



# New Westminster Community Literacy Plan

## *Rolling plan update*

2010/2011

Prepared by:

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*New Westminster  
Middle Childhood  
Committee*

*New Westminster  
Community Food  
Action Committee*



The Children's Centre



Our Home  
Ministries





"Literacy involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential, and to participate fully in the wider society."

United Nations Educational, Scientific and Cultural Organization (UNESCO)

### **Literacy is...**

- Being able to function in the varied areas of literacy
- Reading at a level to fully function in community
- Being able to access information beyond the printed word
- Creative expression
- Experiencing language at an early age



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## Preamble

As a community that strongly favors the practice of collaboration, New Westminster is embarking on its third year of the development of a Community Literacy Plan. This plan will serve to provide high level goals and strategies for community literacy work over the 2010/2011 year. As a large amount of work went into the creation of last year's collaborative community literacy plan, the 2010/2011 Community Literacy Plan will be treated as a rolling document that will assess and adopt the 2010/2011 priorities and add any new priorities or delete those that are not longer relevant (as per emerging community trends).

A few notable changes for the 2010/2011 Community Literacy Plan include:

- The streamlining of goals and priorities – the 2009/2010 Community Literacy Plan contained a number of areas of duplication and repetition so the Community Literacy Planning committee made the decision to collapse the priorities: Literacy Information Services and Literacy Coordination Between Services to Literacy Information and Coordination Between Services.
- Using Diversity and Inclusion as a lens/ angle by which all literacy work should be guided; this 2009/2010 priority area was removed as a separate priority and reincarnated as a guiding layer for all other priorities. The Community Literacy Planning committee held numerous discussions around this topic and ultimately decided the guiding principles behind a diverse and inclusive community should affect all literacy priorities.
- The 2009/2010 plan aimed to pull together all the literacy pieces that existed in other plans (e.g. the Early Childhood Development Committee, the Food Action Committee and strategies from individual organizations). In keeping with the goal to streamline and simplify the 2010/2011 Community Literacy Plan, an appendix was created to honor the literacy work that all community based committees and organizations are carrying out in New Westminster. This allows for a simpler view of Community Literacy in New Westminster with only the highlighting of goals and current priorities within the body of the plan.
- Progress sheet – with last year being the beginning of a truly collaborative Community Literacy Plan in New Westminster, a progress sheet was created to report on all achievements, learnings and notables regarding last year's goals. The development of this sheet greatly assisted with the literacy priority planning for 2010/2011.
- Literacy Partnership Goals – With the current economic climate and again in keeping with our collaborative nature, a new section entitled "Literacy Partnership Goals" has been added to the 2010/2011 Community Literacy Plan. A brief assessment of partnership experiences in literacy for the 2009/2010 year was carried out with planning table members and helped to create new goals and objectives to increase partnerships and collaborations for literacy in New Westminster.

## **New Westminster Community Profiles**

In 2009, the total population in New Westminister was 65,012 with 13.4% of the population being children under 14 and 12.8% being seniors over 65 (1 in 8 residents). 1,835 residents were of Aboriginal descent and the Aboriginal population in New Westminister has shown an increasing trend over the last few years.

The average family income was \$60,408 and 20.3% of residents were deemed to be living in low-income situations (the second highest rate in Fraser Health). In terms of high school completion, 78.7% of all students completed high school; this in stark contrast to the Aboriginal student population which had a 34.8% graduation rate. However, it should be noted that this rate was 17% three years ago, and many Aboriginal learners achieve graduation at a period of more than 5 years. The New Westminister School District also attracts many Aboriginal students from other school districts because of the supports that are in place for Aboriginal learners. In 2007/2008, 23.1% of Grade 4 and 7 students were deemed to be below their reading level and 24.1% of kindergarten students were vulnerable on at least one Early Development instrument. In addition, the serious juvenile crime rate (including any serious violent or property crime committed by youth in the 12 to 17 age group and does not include drug offences) was 7.6 for every 1000 youth and was higher than the provincial average of 4.5. New Westminister also had the lowest percentage of home ownership in all of Fraser Health.

18.3% of residents reported having a home language other than English or French and Chinese, Punjabi and Tagalog were the largest non-English mother tongue groups in New Westminister.

### **Current Community Trends:**

With the 2009 economic downturn greatly affecting the programmatic climate in most communities, New Westminister was not immune to these effects. A discussion at the Literacy Planning afternoon uncovered a number of key emerging trends that are currently affecting (and will likely continue to affect) New Westminister over the next year.

In the past, New Westminister was an attractive landing ground for many new immigrants, new families and refugees due to the low rental costs. However, recent times have shown an increase in rental rates which could result in an increase in residents spending a larger proportion of their household incomes on rental costs and/ or an exodus of residents to less costly rentals in other communities. Apartment living also continues to be a growing trend for the community. In addition, a growing immigrant population south of Royal has

shown a shift in neighborhood culture and increased traffic in the area, possibly pointing to a future area for a concentration of literacy programs and services.

Some service providers at the planning session also expressed concern over the perceived decrease in community literacy opportunities for youth; the lack in social etiquette/ social literacy in younger generations; and, the lack of awareness around social literacy barriers that some populations face. Lastly, there was notable discussion about the effect that full-day Kindergarten could have on the community once it is fully in effect.

### **School District 40 (New Westminster):**

*"The Board of Education of School District No. 40 (New Westminster) is committed to ensuring that learners become self-assured, self-sufficient, caring, wise, flexible, and able to live successfully in an ever-changing environment."*

School District No. 40 is a medium sized school district provincially, and a microcosm of the large, urban school districts surrounding it in the Lower Mainland (Greater Vancouver). The District is growing modestly and has a total student enrolment of approx. 6,660 (2009/10) including Kindergarten to grade 12, and students from Community, Adult and International Education. The school district's enrolment is projected to continue to increase. Currently, there are twelve schools in the District (nine elementary, two middle and one secondary school), two Adult Learning Centres (ALCs), three Youth Alternate programs, a Home Learners program that also has a satellite program on Bowen Island, and three Strong Start Early Learning Centres. Several schools are deemed "inner-city schools"; however, all schools within the District have varying degrees of inner-city realities. The student population is reflective of the City's population with a full range of social and cultural backgrounds that combine to form a rich and diverse presence in the schools. In the 2009/2010 school year, there were a total of 385 Aboriginal students, 704 ESL students and 532 students on the Special Education registry.

