



# **Chilliwack Learning Community Society**

## **ANNUAL REPORT**

**June 2010 to May 2011**

**Prepared for presentation and submission  
to  
Chilliwack School District #33  
June 2011**

## Reflections on the current year:

### 1) Community Context:

a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?

1. The Chilliwack Learning Community Society entered its 5<sup>th</sup> year of operation in 2010 and has enjoyed much success, faced both financial and political challenges, and continues on its path of being a responsible, responsive and meaningful organization.
2. Policy changes, and the creation of the new BC Ministry of Skills Development and Labour, disallowed the renewed funding of the Community Adult Literacy Program (CALP) grant previously awarded to the Adult Task group in support of the CALL program. Nevertheless, the CALL program worked reasonably within its unexpectedly reduced budget, and OWLs provided support to over 100 learners.
3. The Board of Directors and staff worked hard to work within a conservative budget. Uncertainties around continued funding from Literacy Now, as well as the unsuccessful CALP grant application, necessitated only a modest dip into our contingency fund. Efforts were re-doubled to seek out and secure other sources of funding, which will continue as we move into the 2011-12 financial cycle.

### 2) Task Group:

a. Who takes part in the task group?

b. How is the work of this group organized?

1. The Chilliwack Learning Community Society (CLCS) is a not for profit organization with Charitable status. The Society operates under a "Learning Communities" framework. Representation from 5 key community sectors is consistently sought and highly valued.
  - Civic (municipal & band)
  - Public (including libraries, social and health services)
  - Economic (private to social economy)
  - Education (public, private & post-secondary)
  - Voluntary / community
2. The Board of Directors composition currently includes representatives from the following sectors:
  - a. Aboriginal (Sto:lo Nation)
  - b. Library (Fraser Valley Regional Library – Chilliwack Branch)
  - c. Community Service (Chilliwack Community Services)
  - d. Business (Envision Credit Union and The Book Man)
  - e. Advanced Education (University of the Fraser Valley)
  - f. Education (Chilliwack School District 33)
  - g. Voluntary Sector (volunteer Donna Gannon)
3. Along with attending quarterly board meetings, each Board member agrees to participate in at least one of four CLCS task groups. The task groups are the venue for working with CLCS coordinators to move the District Literacy Plan

(DLP) strategies forward. Each task group develops and annual Workplan, based on the DLP. Task group memberships include additional community members.

Task Group	DLP Strategy	Representatives/Membership
Adult Literacy	#1: Reach out to adults in need of help from others. Give them support services and programs that bring back the desire to learn	Immigrant services Post Secondary Education Provincial level corrections
Early Family Literacy	#2: Reach out to parents and caregivers of young children. Give them skills, tools and support to develop a love of learning and school-readiness in their child.  #3: Work alongside the existing system of family development programs to increase pre-literacy supports and program sustainability	Business Child Care Chilliwack Early Years Committee Community Services Family Literacy Media Volunteers
Youth Literacy	#4: work along community agencies to encourage and develop learning opportunities for youth to progress beyond their current capabilities	School District 33 Community Services Volunteer
Workplace Essential Skills	#5: Work with local business to create or improve literacy and employability skills training in the workplace	Aboriginal Employment support Business Business Networks Media

3) Community Development and Literacy Collaboration:

- a. What are the important collaborations that have taken place to support literacy and the work of the task group?
- b. What are the essential ongoing collaborations?
- c. What makes collaborations work well?

1. The CLCS uses an asset based community development approach, and collaboration is a core value. The implementation of the Literacy Plan is heavily reliant on collaborations.
2. Representation from key community literacy stakeholders at the Board and Task Group tables is essential. It is recognized that each person and/or organization can make major contributions in large or small ways.
3. The CLCS uses a consensus based decision making model.
4. All projects rely on contributions from more than one group or individual.

**Core Values**

- Collaboration
- Universal Access
- Innovation
- Respect
- Joy
- Strength-based

#### 4) Goals and Actions:

- a. What priorities, goals or objectives have you addressed this year?
- b. What actions were taken to reach these? What organizations and groups participated in these actions?
- c. What adjustments were made to the plan? As the year progressed, were there new opportunities or were there changes that did not allow for some actions to be taken?

