC for Newcomers: Collaborating in our Communities</i>. The Literacy Committee was recognized as a model for community collaboration (Conference was later cancelled, due to funding perception concerns).</p> <p>Attended the following community events:</p> <ul style="list-style-type: none"> <li>• Coquitlam Public Library's Poirier Branch Grand Re-Opening (following six months of renovations)</li> <li>• Douglas College I-CARE Program's Spring Dinner</li> </ul> <p>Beginning in October 2008, emailed <i>Literacy News and Events Updates</i> to all Literacy Committee members and hosted monthly Brown Bag Lunch &amp; Learn Events, beginning in January 2009. Guest speakers included:</p> <ul style="list-style-type: none"> <li>• Coordinator, School District 43 Continuing Education</li> <li>• Learning Disabilities Association of British Columbia, Fraser North Chapter</li> <li>• Douglas College's I-CARE (Individualized Community Adult Reading Education) program coordinator and an adult literacy learner/advocate</li> <li>• Settlement Workers in Schools (SWIS) Team</li> </ul> <p>Beginning in April, recruited and coordinated volunteers to assemble Books for BC Babies bags.</p>	
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<p>To continue to examine literacy needs and gaps</p>	<p>Engaged individuals, organizations and committees in discussions around literacy needs and gaps in the Tri-Cities.</p> <p>Examples:</p> <p>Literacy Committee</p> <ul style="list-style-type: none"> <li>Continuing dialogue and efforts to identify and engage new members in the Literacy Committee and its subgroups</li> </ul> <p>ESL Working Group</p> <ul style="list-style-type: none"> <li>Exploring options for increasing volunteer opportunities for new immigrants, to provide Canadian work/volunteer experience and engage newcomers in the community</li> <li>Discussing possibilities for delivering native language classes to children whose parents are in ESL classes or English Practice Groups</li> </ul> <p>Adult Working Group</p> <ul style="list-style-type: none"> <li>Developing a specialized Adult Basic Education (ABE) program for adults with learning disabilities (This need was identified at a Brown Bag Lunch &amp; Learn event featuring a guest speaker from the Learning Disabilities Association of BC's Fraser North Chapter.)</li> </ul> <p>Regional Literacy Meetings</p> <ul style="list-style-type: none"> <li>Sharing ideas and exploring literacy gaps and possibilities with local Literacy Outreach Coordinators (Tri-Cities, Burnaby, New Westminster and Maple Ridge/Pitt Meadows) and our Regional Literacy Coordinator</li> </ul> <p>Health Literacy Project</p> <ul style="list-style-type: none"> <li>Working with a Tri-Cities team to explore and address literacy needs and gaps in the context of a physician's practice</li> </ul> <p>Resource Development Working Group</p> <ul style="list-style-type: none"> <li>Exploring possibilities for developing a print and online directory of literacy services in the Tri-Cities</li> </ul>	<ul style="list-style-type: none"> <li>Continue to meet in working groups (ongoing)</li> <li>Explore possible partnerships to address needs and gaps (ongoing)</li> </ul>
<p>To support, enhance and expand existing literacy links and collaborations in early learning and family literacy</p>	<p>Facilitated/participated in meetings of the Literacy Committee and its subgroups, in particular the Steering Committee, the ESL Working Group and the Family Literacy Day Planning Committee and recruited community partners to host eleven venues in an attempt led nationally by ABC Canada Literacy Foundation for the world record of "Most children reading with an adult, multiple locations".</p> <p>Participated as a member of the Tri-Cities Early Childhood Development (ECD) Committee, the Middle Childhood Matters (MCM) Committee, the MCM Professional Development Committee, the Early Learning Conference Planning Committee, and the Tri-Cities Community Planning Committee's Literacy Forum Planning Group.</p> <p>Participated in various community meetings/events, including Books for BC Babies, planning sessions for a LEAP BC early learning providers' training, and Family Play &amp; Learn Nights at Coquitlam Centre.</p>	<ul style="list-style-type: none"> <li>Continue and expand partnerships and collaborative programs and services such as:             <ul style="list-style-type: none"> <li>Books for BC Babies</li> <li>Ready, Set, Learn</li> <li>PALS and K PALS</li> <li>Parent-Child Mother Goose</li> <li>Every Child Ready to Read</li> <li>StrongStart Centres</li> <li>Tri-Cities Family Preschool Program</li> <li>Family Play and Learn</li> </ul> </li> </ul>