*Wanda Gendron, ED from Western Society for Children, and Janet Grant, Director of Instruction for Student Services and Community Literacy, discussing "Social Literacy" at a planning session.*



## Looking back at Literacy in New Westminster for 2009/2010

Through discussions with our Planning Table members and evaluations/communications that we have had with other community organizations throughout the year, we believe that as a committee, we have seen the following outcomes over the last year:

1. An increase in networking and literacy partnerships: As a committee, we started the ball rolling in this direction from the execution of a Literacy Sharing Circle in 2009 where we gave service providers the chance to sit back, share and dream about literacy possibilities for the community. In the spirit of true capacity building we provided an open space for service providers to create literacy possibilities together.
2. We increased our communications out to the community by starting an e-newsletter that served as a portal for literacy programs, services and other literacy information that was of interest to our community.
3. A comprehensive and exhaustive process was developed to create a truly community-based literacy plan for 2009. This plan included the collaborative effort of a number of community based committees and organizations to bring all of their literacy based information and strategies into one cohesive plan that we have used as the foundation for this 2010/2011 rolling plan.

### **2009/2010 Funding Allocations:**

Using the 2009 plan and a set of guiding principles, we created a capacity building based initiative to give funding to the community for literacy initiatives. The guiding principles for this process were:

Funding Guiding Principles:

1. Support our Literacy Now community objectives within our community literacy plan priority areas (with balance among priorities)
2. Support collaborative programming partnerships and/ or mentoring opportunities
3. Programming should be based in New Westminster for New Westminster residents
4. Mutually beneficial and supportive relationships between Literacy Now committee and coordinator with funded programs
5. Funding needs to be expended before March 2010

The process that we used for our funding allocations:

- New Westminster Community Literacy Plan created through a collaborative effort between the Literacy Now committee, School

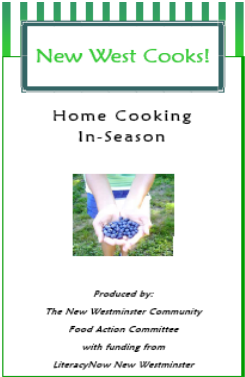
District, ECD committee, Library, Community Food Action Committee and other community organizations;

- Literacy Now New Westminster Committee meeting to define guiding principles for funding allocations and potentially aligned programs;
- Program leads invited to apply for funding through an application process that assessed program needs, plans for sustainability and plans for collaboration amongst agencies;
- Program leads meet with Literacy Now New Westminster coordinator to discuss project and integration of Literacy Now New Westminster (if not already occurring) within program;
- Literacy Now New Westminster Committee met to finalize funding decisions (August 19, 2009);
- Literacy Now New Westminster Coordinator to meet again with funded program leads to assist with developing evaluation structure (to capture qualitative and quantitative data – including pictures and success stories) and facilitating collaboration between groups (September 2009); and,
- Ongoing support and communication with and between funded programs and Literacy Now committee, including a highlight of programs at September 30, 2009 Literacy Sharing Circle (ongoing).

Funding rationales for our funded projects:

Program Name	Partner Organization(s) Current and Potential	Priority Alignment Area	Funding Rationale (which objectives within community literacy plan are met by this program):
<b>Aboriginal Early Learning Program</b>	-School District #40 (ECD, Adult Education and Aboriginal Education) -Douglas College -Literacy Now New Westminster	Access to Services  Diversity and Inclusion  Literacy Instructions and Innovations	<ul style="list-style-type: none"> <li>❖ Produce and distribute information on community services and resources in Plain Language and translations</li> <li>❖ Provide support to community agencies addressing accessibility issues for there literacy services and programs</li> <li>❖ Produce and disseminate culturally and developmentally relevant literacy resources.</li> <li>❖ Support early learning for all children.</li> <li>❖ Improve Aboriginal learners' reading and writing skills.</li> </ul>
<b>Accessible Career Experience</b>	-Douglas College	Diversity and Inclusion	<ul style="list-style-type: none"> <li>❖ Provide support to community agencies addressing</li> </ul>



Program Name	Partner Organization(s) Current and Potential	Priority Alignment Area	Funding Rationale (which objectives within community literacy plan are met by this program):
Program	-Vocational Agencies from the Lower Mainland -Western Society for Children		accessibility issues for there literacy services and programs ❖ Produce and disseminate culturally and developmentally relevant literacy resources.
<b>Development of Plain Language cookbook and food security resources</b>  	-New Westminster Community Food Action Committee -New Westminster School District -Operation Food Justice -Family Services of Greater Vancouver -Cameray -Fraser Health -Fraser Side Community Services -Elizabeth Fry Society - Royal City Farmers Market	Access to Services  Literacy Information Services	<ul style="list-style-type: none"> <li>• Produce and distribute information on community services and resources in Plain Language and translations</li> <li>• Provide support to community agencies addressing accessibility issues for there literacy services and programs</li> <li>• Identify, develop, adapt and provide literacy resources.</li> </ul>
<b>Conversation Cafes (focusing on clients with disabilities)</b>	-Volunteer Centers in Burnaby and Vancouver -Immigrant Settlement Service Providers -WSFC	Diversity and Inclusion  Access to Services	<ul style="list-style-type: none"> <li>• Produce and distribute information on community services and resources in Plain Language and translations</li> <li>• Provide support to community agencies addressing accessibility issues for there literacy services and programs</li> <li>• Produce and disseminate culturally and developmentally relevant literacy resources. To ensure citizens in New Westminster will read and function at a level appropriate to their individual needs and abilities.</li> </ul>

Program Name	Partner Organization(s) Current and Potential	Priority Alignment Area	Funding Rationale (which objectives within community literacy plan are met by this program):
<b>Conversation Circles (focusing on ESL clients)</b>	-Fraserside -Library	Diversity and Inclusion  Access to Services  Literacy Instruction and Innovations	<ul style="list-style-type: none"> <li>• Provide support to community agencies addressing accessibility issues for there literacy services and programs</li> <li>• Produce and disseminate culturally and developmentally relevant literacy resources.</li> <li>• To ensure citizens in New Westminster will read and function at a level appropriate to their individual needs and abilities.</li> </ul>
<b>Explore a Green World</b>	-United Way Success by 6 Queensborough Community Center -New Westminster Public Library -Strong Start Early Learning Centers -Local Community Associations	Access to Services  Diversity and Inclusion  Literacy Information Services  Literacy Instructions and Innovations	<ul style="list-style-type: none"> <li>• Produce and distribute information on community services and resources in Plain Language and translations</li> <li>• Provide support to community agencies addressing accessibility issues for there literacy services and programs</li> <li>• Produce and disseminate culturally and developmentally relevant literacy resources.</li> <li>• Identify, develop, adapt and provide literacy resources.</li> <li>• Support early learning for all children.</li> <li>• Provide opportunities for skill development and creative expression.</li> </ul>
<b>Mobile ESL Enhancement</b>	-City of New Westminster -ECD Committee -Purpose Society	Access to Services  Diversity and Inclusion	<ul style="list-style-type: none"> <li>• Provide support to community agencies addressing accessibility issues for there literacy services and programs</li> <li>• Produce and disseminate culturally and developmentally relevant literacy resources.</li> <li>• To ensure citizens in New Westminster will read and function at a level appropriate to their individual needs and abilities.</li> </ul>