### **Adult Literacy**

#### **Weaving Literacy into programs and services**

The CLCS partnered with Chilliwack Community Services on a project aimed at increasing community knowledge about **Learning Disabilities** in adult literacy settings. The results of this partnership were:

- One 2 hour pilot and one 6 hour follow up “Community Conversation about Learning Disabilities”.
- Favorable feedback from 63 participants
- A small grant of \$3,000.00 from the Literacy BC and BC Coalition of People with Disabilities’ “Whole Life Approach to Learning disabilities in Adult Literacy Settings” project.
- The development of a “How to Design and Host a Community Conversation about Learning Disabilities” document for use across BC and Canada.

The CLCS provided input at the planning table for a proposed **Health Contact Centre**, which would provide a variety of supports to adults with challenges in areas such as mental health and addictions.

#### **CALL Chilliwack volunteer learner/tutor program**

2009/10 year end reports to the English as a Second Language Settlement Assistance funder and Community Adult Literacy Program funder show a total of 18 + 26 **learners** served in one-to-one and small group situations. A small number of additional learners also participated in Conversation Circles who did not fall into either category. 12 tutors also provided a combined total of approximately 1000 hours of support to learners: enrolled in the University of the Fraser Valley University Upgrading and University Preparation department; Chilliwack Community Services' Families in Motion and Central Gateway for Families programs; and at Sardis Doorway for Single Mothers and their Children. The estimated number of learners who had support from these tutors is 100.

Volunteer Outreach Workers for Literacy participated in the following **training/learning** opportunities in 2010/11

- |    |  |
|----|--|
| 20 | Fall 2010 and spring 2011 CALL Chilliwack tutor training (University of the Fraser Valley Volunteer Adult Literacy Tutor course (face to face and practicum) and English as a Second Language Settlement Assistance program on line course |
| 12 | Two Conversation Circle Facilitator training workshops provided by the Fraser Valley Regional Library  |

- 1 English as a Second Language Knowledge Exchange provided by the CLCS Adult Literacy Task Group and in partnership with Chilliwack Community Services and the Fraser Valley Regional Library
- 1 A Community Conversation about Learning Disabilities (6 hour session) provided in partnership with Chilliwack Community Services and the University of the Fraser Valley

#### Additional English as a Second Language Settlement Assistance Program

##### **Milestones**

- After a 2009 pilot, **Conversation Circles** for English language learners are firmly established in partnership with the Fraser Valley Regional Library and Chilliwack Community Services
- **Rosetta Stone computer pronunciation software** and accompanying headsets were purchased and installed at Chilliwack Community Services for use by both Immigrant Services department clients and volunteer tutor/learner pairs. The software was also installed on a newly purchased lap top computer for mobile use.
- A November 2010 **English as a Second Language Knowledge Exchange** was attended by 14 service providers and volunteers. The information collected at the exchange will be used to increase service provider and community wide knowledge about: immigration trends; availability and promotion of programs and services; and welcoming newcomers to Chilliwack.

#### **Early Family Literacy**

The “**Read While You Wait**” **Book Bin Project** moved forward this year with a 2010 grant of \$4,125.00 from the Chilliwack Foundation, and the production of 24 custom made “Lady Bug” bins. This project aims to increase the availability and accessibility of quality children’s books to young children in Chilliwack, many of whom might otherwise have little or no access, including children in isolated, vulnerable families. The bins were built by Ford Mountain Correctional Centre and Rona contributed \$100.00 for paint. A list of preferred titles was produced by a Children’s Canadian Literacy specialist (volunteer). Over 700 books have been gathered at no or low cost from 3 book sellers.

**Marci’s Family Literacy Workshop** (originally a 2008 pilot project developed by a volunteer with a Family Literacy background) was successfully delivered 5 times in 2010/11 as planned. Through these workshops 40+ parents increased their understanding about family literacy, received templates and tools, and generated new ideas for activities to do at home.

Much of the material used in the workshop is material developed by the North West Territories Literacy Council who has given their permission for CLCS use. The opportunities to provide the workshop to community organizations are organized through the Chilliwack Child and Youth Committee’s Interagency Parenting sub - committee.

The **CALL** (Community Access to Literacy and Learning) **Chilliwack** volunteer tutor/learner program contributed to family literacy with the placement of 13 Outreach Workers for Literacy at Sardis Doorway Program for single mothers and their families, and at Chilliwack Community Services' Family Literacy and Families in Motion programs.