	<p>Met with various community stakeholders (individuals and organizations) to explore possibilities for collaboration, including:</p> <ul style="list-style-type: none"> <li>• Previous Tri-Cities Community Literacy Coordinator</li> <li>• SHARE Family and Community Services Society</li> <li>• Tri-Cities ECD Community Development Committee</li> <li>• YMCA Child Care Resource and Referral</li> <li>• School District 43, Early Learning</li> <li>• School District 43, Aboriginal Education</li> <li>• School District 43, District Parent Advisory Council (DPAC)</li> </ul> <p>Attended the <i>Come Play With Us! Joyful Learning Through Play</i> conference hosted by the Tri-Cities ECD Committee, the <i>Building a Home with More Than One Language</i> workshop presented by SHARE Family and Community Services, a <i>Community Information and Planning Forum on Bhutanese Refugees</i> session put on by the Immigrant Services Society of BC (ISS of BC), the BC School Superintendent Association's Spring Forum: <i>Tomorrow's Early Learning: Access and Equity for All</i> and an <i>Afghan Cultural Competency Workshop</i> hosted by the ISS of BC.</p> <p>Attended the grand re-opening of Coquitlam Public Library's Poirier Branch following six months of renovations.</p> <p>Beginning in October 2008, emailed <i>Literacy News and Events Updates</i> to all Literacy Committee members to raise awareness of early learning initiatives in our community.</p> <p>Hosted Brown Bag Lunch &amp; Learn Events featuring:</p> <ul style="list-style-type: none"> <li>• Learning Disabilities Association of British Columbia, Fraser North Chapter</li> <li>• Settlement Workers in Schools (SWIS) Team</li> </ul> <p>Recruited and coordinated volunteers to assemble Books for BC Babies bags; raised awareness by presenting Books for BC Babies Bags at a Tri-Cities ECD Committee meeting; delivered sample bags for display at the Immigrant Services Society of British Columbia's Henderson Place location as well as all StrongStart sites in our community.</p>	<p>Nights</p> <ul style="list-style-type: none"> <li>○ Welcome to Kindergarten (ongoing)</li> </ul>
<p>To support, enhance and expand existing literacy links and collaborations in adult literacy</p>	<p>Facilitated/participated in meetings of the Literacy Committee and its subgroups, in particular the Steering Committee, the ESL Working Group and the Adult Literacy Working Group.</p> <p>Participated as a member of the Tri-Cities Health Literacy Team. In partnership with a local physician, an adult literacy practitioner, an adult literacy learner, a representative of Public Health and our Regional Literacy Coordinator, engaged in a collaborative prototype to explore ways of improving health literacy within our community.</p> <p>Met with various community stakeholders (individuals and organizations) to explore possibilities for collaboration, including:</p> <ul style="list-style-type: none"> <li>• Previous Tri-Cities Community Literacy Coordinator</li> <li>• S.U.C.C.E.S.S., North Road Branch</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to meet as a sub-group to share programs and build linkages (ongoing)</li> <li>• Develop and bring to the Tri-Cities Literacy Committee proposals for particular situations and target groups, e.g., workplace literacy (ongoing)</li> <li>• Create an Adult Literacy Committee to promote and explore coordination of adult</li> </ul>