Program Name	Partner Organization(s) Current and Potential	Priority Alignment Area	Funding Rationale (which objectives within community literacy plan are met by this program):
<b>Queensborough Community Centre Library</b>	-Parks, Culture and Recreation -School District 40 -Fraser Health -NWPL	Access to Services  Diversity and Inclusion	<ul style="list-style-type: none"> <li>• Provide support to community agencies addressing accessibility issues for there literacy services and programs</li> <li>• Produce and disseminate culturally and developmentally relevant literacy resources.</li> <li>• To ensure citizens in New Westminster will read and function at a level appropriate to their individual needs and abilities.</li> </ul>
<b>Tweens Literacy Program</b>	-New Westminster Family Place -School District #40 -NWPL	Access to Services  Literacy Instruction and Innovations	<ul style="list-style-type: none"> <li>• Provide support to community agencies addressing accessibility issues for there literacy services and programs</li> <li>• Produce and disseminate culturally and developmentally relevant literacy resources.</li> <li>• To ensure citizens in New Westminster will read and function at a level appropriate to their individual needs and abilities.</li> <li>• Provide opportunities for skill development and creative expression.</li> </ul>

## Funding outcomes:

Through providing financial and in-kind support to these programs, the following outcomes were achieved:

- 130 Aboriginal children, siblings, parents and guardians attended the Aboriginal Literacy Feast and were given early literacy kits
- The New Westminster Public Library offered ESL conversation circles for 10 women per week and started new partnerships between the library's adult service's division and the Purpose Society and Family Services of Greater Vancouver.
- The Western Society for Children engaged and supported 11 volunteers through their Accessible Career Experience program support. As the following quote illustrates, this program had quite an impact on these volunteers who live with challenges in their social skills:

*Our best example of programming was the young adult from Douglas College who lived with physical barriers to mobility and speech. Our work with him reinforced the need for timely technology and appropriate adaptations to allow communication to happen.*

- The Western Society for Children began a partnership with Blind Beginnings around best ways to foster learning and literacy in young children.
- Conversation Circles for those affected by cognitive and mental health issues engaged 14 participants in New Westminster.
- 700 copies of "New West Cooks! Home Cooking, In-Season" were printed for distribution in the community
- Through informal and formal interactions, the Explore a Green World program reached out to over 6,000 participants!

Partnerships and collaboration were key focuses for the 2009 Community Literacy Plan as can be seen by the notable outcomes above. In addition, our 2010/2011 planning process included a partnership assessment at the planning table level, the results of which can be found below.

*Janet Goosney,  
Understanding the Early  
Years Coordinator, and  
Marjorie Staal Executive  
Director of New  
Westminster Family  
Place in discussions at a  
planning meeting.*



## The 2010/2011 Planning Process

The 2009/2010 Community Literacy Plan development process was extremely comprehensive and took a detailed approach to collecting and combining the literacy components from all possible New Westminster organizations and community based committees. This process aimed to honor and include all current literacy efforts in New Westminster to create a truly community-based Literacy Plan. In addition, a detailed public consultation process was also undertaken through a public forum at the New Westminster Public Library that was widely advertised and offered the incentive of free books for all who attended.

As last year's process was fairly exhaustive and inclusionary, the Literacy Now New Westminster committee made the conscious decision to treat the Community Literacy Plan as a three year rolling plan that would be revisited for 2010/2011 with the following goals in mind:

- ❖ To report on the progress of last year's goals
- ❖ To update current activities/strategies being carried out by local organizations/ committees
- ❖ To assess whether priorities were still relevant or if they needed to be re-worked
- ❖ To assess the progress of partnership development experienced by planning table members

A Community Literacy Planning afternoon was held with invitations going to planning table members, service providers, school staff and individual residents. The session was facilitated by the Literacy Now Coordinator and staff from the New Westminster School District. The planning afternoon included the following activities:

1. A 2010/2011 Visioning Activity
2. Overview of current priorities
3. Reporting on progress from 2009/2010 strategies
4. Partnership assessment
5. Trend brainstorm to discuss current emerging issues that were local to New Westminster and would affect literacy in New Westminster over the next year
6. Discussion around necessary strategies for the 2010/2011 year

A Community Literacy Plan subcommittee was also struck to guide the process. This committee met on an ad-hoc basis through the duration of the planning process and played an instrumental role in the re-formatting and creation of this report. As mentioned in the preamble, we undertook a re-working of the Community Literacy Plan priorities. These priorities, goals, 2010/2011 strategies and 2009/2010 notable achievements can be found below.

## Access to Services:

**Goal:** To promote accessibility to literacy programs and services in New Westminster for all residents regardless of language, age, immigrant status or developmental ability. This goal speaks to those programs and services that are created around the needs of population and sub population groups.

### Objectives for 2010/2011:

- Support the development of “hubs” in New Westminster and the integration of literacy programs/ services into hubs;
- Produce and distribute information on community services and resources in Plain Language and translations;
- Provide support to community agencies addressing accessibility issues to their literacy services and programs;
- Develop and implement a social marketing campaign;
- Plan and develop a second service provider’s (Literacy Sharing Circle) event to facilitate sharing of literacy resources and best practices in New Westminster;
- Promote Plain Language services from Literacy Now New Westminster via a Train the Trainer workshop series to leave skills and knowledge within organizations;
- Work on access to literacy services for the New Westminster seniors population (1 in every 8 residents is over the age of 65);
- To serve as an active partner and planner for an *Aboriginal Family Literacy Event*;
- Participation in the New Westminster Welcoming and Inclusive Communities and Workplaces initiative; and,
- Continue providing support to and expand Bookshare program.

### Notable 2009/2010 Successes in this area:

- Launch of a Plain Language service for organizations to send materials to for translation into plain language to ensure accessibility. There was such an overwhelming demand for this service that a 2010/2011 Train the Trainer series has been developed to train service providers to be able to provide this service within their own organization.
- A social marketing campaign concept was developed at the end of 2009 with initial materials created with the slogan “Literacy helps me...” Plans to increase collateral are slated for 2010/2011.
- Tip sheets on topics such as Health Literacy, Reading to your Child and the importance of literacy were created for dissemination at community events.

## Literacy Information and Coordination between Services

### Goal:

To have *Literacy Now New Westminster* "house" all literacy related information so that service providers can access and share information through one central place. *Literacy Now New Westminster* will also strive to identify and fill gaps by working with community committees to support a coordinated approach to literacy services and programs by sharing best practices, offering joint training opportunities and disseminating information in an efficient and cost-effective way.