For the 2<sup>nd</sup> year, the CLCS worked with Ford Mountain Correctional Centre to provide a **Christmas Reading and Recording Program**. Incarcerated men read and recorded books for their children with CLCS representatives. The books and a recording CD are then given to the men to give to their children for Christmas. Although this project falls under the CLCS Adult Task group Workplan, it is relevant to Early Family Literacy (with books read for 12 children 5 yrs. and under) and Youth (with 8 books read to children and youth 6 to 15 years). A total of 13 men read 17 books. This is an increase from 2009 when 4 dads read a total of 6 books. The CLCS contributed funds for books, CD's, head phones and stationary, and the Correctional Centre contributed \$200.00 for editing honorariums (for 1 post secondary student and 2 Chilliwack Senior Secondary School Students). 1 additional volunteer helped with editing and 1 volunteer Outreach Worker for Literacy assisted with reading and recording at the Correctional Centre.

The Early Family Literacy task group hosted a successful **Book Sellers Breakfast** with 5 book seller businesses in attendance. The purpose of the gathering was to celebrate contributions made to date by book sellers, and to discuss any interest there may be in further collaborations or participation. The sellers expressed:

- an increased understanding of who the host groups were and how they work together,
- an increased awareness of the Chilliwack Community Literacy Plan, and some community family literacy and early years programs, and
- commitments to contribute in ongoing ways to early literacy projects.

**Additional awareness raising** included 2 newspaper articles written by Marilynne Black and published in the Times newspaper ("Recognizing Ourselves Through Picture Books, May 2010 and "Don't Stop Reading" July 2010). Marilynne also showcased Chilliwack's Early Family Literacy projects at a Toronto Dominion Bank National Reading Summit's Access committee.

## Youth

A **Family Math Workshop** was developed and piloted with volunteer Outreach Workers for Literacy in May 2010. The feedback was very positive, and the Task group plans to explore opportunities to provide this workshop across the community for parents. The goal of the workshop is:

1. to inform the participants about what math concepts are being taught in primary grades and how the concepts are taught
2. to provide an opportunity for parents to learn and practice their own math skills
3. to provide tools and ideas for parents to use at home

The **Aboriginal Youth tutoring Youth** pilot program went forward as planned in the following ways:

- Existing Chilliwack School District infrastructure made it possible for this program to be attached to the Workplace Experience program for Grade 12 students at GW Graham school
- The program is named Xwáyólem
- Student tutors were identified and a contract was developed
- student tutors were trained with Workplace Experience material as well as other assorted resources as needed
- learners from Shxwetilthet were tutored
- Possible program funding needs were discussed. It was determined that the School District (with some additional community support) is covering any current costs associated with the pilot
- The School District reports that the students are making progress with their tutors

The CLCS is now represented at the **Chilliwack Child and Youth Committee**. The outcome is a stronger connection for the CLCS with other agencies concerned with the well being of our more vulnerable children and youth.

### **Workplace Essential Skills**

The Chilliwack Cross-sector Workforce Training Project completed its third and final year as at December 31, 2010.

**Objective 1:** Form a sustainable cross-sector network of workforce stakeholders committed to providing affordable & applicable workforce literacy and essential skills training opportunities for small & medium sized employers in Chilliwack.

A sustainable cross-sector network of workplace stakeholders was created. This group is led by the Workplace Essential Skills Task Group (WES TG). Additionally, four organizations with wide membership in and a strong feel for the business community in Chilliwack – Chilliwack Economic Partners, Chilliwack Chamber of Commerce, Downtown Chilliwack Business Improvement Association and Tourism Chilliwack – have all been instrumental in supporting and promoting the project. We were very successful introducing the concept of Workplace Essential Skills to employers. With the challenging economic times, it was difficult for many employers to take part – many were focused solely on keeping their business afloat and were not able to commit to other things.

**Objective 2:** Document and depict A Literacy and Essential Skills profile for Chilliwack, with a focus on low-skilled, immigrant &/or agricultural workers employed, or preparing for work in small & medium sized places of employment.

A Workplace Literacy and Essential Skills Profile for Chilliwack was created in 2009. Distribution was done through email to the CLCS board, WES TG members, various employers and organizations in Chilliwack. Additionally, the report was made available through the CLCS website. While no formal written comments were received from recipients, many informal discussions supported the findings.

**Objective 3:** A sustainable workforce literacy and essential skills program is developed through the adaptation of existing best practices in Literacy and Essential

Skills (LES), specific and relevant to small & medium sized communities and employers.

A workplace literacy and essential skills program was developed using a wide variety of courses that met the needs of small and medium sized businesses and local employers. Sustainability continues to be a challenge however. Two workshops were held in October 2010 to discuss sustainability of the program and to garner ideas. Many of these ideas will be reviewed and implemented in the future.