	<ul style="list-style-type: none"> <li>• Mayor of Coquitlam</li> <li>• SHARE Family and Community Services Society</li> <li>• RDK Career Services</li> <li>• S.U.C.C.E.S.S., Henderson Place Office</li> <li>• Lower Mainland Regional Literacy Coordinator</li> <li>• ISSBC (Immigrant Services Society of British Columbia)</li> <li>• School District 43 Aboriginal Education Coordinator</li> <li>• Coquitlam Continuing Education</li> <li>• Douglas College's I-CARE (Individualized Community Adult Reading Education) Program</li> <li>• Community Volunteer Connections</li> <li>• Tri-City Women's Resource Society</li> <li>• Women's Resource Centre</li> <li>• Regional Literacy Coordinator</li> </ul> <p>Attended public information sessions to learn and develop links with cultural communities in the Tri-Cities, including:</p> <ul style="list-style-type: none"> <li>• Community Information and Planning Forum on Bhutanese Refugees</li> <li>• Afghan Cultural Competency Workshop</li> </ul> <p>Attended the Douglas College I-CARE Program's Spring Dinner.</p> <p>Beginning in October 2008, emailed <i>Literacy News and Events Updates</i> to raise awareness of adult literacy initiatives in our region.</p> <p>Hosted monthly Brown Bag Lunch &amp; Learn Events featuring guest speakers:</p> <ul style="list-style-type: none"> <li>• Coordinator, School District 43 Continuing Education</li> <li>• Learning Disabilities Association of British Columbia, Fraser North Chapter</li> </ul> <p>Douglas College's I-CARE (Individualized Community Adult Reading Education) program coordinator and an adult literacy learner/advocate</p>	<p>literacy services (complete)</p>
<p>To support, enhance and expand existing literacy links and collaborations in ESL literacy for adults and families</p>	<p>Facilitated/participated in meetings of the Literacy Committee and its subgroups, in particular the Steering Committee and the ESL Working Group and participated as a member of the City of Coquitlam Multiculturalism Strategy's Project Advisory Group.</p> <p>Participated as a member of the Tri-Cities Health Literacy Team for the <i>Improving Health Literacy in Communities Prototype Collaborative</i>. Due to the relatively high immigrant population in the Tri-Cities, our group has a special focus on meeting the needs of adult ESL learners.</p> <p>Met with various community stakeholders (individuals and organizations) to explore possibilities for collaboration, including:</p> <ul style="list-style-type: none"> <li>• Previous Tri-Cities Community Literacy Coordinator</li> <li>• S.U.C.C.E.S.S., North Road Branch</li> </ul>	<ul style="list-style-type: none"> <li>• Continue English Practice Groups (ongoing)</li> <li>• Collaboratively explore volunteer opportunities for one-to-one literacy tutoring (ongoing)</li> <li>• Strengthen linkages between formal and informal ESL learning opportunities (ongoing)</li> </ul>



	<ul style="list-style-type: none"> <li>• Mayor of Coquitlam</li> <li>• SHARE Family and Community Services Society</li> <li>• Place Maillardville</li> <li>• S.U.C.C.E.S.S., Henderson Place Office</li> <li>• Lower Mainland Regional Literacy Coordinator</li> <li>• ISSBC (Immigrant Services Society of British Columbia)</li> <li>• School District 43 Aboriginal Education Coordinator</li> <li>• Coquitlam Continuing Education</li> <li>• School District 43 - District Parent Advisory Council (DPAC)</li> <li>• Settlement Workers in Schools (SWIS) Team</li> <li>• Regional Literacy Coordinator</li> </ul> <p>Invited to submit a proposal (which was accepted) to present at the BC Settlement and Adaptation Program Conference: <i>Creating A Welcoming BC for Newcomers: Collaborating in our Communities</i>. The Literacy Committee was recognized as a model for community collaboration (Conference was later cancelled, due to funding perception concerns).</p> <p>Attended the <i>Building a Home with More Than One Language</i> workshop hosted by SHARE Family and Community Services, and two information sessions hosted by ISS of BC: <i>Community Information and Planning Forum on Bhutanese Refugees</i> and <i>Afghan Cultural Competency Workshop</i>.</p> <p>Beginning in October 2008, emailed <i>Literacy News and Events Updates</i> to raise awareness of multilingual literacy services and opportunities for collaboration in the Tri-Cities.</p> <p>Hosted monthly Brown Bag Lunch &amp; Learn Events featuring guest speakers:</p> <ul style="list-style-type: none"> <li>• Coordinator, School District 43 Continuing Education</li> <li>• Settlement Workers in Schools (SWIS) Team</li> </ul>	