### Objectives for 2010/2011:

- Continue to provide networking and sharing opportunities for service providers and the public;
- Develop and promote increased access to literacy relevant training for local service providers;
- Plan and execute best practice literacy events for service providers to learn about literacy services and practices;
- Communication about *Literacy Now* activities and services to groups and organizations;
- Review and revise community literacy plan annually;
- Ensure continued dissemination and continuation of the *Understanding the Early Years* research and developed initiatives; and,
- Increase communication about *New Westminster Literacy Now* services and initiatives to the community via e-newsletter and other means.

### Notable 2009/2010 Successes in this area:

- Planning and execution of the first ever *Literacy Sharing Circle* as a way for a number of service providers (outside of the planning table) to come together and discuss how literacy in *New Westminster* could be furthered with enhanced partnerships and collaborations
- Planning and launch of *New Westminster Reads* as a way for more organizations in *New Westminster* to participate in furthering literacy outside of the planning table operations

*Ellen Heaney, New Westminster Public Library, and Janet Goosney, Understanding the Early Years Coordinator, at a planning session.*



## Literacy Instruction and Innovations

### Goal:

To support all citizens in New Westminster in their ability to read and function at a level appropriate to their individual needs and abilities.

### Objectives for 2010/2011:

- Support early learning for all children;
- Develop strategies for accommodating diverse learners;
- Improve Aboriginal learners' reading and writing skills;
- Use effective instructional strategies to allow learners to develop, continue, return to and extend their literacy development;
- Provide high quality literacy instruction for adults in class groups, one-to-one tutoring, workplaces and other community locations;
- Provide opportunities for skill development and creative expression;
- Explore the opportunity for a "Literacy is cool" youth initiative; and,
- Support ESL learners.

### Notable 2009/2010 Successes in this area:

- The Elizabeth Fry Society expanded their book reading program to three men's prisons in the region.
- The school district has seen amazing progress in their students who are working with the Fast ForWord program. In some cases, students are increasing their reading levels by two full grades after working with the program for only a few weeks. Students report that their confidence and ability to concentrate have also increased through the use of this program.
- The school district is experiencing a huge increase in the levels of motivation and engagement of students in the Universal Design for Learning (UDL) project. UDL is definitely an effective way to differentiate learning for our students!

*Odessa Tapia,  
Elizabeth Fry  
Society,  
documenting  
discussions at  
a planning  
meeting.*





## An Assessment of Partnerships

As partnerships are a key component of the New Westminster Community Literacy Plan, the planning process included an assessment of the progress that the Literacy Now New Westminster committee had made in fostering and maintaining partnerships amongst community services and members. Planning session participants were asked the following questions to assess their thoughts and feedback on past progress and future priorities in the area of literacy partnerships:

1. Did you develop any new partnerships as a result of literacy programs, initiatives or services in the last year?
2. Are there any new partnerships you would like to develop in 2010 to further literacy in New Westminster?
3. Do you feel like a part of the discussions and action around literacy in New Westminster? Why or why not?

*Here's what we heard:*

<b>Did you develop any new partnerships as a result of literacy programs, initiatives or services in the last year?</b>
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- |   |
|---|
| <ul style="list-style-type: none"><li>❖ No partnerships, but new literacy programs established</li><li>❖ We are beginning discussions with the school district</li><li>❖ Bringing the NW Community Food Action committee into the literacy picture. This committee developed a health literacy resource and has a plain language cookbook in development</li><li>❖ Bringing more programs and services into "Community Schools" umbrella to support vulnerable children and families</li><li>❖ Yes, because of our membership in this group, we were connected to the library who gave us books for our program</li></ul> |
|---|

<b>Are there any new partnerships you would like to develop in 2010 to further literacy in New Westminster?</b>
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- |   |
|---|
| <ul style="list-style-type: none"><li>❖ Partner Century House Conversation Classes with existing resources and organizations to assist with programs. Also to provide locations for groups to meet as Century House does not have enough space</li><li>❖ I would like to be involved in creating diverse resources to help with the special needs spectrum</li><li>❖ Partnerships around social literacy across the age spectrum</li><li>❖ Participation of other groups at the table such as Aboriginal and Immigrant Service Agencies</li><li>❖ Increase the bridging opportunities between Early Childhood Educators and the teachers to support play based learning</li></ul> |
|---|

- ❖ Yes, we are open to any partnerships that would enable us to work with women with very basic literacy skills
- ❖ I would like to get a clearer understanding of the immigrant services in NW and hear what their needs are

**Do you feel like a part of the discussions and action around literacy in New Westminster? Why or why not?**

- ❖ Too new to committee to feel like I have much to discuss at this time
- ❖ Yes, I feel respected and engaged in the process
- ❖ Yes, I am actively involved in a lot of projects related to literacy
- ❖ Yes, the Community Literacy Plan is a good start. I'd like to see us visit the plan more often to assess our ongoing progress and remind our selves of the plan.
- ❖ Yes, being a part of this committee lets us be a part of these discussions
- ❖ Very much a part, more than any other year
- ❖ Yes, primarily as a result of participation in the committee

Essentially, the results of the partnership assessment pointed to the fact that planning table participants felt that the table contributed to the part that they played in increasing literacy for New Westminster, however, the assessment did also point to the need for increasing the reach and participation of more groups at the table, a priority that the Literacy Now New Westminster committee will be working on over the coming year.

In 2010, the Literacy Now New Westminster committee carried out a number of key actions to increase partnerships and collaboration:

- ❖ Developed a monthly e-newsletter that has helped to increase participation at the table and knowledge about literacy activities amongst service providers;
- ❖ Worked with literacy coordinators in surrounding communities to explore opportunities for joint trainings and other partnership opportunities;
- ❖ Developed mechanisms such as New Westminster Reads for new organizations to contribute to literacy in New Westminster in ways beyond attending planning table meetings and event; and,
- ❖ Held a Literacy Sharing circle with a number of service providers and organizations (who were new to Literacy Now New Westminster) to discuss the future of literacy in New Westminster and future possible partnership and training opportunities amongst service providers. One notable outcome from this session was the opening up of School District 40 staff training sessions to community service providers to further their skills and knowledge for free.