<p>To develop links and transition strategies among the three priority groups: early learners and their families; adult literacy learners; and ESL adult literacy learners &amp; families</p>	<p>Facilitated/participated in meetings of the Literacy Committee and its subgroups:</p> <ul style="list-style-type: none"> <li>• Steering Committee (including check-ins with Steering Committee co-chairs)</li> <li>• ESL Working Group</li> <li>• Adult Literacy Working Group</li> <li>• Resource Development Working Group</li> <li>• Family Literacy Day Planning Committee</li> </ul> <p>Participated as a member of:</p> <ul style="list-style-type: none"> <li>• Tri-Cities Early Childhood Development (ECD) Committee</li> <li>• Middle Childhood Matters (MCM) Committee</li> <li>• MCM Professional Development sub-committee</li> <li>• City of Coquitlam Multiculturalism Strategy's Project Advisory Group</li> <li>• Literacy Forum Planning Group (in partnership with the Tri-Cities Community Planning Committee)</li> <li>• Tri-Cities Health Literacy Team</li> </ul>	<ul style="list-style-type: none"> <li>• Review priorities regularly (ongoing)</li> <li>• Continue to focus on links (ongoing)</li> </ul>



	<p>Met with a broad range of community stakeholders (individuals, organizations and committees) to explore possibilities for collaboration in addressing the needs of our identified priority groups.</p> <p>Beginning in October 2008, emailed <i>Literacy News and Events Updates</i> to all Literacy Committee members.</p> <p>Hosted monthly Brown Bag Lunch &amp; Learn Events, beginning in January 2009. Participants included members of our Literacy Committee as well as anyone engaged/interested in literacy in the Tri-Cities. Events provided networking and discussion opportunities, and were publicized through local media. Guest speakers included:</p> <ul style="list-style-type: none"> <li>• Coordinator, School District 43 Continuing Education</li> <li>• Learning Disabilities Association of British Columbia, Fraser North Chapter</li> <li>• Douglas College's I-CARE (Individualized Community Adult Reading Education) program coordinator and an adult literacy learner/advocate</li> <li>• Settlement Workers in Schools (SWIS) Team</li> </ul>	
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<b>Theme 3: Public Awareness</b>		
<b>Goal</b>	<b>Progress</b>	<b>Action Strategies Addressed</b>
<p>To raise awareness among service providers working with the public of the array of literacy-related programs and services available in the Tri-Cities area</p>	<p>Facilitated/participated in meetings of the Literacy Committee and its subgroups:</p> <ul style="list-style-type: none"> <li>• Steering Committee (including check-ins with Steering Committee co-chairs)</li> <li>• ESL Working Group</li> <li>• Adult Literacy Working Group</li> <li>• Resource Development Working Group</li> <li>• Family Literacy Day Planning Committee</li> </ul> <p>Participated as a member of:</p> <ul style="list-style-type: none"> <li>• Tri-Cities Early Childhood Development (ECD) Committee</li> <li>• Middle Childhood Matters (MCM) Committee</li> <li>• City of Coquitlam Multiculturalism Strategy's Project Advisory Group</li> <li>• Literacy Forum Planning Group (in partnership with the Tri-Cities Community Planning Committee)</li> <li>• Tri-Cities Health Literacy Team</li> <li>• Coquitlam Public Library Bus Planning Group</li> </ul> <p>Met with a broad range of community stakeholders (individuals, organizations and committees) to raise awareness of literacy programs and opportunities in the Tri-Cities.</p> <p>Submitted a proposal (which was accepted) to present the Literacy Committee as a model for community collaboration at the British Columbia Settlement and Adaptation Program Conference: <i>Creating A Welcoming BC for Newcomers: Collaborating in our Communities</i>. (Conference was later cancelled, due to funding perception concerns.)</p>	<ul style="list-style-type: none"> <li>• Develop and publicize a comprehensive directory of literacy programs and services in the Tri-Cities area by:                         <ul style="list-style-type: none"> <li>○ Utilizing the existing Literacy BC online directory</li> <li>○ Completing and maintaining information for the Tri-Cities (ongoing)</li> </ul> </li> <li>• Linking the directory to community websites in the Tri-Cities area (ongoing)</li> </ul>



	<p>Publicized literacy events, opportunities, initiatives and information through <i>Literacy News and Events Updates</i>.</p> <p>Hosted monthly Brown Bag Lunch &amp; Learn Events; advertised through the Literacy Committee, the Tri-City News, Coquitlam Now and citysoup.ca.</p> <p>Worked with community partners, including public libraries and Public Health, in the assembly and distribution of Books for BC Babies bags. Presented bags at a meeting of the Tri-Cities ECD Committee, and delivered bags for display at all local StrongStart sites and ISS of BC Henderson Place office.</p>	