## What have we learned?

Over the past year, we learned the following:

- The development of new partnerships and maintenance of existing partnerships is essential in furthering literacy in New Westminster.
- Funding for literacy initiatives can be a great support in furthering access to services in the community. Through the funding we provided, our initiatives reached literally thousands of residents in the community. However, there is an understanding that funding can run out so sustainability, collaboration and the development of new partnerships were key focuses for our funded projects.
- Providing new and innovative ways for organizations and residents to participate in literacy is essential. We experienced this through our New Westminster Reads event where we were able to reach out to numerous residents through events that were held around the community. This initiative also allowed for new organizations to become a part of literacy in the community, even if they did not participate in the planning table.
- We need to find a way to make literacy appealing to the broader community. Our December 2009 Christmas gathering became the grounds for the development of a new literacy slogan "Literacy helps me..." that we hope will become the foundation for a successful 2010/2011 social marketing campaign.
- In true community development/ capacity building fashion, initiatives, programs and services work best when they are created with and tailored for specific populations. A "one size fits all" strategy will not help to further literacy in any community.
- Connecting with literacy coordinators in other communities has helped to strengthen our partnerships and access to literacy resources.



*New Westminster  
LiteracyNow  
Coordinator, Natasha  
Raey, setting the stage  
at a planning session.*

## Evaluation and Measurement

The table below depicts our 2010/2011 objectives from our three priority areas with our targets and relevant performance indicators.

### Access to Services:

Objective	Target	Performance Indicators
Support the development of "hubs" in New Westminster and the integration of literacy programs/ services into hubs;	Participate in all hub consultations and ensure literacy is integrated	# consultation opportunities attended # literacy initiatives integrated into hubs
Produce and distribute information on community services and resources in Plain Language and translations;	2 Train the Trainer workshops and mentoring provided to organizations	# workshops held # participants % increase in comfort with plain language in participants
Develop and implement a social marketing campaign.	7 Social marketing posters created	# posters created # locations disseminated # media hits
Plan and develop a second service provider's (Literacy Sharing Circle) event to facilitate sharing of literacy resources and best practices in New Westminster.	Literacy Sharing Circle held in Fall 2010	# Participants Evaluations # new initiatives/ partnerships formed
Promote Plain Language services from Literacy Now New Westminster via a Train the Trainer workshop series to leave skills and knowledge within organizations	2 Train the Trainer workshops and mentoring provided to organizations	# workshops held # participants % increase in comfort with plain language in participants
Work on access to literacy services for the New Westminster seniors population (1 in every 8 residents is over the age of 65)	Literacy needs assessment for seniors carried out with next steps	Needs assessment # meetings with seniors planning task force # projects
Serve as an active partner and planner for an <i>Aboriginal Family Literacy Event</i> .	Planning support provided and presence at Literacy Event	# meetings held # resources disseminated
Continue providing support to and expand Bookshare program	Bookshare in 3 locations with funding	# meetings held # locations with Bookshare # books disseminated # funders/ \$ raised

## Literacy Information and Coordination between Services:

Objective	Target	Performance Indicators
Continue to provide networking and sharing opportunities for service providers and the public;	Literacy Sharing Circle held in Fall 2010	# Participants Evaluations # new initiatives/ partnerships formed
Develop and promote increased access to literacy relevant training for local service providers and explore opportunities for cross training	3 training events marketed to mailing list	# sessions # Participants Evaluations # new initiatives/ partnerships formed
Plan and execute best practice literacy events for service providers to learn about literacy services and practices	Literacy Sharing Circle held in Fall 2010	# Participants Evaluations # new initiatives/ partnerships formed
Communication about Literacy Now activities and services to groups and organizations	e-newsletter and planning table meetings used as vehicle to increase literacy communications	# on mailing list # e-newsletters # new planning table participants # planning table meetings
Review and revise community literacy plan annually	2011/2012 Rolling Plan created	# community surveys # public consultations 2011/2012 report
Ensure continued dissemination and continuation of the Understanding the Early Years research and developed initiatives through NW ECD table	Ensure integration of resources and data in Literacy Now activities	# resources disseminated # opportunities for data integration
Increase communication about New Westminster Literacy Now services and initiatives to the community via e-newsletter and other means	e-newsletter and planning table meetings used as vehicle to increase literacy communications	# on mailing list # e-newsletters # new planning table participants # planning table meetings

*Storytelling at the  
Aboriginal Family  
Literacy Feast*



**Literacy Instructions and Innovations:**

Objective	Target	Performance Indicators
<p><b>Support Early Learning for all Children</b></p>	<p>Hold Ready, Set, Learn and Welcome to Kindergarten sessions at all elementary schools</p> <p>Maintain StrongStart Centres at Richard McBride, Connaught Heights and Queensborough elementary schools</p> <p>Share resources and support and/or host professional development opportunities for Early Childhood Educators, Kindergarten teachers and service providers</p> <p>Support kindergarten teachers in the classroom as they implement Full Day Kindergarten by working with them to implement the curriculum for Kindergarten as play-based, with strong literacy support.</p> <p>Further develop Transition to Kindergarten supports for special needs children</p>	<p># of sessions held # of children and families in attendance</p> <p># of children registered</p> <p># of professional development opportunities held</p> <p>Measure improvement in grade 1 literacy rates as % of students satisfactorily, fully meeting or exceeding expectations on the school district literacy assessment.</p> <p>Expressions of Parents' satisfaction with kindergarten transition process through a survey.</p>
<p><b>Support ESL learners</b></p>	<p>Provide information workshops for immigrant parents and students in English and other languages on a wide variety of topics</p> <p>Provide workshops to</p>	<p># of workshops held # of people in attendance # of topics discussed</p> <p># of workshops held</p>

Objective	Target	Performance Indicators
	<p>District staff to increase their knowledge of settlement, diversity and cross-cultural communication.</p> <p>Provide parent ESL classes</p>	<p># of people in attendance # of topics discussed</p> <p># of classes held # of locations # of people in attendance</p>
<b>Improve Aboriginal Learners' reading and writing skills</b>	Implement instructional methods to improve Aboriginal students reading and writing skills at the intermediate levels through Fast ForWord and SmartReading /SmartLearning.	Report Aboriginal literacy measures from district and provincial assessments.
<b>Develop strategies for accommodating diverse learners</b>	<p>Expand Universal Design for Learning Action team</p> <p>Establish a Differentiated Learning Facilitator to assist teachers to differentiate instruction and assessment.</p>	<p># of UDL classrooms</p> <p># of teachers who work with Differentiated Learning Facilitator, including number of elementary and middle schools impacted.</p>
<b>Use effective instructional strategies to allow learners to develop, continue, return to and extend their literacy development</b>	Expand Fast ForWord with the support of the District Fast ForWord teacher	# of students utilizing Fast ForWord
<b>Provide high quality literacy instruction for adults in class groups, one-to-one tutoring, workplaces and other community locations</b>	Provide a wide variety of opportunities for students i.e. classroom, online, community based, etc.	# of programs/services provided
<b>Provide opportunities for skill development and creative expression</b>	<p>Expand ACE-it Apprenticeship programs</p> <p>Facilitate a "How to Cook a Book" after school program for</p>	<p># of programs in place # of students participating</p> <p># of sessions held # of children participating</p>

Objective	Target	Performance Indicators
	Kindergarten and grade 1 children  Visual Literacy Coach supporting classrooms to integrate literacy instruction with effective visual strategies.  Continue offering the Aboriginal Literacy Feast; continue to provide Aboriginal Literacy resources for children pre-k to 12 years old; and, provide cultural activities for participants of all ages.	# of participants in programs # of sessions held  # of participants # of Literacy kits distributed
<b>Explore literacy opportunities within the new Community Schools Vision and partnerships</b>	Needs assessment of partner organizations	# of partner offerings that are integrated into Community Schools programming
<b>Explore the opportunity for a “Literacy is Cool” youth initiative</b>	Needs assessment and focus groups carried out to develop youth-friendly key messages around literacy	# of focus groups # youth consulted with # youth on advisory committee Key messages developed

*Families making puppets at the Aboriginal Family Literacy Feast.*





## **Appendix 1: 2009/2001 Strategies and Outcomes**

## 2009/2010 Strategies and Outcomes

### Priority: Access to Services

Committee/ Organization	Strategy	2009/2010 Outcome
<b>Literacy Now New Westminster</b>	Plan and develop a service provider's event to facilitate sharing of literacy resources and best practices in New Westminster.	Ongoing
	Promote Plain Language services from Literacy Now New Westminster.	Ongoing
	Collect program and resource information for circulation at future events.	Ongoing
<b>New Westminster ECD Committee</b>	Target funding from <i>Children First</i> , <i>MCFD</i> , and <i>Success by 6</i> (UWLM) to programs and services that support access.	Ongoing
	Focus on increasing access to community resources that support families with young children.	Ongoing
	Facilitate a third ECD Hub consultation process.	Did not happen in 2009/2010 A priority for 2010/2011
	Develop a coordinated plan for HUB services in the community.	Was not worked on in 2009/2010
	Advocate for space for ECD Hubs in New Westminster.	Ongoing
	Advocate for policies that support families at all levels of government and community.	Ongoing In 2009/2010 – City Child Care Strategy
<b>Understanding the Early Years</b>	Further promote and implement the ECD social marketing campaign, including: <ul style="list-style-type: none"> <li>• Kids New West website</li> <li>• Kids in New West resource booklet</li> <li>• NW ECD promotional DVD</li> <li>• Family and community events</li> </ul> Develop resource information on play, attachment...	<ul style="list-style-type: none"> <li>- Funding provided to support the development of a 2<sup>nd</sup> Edition of Kids In New West with SD40 providing staffing time to compile it.</li> <li>- Kids New West website fully functioning and containing a wealth of family friendly information</li> <li>- ECD promotional DVD completed</li> <li>- "Play" incorporated into the Kids in New West booklet, but not developed as a stand alone resource</li> <li>- Attachment addressed through the UEY social marketing Plan and the "I like it when you..." promotional materials I.e. mini calendars, bookmarks, in the Kids in New West booklet...</li> </ul>
<b>New Westminster Public Library</b>	Ensure library resources are easily accessible to all members of the community.	Ongoing
	Continue to work with parents,	Ongoing

Committee/ Organization	Strategy	2009/2010 Outcome
	caregivers and educators to fulfill the literacy needs of children from infancy forward.	
	Ensure that teen educational and recreational needs, including those for access to information technology, are matched with collections whose content and format reflect their unique and diverse interests.	Ongoing
	Ensure the library's website will be current and relevant and provide easy access to all resources through the website and the library catalogue.	In Progress
	Review and revise the library's collection regularly.	Ongoing
<b>New Westminster School District #40</b>	Support the development of ECD Hubs through the Public Partners Committee.	Ongoing
	Create opportunities to build bridges between ECD professionals and Kindergarten teachers by offering Bridging Information sessions and networking events.	Ongoing; referrals to joint opportunities with the Coquitlam SD this year
	Share resources, and support and/or host professional development opportunities.	Ongoing
	Through the Settlement Workers in School (SWIS) program provide multi-lingual parent handbooks and a SWIS brochure that provides a wide variety of information for parents on District and community resources.	Ongoing; information is now also available on the District website
	Through <i>Multicultural Services</i> and the SWIS program provide translation and interpretation services as needed.	Ongoing
	Continue to provide information workshops to parents and students (in English and other languages) on a wide variety of topics through the SWIS program.	Ongoing

**Priority: Diversity and Inclusion**

Committee/ Organization	Strategy	2009/2010 Outcome
	Assist with planning of Early Learning events for service providers and parents in partnership with the School District and other community partners.	Ongoing – supported three early learning events
	Serve as an active partner and planner for an <i>Aboriginal Family Literacy Event</i> .	Supported 2009 and 2010 events through grant writing and event support
	Ensure representation of cultural service providers and community members on the Literacy Now NW committee and at service provider events.	Ongoing
	Highlight culturally relevant literacy programs and resources at service Provider events.	Ongoing
Early Childhood Development Committee	Allocate funding to expand access to inclusive communication tools.	Funding provided for Boardmaker
	Participate in the <i>Welcoming and Inclusive Communities</i> Initiative.	Ongoing
	Provide opportunities for service providers to have a better understanding of the relationship between culture and child development.	<b>Developmental wheels translated</b>
	Provide funding support for translation of community resources and materials.	African Women's Program; <i>Reaching Out Drop-In</i> at the Hospitality Project both continue to be funded via the ECD table
	Support with funding (when possible) and advocacy, programs that are targeting hard to reach families or specific groups – e.g. African Women's Program; <i>Reaching Out Drop-In</i> at the Hospitality Project.	Diversity and inclusion are incorporated into the NW ECD Strategic Plan for 2010 – 2015 under goal 2: "Children and families of New Westminster are supported by a community invested in and aware of the importance of early childhood development."
	Ensure that diversity and inclusion are understood by all ECD members and that it is an important aspect of the new strategic action plan.	<b>Ongoing</b>
Understanding the Early Years	Provide multi-lingual resources for community events.	Ongoing
	Support community agencies by promoting their events to diverse communities.	Ongoing
	Facilitate the inclusion of diverse communities at community and family events.	Ongoing
New Westminster	Continue to work towards the goals set	Ongoing