<p>To increase public awareness of literacy opportunities in the Tri-Cities area</p>	<p>Facilitated/participated in meetings of the Literacy Committee and its subgroups:</p> <ul style="list-style-type: none"> <li>• Steering Committee (including check-ins with Steering Committee co-chairs)</li> <li>• ESL Working Group</li> <li>• Adult Literacy Working Group</li> <li>• Resource Development Working Group</li> <li>• Family Literacy Day Planning Committee</li> </ul> <p>Participated as a member of:</p> <ul style="list-style-type: none"> <li>• Tri-Cities Early Childhood Development (ECD) Committee</li> <li>• Middle Childhood Matters (MCM) Committee</li> <li>• City of Coquitlam Multiculturalism Strategy's Project Advisory Group</li> <li>• Literacy Forum Planning Group (in partnership with the Tri-Cities Community Planning Committee)</li> <li>• Tri-Cities Health Literacy Team</li> </ul> <p>Presented at meetings of several local service clubs, including:</p> <ul style="list-style-type: none"> <li>• Rotary Club of Port Coquitlam Centennial</li> <li>• Rotary Club of Coquitlam Sunrise</li> <li>• Rotary Club of Port Moody</li> </ul> <p>Participated in Family Play &amp; Learn Nights at Coquitlam Centre Mall and met with a broad range of community stakeholders (individuals, organizations and committees) to raise awareness of literacy programs and opportunities in the Tri-Cities.</p> <p>Submitted a proposal (which was accepted) to present the Literacy Committee as a model for community collaboration at the BC Settlement and Adaptation Program Conference: <i>Creating A Welcoming BC for Newcomers: Collaborating in our Communities</i> (Conference was later cancelled, due to funding perception concerns.)</p> <p>Publicized literacy events, opportunities, initiatives and information through Literacy News and Events Updates and hosted monthly Brown Bag Lunch &amp; Learn Events; advertised through the Literacy Committee, the Tri-City News, Coquitlam Now and citysoup.ca.</p> <p>Worked with community partners, including public libraries and Public Health, in the assembly and distribution of Books for BC Babies bags. Delivered bags for display at all local StrongStart sites and ISS of BC Henderson Place office.</p>	<ul style="list-style-type: none"> <li>• Co-sponsor a monthly Family Play and Learn Night in the Coquitlam Centre Mall (ongoing)</li> <li>• Bring a literacy lens to existing community events for specific audiences, e.g., Coquitlam Tot and Pre-School Health Fest, Port Coquitlam Healthy Kids' Fair, School District 43 Professional Development events, StrongStart Centres, etc. (ongoing)</li> <li>• Coordinate publicity with 2010 Legacies Now celebrations (ongoing)</li> <li>• Explore partnerships with local businesses and business organizations, e.g., IKEA, Chamber of Commerce, to co-sponsor literacy events (ongoing)</li> <li>• Continue to publish and distribute the ECD Calendar and Directory (ongoing)</li> </ul>



<p>To engage municipal governments in promoting literacy in the Tri-Cities area</p>	<p>Met with the Mayor of Coquitlam to discuss partnership possibilities.</p> <p>Sent letters to all communities within the Tri-Cities (Coquitlam, Port Coquitlam, Port Moody, Belcarra, Anmore and First Nations community) to raise awareness of the Literacy Committee and to invite participation.</p> <p>Participated in the City of Coquitlam Multiculturalism Strategy's Project Advisory Group.</p>	<ul style="list-style-type: none"> <li>• Present the Community Literacy Plan to City Councils (sent to mayors; raising awareness among city and village councils is ongoing)</li> <li>• Explore possibilities for a Community Literacy Day and other joint initiatives (ongoing; planning celebration of literacy for October 2009)</li> </ul>
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<p style="text-align: center;"><b>Theme 4: Access for All</b></p>		
<p style="text-align: center;"><b>Goal</b></p>	<p style="text-align: center;"><b>Progress</b></p>	<p style="text-align: center;"><b>Action Strategies Addressed</b></p>
<p>To identify strategies that support the development of appropriate literacy outreach services for geographically, socially or culturally isolated groups</p>	<p>Facilitated/participated in meetings of the Literacy Committee and its subgroups:</p> <ul style="list-style-type: none"> <li>• Steering Committee (including check-ins with Steering Committee co-chairs)</li> <li>• ESL Working Group</li> <li>• Adult Literacy Working Group</li> <li>• Resource Development Working Group</li> <li>• Family Literacy Day Planning Committee</li> </ul> <p>Participated as a member of:</p> <ul style="list-style-type: none"> <li>• Tri-Cities Early Childhood Development (ECD) Committee</li> <li>• Middle Childhood Matters (MCM) Committee</li> <li>• City of Coquitlam Multiculturalism Strategy's Project Advisory Group</li> <li>• Literacy Forum Planning Group (in partnership with the Tri-Cities Community Planning Committee)</li> <li>• Coquitlam Public Library Bus Planning Group</li> </ul> <p>Participated in various community meetings/events, including:</p> <ul style="list-style-type: none"> <li>• Books for BC Babies</li> <li>• Tri-Cities Community Planning Committee</li> <li>• Aboriginal Education Advisory Committee</li> <li>• Family Play &amp; Learn Nights at Coquitlam Centre</li> </ul> <p>Met with various community stakeholders (individuals, organizations and committees) to discuss strategies for ensuring literacy for all.</p> <p>Attended public information sessions to learn about and engage with cultural communities in the Tri-Cities, including:</p>	<ul style="list-style-type: none"> <li>• Identify individuals and groups who are not currently accessing available services (ongoing)</li> <li>• Explore possible funding alternatives and community partnerships to support outreach services (ongoing)</li> <li>• Identify appropriate forms of communication that would connect with specific groups (ongoing)</li> <li>• Explore strategies to reduce barriers that prevent individual access to available literacy programs and services (ongoing)</li> <li>• Explore a coordinated approach to improving access for geographically, socially or culturally isolated individuals and groups (ongoing)</li> <li>• Explore different forms of media</li> </ul>





	<ul style="list-style-type: none"> <li>• Community Information and Planning Forum on Bhutanese Refugees</li> <li>• Afghan Cultural Competency Workshop</li> </ul> <p>Emailed <i>Literacy News and Events Updates</i> to individuals throughout the Tri-Cities.</p> <p>Hosted monthly Brown Bag Lunch &amp; Learn Events to raise awareness of resources in our community; publicized events through the Tri-City News, Coquitlam Now and citysoup.ca.</p> <p>Assembled Books for BC Babies bags for distribution throughout the Tri-Cities.</p>	<p>communication to reach specific groups, with an emphasis on plain language and translation (ongoing)</p>
<p>To explore and advocate for funding to build and enhance comprehensive, system-wide Community School literacy services</p>	<p>Searched for and forwarded opportunities for funding to Literacy Committee members and subgroups.</p> <p>Developed “wishlists” through the Literacy Committee and its subgroups to guide funding priority decisions.</p> <p>Received funds from Legacies 2010 and Literacy BC; developing strategies for applying these funds to build and enhance comprehensive literacy services.</p>	<ul style="list-style-type: none"> <li>• Identify successful models of existing Community School literacy services (ongoing)</li> <li>• Share success stories and resource knowledge across the community (ongoing)</li> </ul>
<p>To advocate for improved and sustainable literacy programs and services</p>	<p>Worked with the Literacy Committee and its subgroups to develop literacy strategies for our community.</p> <p>Engaged new partners and raised awareness of literacy in the Tri-Cities.</p> <p>Delivered information and invited participation to increase the engagement of local municipalities in literacy work.</p> <p>Met with Regional Literacy Coordinator and local Literacy Outreach Coordinators (Tri-Cities, New Westminster, Burnaby and Maple Ridge/Pitt Meadows) to begin the development of a regional vision/partnership.</p> <p>Participated in the Provincial Literacy Infrastructure Training.</p>	<ul style="list-style-type: none"> <li>• To advocate for improved and sustainable literacy programs and services (ongoing)</li> <li>• Advocate for sustainable funding for all literacy programs (ongoing)</li> </ul>