Committee/ Organization	Strategy	2009/2010 Outcome
School District	out in the current <i>Aboriginal Education Enhancement Agreement</i> i.e., improve the Aboriginal student performance at the intermediate level in reading and writing.	
	Develop a new <i>Aboriginal Enhancement Agreement</i> in consultation with our community partners	Process is now underway.
	Provide transition programs for Aboriginal learners i.e., distribute Early Learning Kits for Aboriginal students entering Kindergarten; host a Transitions to NWSS for Aboriginal students entering high school; host the <i>Qayqayt Honoring and Rite of Passage Ceremony</i> for Aboriginal Grade 7s and Grade 12 graduates; and, promote the transition programs offered to Aboriginal students by local post-secondary institutes.	Ongoing
	Support Aboriginal Family literacy by applying for year 2 funding to expand upon the 2008 – 2009 partnership between NW LiteracyNow and SD40 Aboriginal Education that provided literacy resource bags to Aboriginal families with children ages 3 – 8 at an Aboriginal Family Literacy Feast featuring aboriginal culture and cooking skills development.	Funding was secured Aboriginal Literacy Event was held Project was expanded to also include a mentorship project
	Purchase and distribute new ECD resources that target hard to reach families using creative marketing strategies.	Not done in 2009 – 2010 due to lack of funding
	Respond to the diversity of students in the classroom with varied resources for school libraries and assess textbooks for inclusion and diversity prior to purchase.	Ongoing
	Work in partnership with MOSAIC, ISS and the Lower Mainland Purpose Society to help immigrant youth achieve their literacy goals and prepare for the labour market.	Ongoing
	Through the SWIS program continue to provide multi -lingual resources and workshops for parents/students.	Ongoing; resources are now available on the District Website
	Continue to provide “Transition to Kindergarten” assistance and supports for children with special needs in	Ongoing

Committee/ Organization	Strategy	2009/2010 Outcome
	partnership with community partners.	
	Participate in the <i>Welcoming and Inclusive Communities</i> Initiative.	Ongoing
	Through Multicultural Services and the SWIS program, continue to provide workshops to District staff to increase their knowledge of settlement, diversity and cross-cultural communication.	Ongoing
	Work with the <i>District Apprenticeship Planning Team, the District Multicultural Manager, and Aboriginal Education</i> to develop strategies to promote and include ESL and Aboriginal students in ACE-it and Secondary School Apprenticeship programming.	Ongoing; continue to look for opportunities to include these target populations
Simon Fraser Society for Community Living	Support families with children transitioning to kindergarten who may have difficulty accessing/navigating the registration process and connecting to additional required services.	Continues to work with SD no. 40 through "Transition to Kindergarten" supports i.e. handbook and information session.
Western Society for Children	Assist newcomers and people with disabilities in our <i>Accessible Career Experience</i> program through supported volunteer employment.	Funded through Legacies 2010 with 12 participants over 2010
	Gather statistics on the barriers to participation and include gaps in development around literacy. Ways in which literacy resources are offered must be sensitive to the type of literacy, and to the context in which it is needed.	In progress
	Provide on-site support for augmentative communication, low-literacy, ESL, and non-verbal literacy. Technology of Boardmaker computer software, and communication devices to expand the use of symbols.	Ongoing
	Provide toys, games, equipment and parent resources around pre-literacy, developmental support, and social literacy.	Ongoing
	Develop play-based learning experiences that engage families in pre-literacy and social language.	In progress
	Develop visual communication cues that convey aspects of the important goals of literacy to persons with low levels of language and fluency.	In progress

**Priority: Literacy Coordination between Services**

Committee/ Organization	Strategy	2009/2010 Outcome
	Plan, develop and execute sharing forum for service providers.	Literacy Sharing Circle in Fall 2009 with 20 participants and positive evaluations
	Investigate opportunities to further develop the Literacy Now NW network.	Ongoing – Priority for 2010/2011
	Further promote and implement the <i>Educate and Collaborate</i> series.	Implemented 4 Educate and Collaborate sessions in 2009/2010
	Develop <i>Literacy Now New Westminster</i> information package with fact sheets and an inventory for Service Providers Forum.	Completed
Early Childhood Development Committee	Continue to foster a collaborative system of community based services and supports for ECD.	Ongoing
	Provide opportunities for service providers to increase ECD knowledge and ability to network on a regular basis through allocated funding and advocacy.	Ongoing
	Support the development, translation, printing and distribution of the “ <i>Who you Going to Call?</i> ” resource brochure.	Completed in 2009/2010
Understanding the Early Years	Develop a second five-year strategic plan for ECD in New Westminster, using all information gathered locally on children 0-6 and their families in New Westminster.	Completed in 2009/2010
New Westminster Public Library	Continue to look for opportunities to participate in community events.	Ongoing; participated in community events sponsored by the ECD committee and the UEY project and at StrongStart, Family Place...
	Co-operate with organizations and agencies in New Westminster that have literacy agendas.	Ongoing
School District #40	Purchase and distribute new ECD resources that target hard to reach families using creative marketing strategies.	Not done due to lack of funding.
	Support Literacy events.	Ongoing; facility space provided where possible
	Create opportunities to build bridges between ECD professionals and Kindergarten teachers through the Bridging Information Series, <i>ECD - kindergarten Bridging Networking blog</i> and monthly meetings.	Ongoing; networking blog is a work in progress Priority for 2010/2011
	Continue to work collaboratively with multicultural service providers and other stakeholders to support and share information and resources.	ongoing

**Priority: Literacy Information Services**

<b>Committee/ Organization</b>	<b>Strategy</b>	<b>2009/2010 Outcome</b>
New Westminster Literacy Now	Develop an inventory of current literacy resources that exist in New Westminster and disseminate it at Literacy Events.	Literacy BC website
	Work with service providers and the <i>Literacy Now</i> committee to identify and assess gaps in resources and work to fill these gaps.	Ongoing
	Develop a Literacy page for the <i>Kids New West</i> website.	Not done; however, a recommended reading list was developed for inclusion in the <i>Kids New West</i> 2 <sup>nd</sup> edition
	Support the development of an updated reprint of the resource booklet <i>Kids in New West</i> for families with children 0 – 6, and the development of new resources that promote play.	Completed. An expanded version (by 4 pages) was completed. 5000+ copies were printed
	Continue to work with the School District to consult with service providers and the broader community to produce one central Literacy Plan for New Westminster.	Ongoing
	Develop an updated <i>Kids New West</i> resource booklet for families of children 0 – 6.	Completed 5000+ copies are in print
Early Childhood Development Committee	Support the development of resources that promote “play”.	Not done in 2009/2010 Priority in 2010/2011 Need to connect to Full Day kindergarten and Social Literacy Resources
	Continue to provide ECD development wheels to the community.	Ongoing New wheels produced and distributed in 2009/2010
	Develop and distribute new editions of the <i>ECD Parents on the Go</i> newsletter.	Ongoing
	Contribute to the Literacy Resource Inventory to populate the Literacy BC Directory.	Ongoing
	Participate in the development of the 2010 – 2011 Community Literacy Plan.	Ongoing
Understanding the Early Years	Gather and disseminate knowledge on the factors which influence ECD to the community of New Westminster i.e. the mapping report.	Completed
	Further promote and implement the ECD Social Marketing campaign.	Completed
	Participate in the development of the 2010 – 2011 Community Literacy Plan.	Ongoing
NW Community Food Action Committee	Complete an environmental scan of Health Literacy resources that can be	Health Literacy Resource developed and distributed to individuals at the



Committee/ Organization	Strategy	2009/2010 Outcome
	used or adapted for usage in New Westminster and work with LiteracyNow New Westminster to ensure that new resources are in plain language.	Food Bank and to community agencies
	Host a food security information event to provide information to low-income individuals about food security issues and health literacy.	Event was held
	Contribute to the Literacy Resource Inventory to populate the Literacy BC Directory.	Ongoing
	Participate in the development of the 2010 – 2011 Community Literacy Plan.	Ongoing
New Westminster Middle Childhood Committee	Complete the <i>Strategic Action Plan for Middle Childhood</i> and develop priorities for literacy.	In progress
	Participate in the development of the 2010 – 2011 Community Literacy Plan.	Ongoing
<b>Operation Food Justice Society (Hospitality Project)</b>	Continue to work with <i>LiteracyNow New Westminister</i> to ensure that resources are in plain language.	Plain language workshop held with volunteers and staff
<b>New Westminister School District</b>	Provide staffing support for the development of resources that promote the importance of “play”.	Resource was not developed this year but staff time was dedicated to support the development of a Plain language In-Season Cookbook
	Participate in the development of the 2010 – 2011 Community Literacy Plan.	Ongoing
	Contribute to the Literacy Resource Inventory to populate the Literacy BC Directory.	Ongoing

**Priority: Literacy Instructions and Innovations**

Committee/ Organization	Strategy	2009/2010 Outcome
<b>New Westminster ECD Committee</b>	Allocate funding to support innovative programming and services.	Funding supported the development of “English Made Easy”
	Support early learning through: active participation in community committees; family events; production of materials and resources for young children; advocacy to promote the healthy development of young children; collection and distribution of research; and, community development.	Ongoing
<b>Understanding the Early Years (UEY) Project</b>	Support early learning through: active participation in community committees; family events; production of materials and resources for young children; advocacy to promote the healthy development of young children; collection and distribution of research; and, community development.	Ongoing; project to finish June 2010
<b>New Westminster School District No. 40:</b>	Establish and maintain partnerships with the various stakeholders to coordinate support for early learning by maintaining <i>StrongStart Centres</i> at Queen Elizabeth and McBride, Marites McCarthy Little Sibling Storytime, and <i>Welcome to Kindergarten</i> and <i>Ready, Set, Learn</i> programs at elementary schools.	Ongoing 3 <sup>rd</sup> StrongStart opened at Connaught Heights in the west end. Ready Set Learn and Welcome to Kindergarten sessions run again this year Marites McCarthy Little Sibling Story time is no longer running due to poor attendance.
	Ensure effective instructional strategies are used in all K-12 classrooms through <i>SmartReading</i> and <i>SmartLearning</i> ; Visual Imagery for reading; developing non-fiction literacy lessons and units for teachers to use; and, extend teachers’ instructional skills through Grade Group in-services.	Ongoing
	Expand the use of differentiation in K-12 classrooms by maintaining and expanding <i>Universal Design for Learning Action Teams</i> focused on differentiating learning for all students and purchase resources to support differentiation in every classroom.	Ongoing
	Expand <i>Fast ForWord</i> , a computer-based program designed to improve memory, attention, processing speed and sequencing skills — essential cognitive skills for reading and learning success, to a middle and elementary school.	Ongoing

Committee/ Organization	Strategy	2009/2010 Outcome
	Develop instructional methods to improve Aboriginal students' reading and writing skills at the intermediate level through <i>FastForward</i> and <i>SmartReading/SmartLearning</i> .	Ongoing
	Maintain Youth alternative programs (i.e. RCAP, POWER and SIGMA) to serve the needs of diverse learners.	Ongoing
	Maintain opportunities for adult learners to upgrade literacy skills through Community-based Adult Education Services, lower level English classes and other Adult programming through Community Education.	Ongoing
	Through <i>Multicultural Services</i> , continue to provide Parent ESL classes.	Ongoing
	Through <i>Multicultural Services</i> and the SWIS program continue to provide curriculum support to staff.	Ongoing
<b>Family Services of Greater Vancouver</b>	Support the <i>African Women's ESL program</i> (that provides formal English language instruction to African women in New Westminister) and a literacy focused child minding service for participants children aged 0 – 5	Ongoing; funding in place until Spring 2011
<b>Elizabeth Fry Society</b>	Provide a program for incarcerated women and men to record themselves reading a book. The recording is then given to their children with a copy of the book.	Three additional locations added to program (men's jails)
	Continue to support women in securing their Adult Dogwood by partnering with the District to provide space for their Community-based Adult Education Service	

## Appendix 2: Strategies for 2010/2011





















Organization	Actions/Strategies	Access to Services				Literacy Information and Coordination				Instruction and Innovations			
		0-6	K-12	Adult	Ab	0-6	K-12	Adult	Ab	0-6	K-12	Adult	Ab
	Support Aboriginal families by applying for year 3 funding to continue the partnership between NW Literacy Now and SD40 Aboriginal Education to host an Aboriginal Family Literacy Feast where literacy resource kits are provided to children pre-k to grade 7, and families learn more about Aboriginal culture and cooking skills.	X	X	X	X				X	X	X	X	X
	Develop instructional methods to improve Aboriginal students' reading and writing skills at the intermediate level through Fast ForWord and SmartReading/ SmartLearning .										X		X
	Ensure effective instructional strategies are used in all K-12 classrooms through SmartReading and SmartLearning; Visual Imagery for reading; developing non-fiction literacy lessons and units for teachers to use; and, extend teachers' instructional skills through Grade Group in-services.										X		X
	Establish a Facilitator for SmartReading to assist teachers to implement best practices in reading and literacy development.										X		X
	Continue to expand the use of differentiation in K-12 classrooms by maintaining and expanding Universal Design for Learning Action Teams focused on differentiating learning for all students and purchase resources to support differentiation in every classroom.										X		X
	Establish a Differentiated Learning Facilitator to assist teachers to differentiate their instruction to accommodate the wide diversity of learners in their classrooms.										X		X
	Continue to expand Fast ForWord, a computer-based program designed to improve memory, attention, processing speed and sequencing skills — essential cognitive skills for reading and learning success, to a middle and elementary school.										X		X