**Objective 4:** A manual for distribution to interested communities, business stakeholders, and literacy stakeholders across Canada with an interest in community-based, cross-sector Literacy and Essential Skills training.

A cross-sectoral training manual was created for distribution to interested communities, business stakeholders, and literacy stakeholders across Canada with an interest in community-based, cross-sector workplace literacy and essential skills training. At the time of writing this report, no feedback had been received.

The **impact** of the project has been significant both locally and throughout the province of BC.

Prior to this initiative, there was little or no knowledge of or focus on Workplace Essential Skills in Chilliwack. With the creation of the WES Task Group, a core of committed, knowledgeable volunteers from the business community was formed. This core group successfully helped spread the word of what the CLCS was accomplishing through their own organizations and business networks.

New partnerships were formed with organizations in Chilliwack. They included the Chilliwack Chamber of Commerce, the Downtown Chilliwack Business Improvement Association, Chilliwack Economic Partners Corporation and Tourism Chilliwack. With these four additional groups onside, the support of the project increased within their members.

The local media also was instrumental in helping push the project along. From the initial funding announcement, to articles in the various local papers, to interviews and news items on TV or radio, all local media was supportive of getting the message out for the CLCS.

WES Task Group members volunteered for and became contributing members of the CLCS board. This cross-pollination helped the CLCS board understand the importance of literacy in the workplace while strengthening the organization as a whole.

A number of businesses in Chilliwack donated space to the CLCS in order for us to have meetings or to instruct classes. With very few exceptions, all space was donated for free.

The biggest impact is of course with our learners and future learners. Over 350 people contacted the CLCS regarding the courses. Many of these people represented a number of Chilliwack staff at their business. Over 100 businesses were represented at the training courses. A deeper knowledge of the importance of Workplace Essential Skills has been given to each of these contacts.

Another unexpected impact was to other literacy organizations in BC. Very few literacy organizations have done any work with Workplace Essential Skills. When our project started, there was little information to draw upon from other groups in Canada. As word of our project spread throughout BC, organizations from the Interior of BC and Vancouver Island contacted us for more information.

**CLCS/Literacy Plan promotion work resulted in:**

- An increased number of items posted on the CLCS website
- An increased number of community members and groups are aware of the CLCS and community literacy plan (through conversation, displays, website, facebook page, distribution of pamphlets, meetings and presentations)
- A small donation from the Lion's Club
- More groups invited to explore or consider new or additional collaborations (i.e. Chilliwack Child Care task group, Strong Start programs, book sellers, proposed Chilliwack Health Contact Centre)
- Articles about the Chilliwack Learning Community Society and the Workplace Essential Skills project published in the Chilliwack Times newspaper
- The Hawk 89.5 FM morning show hosting a discussion with the Workplace Essential Skills Coordinator to discuss WES Sustainability Workshops
- The CLCS at an October 2010 Chilliwack Community Connect Day

**Additional/Other Community Level Activities:**

- 25 businesses have Book Shelves with adult books in their place of business for staff and/or customers/clients to enjoy
- The CLCS participated in November City of Chilliwack Healthier Community forums

**Regional/Province-Wide Activities:**

- Contact and assorted gatherings (in Surrey and Abbotsford) with Legacies 2010 and Literacy and with regional colleagues who met in Abbotsford and Chilliwack.
- Participation in other provincial level activity, such as surveys and other research projects (i.e. Health Literacy, UBC community development focus group)

**Funding and Finance:**

- Valuable in-kind contributors have been contributed. For example:
  - Agency/business staff time
  - Expertise
  - Meeting space
  - Stationary/photocopying
  - Graphic design and marketing
- Implementation of the literacy plan was also supported by grants from: the Ministry of Education via Legacies 2010 Literacy Now; the Office of Literacy and Essential Skills via Literacy BC; and the Ministry of Jobs, Tourism, and Innovation via Immigrant Integration Branch

## 5) Indications of Success:

a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? Include examples to illustrate the impact.

Success and impact is monitored in a variety of ways

- Participation and engagement
- Collaborative efforts and partnerships
- Formal evaluation
- Forward movement on the Community/District Literacy Plan
- Evidence that learners are making progress on their goals

### Examples:

#### Adult Strategy:

- A *Community Conversation about Learning Disabilities*, and an *English as a Second Language Knowledge Exchange* engaged many new people in CLCS literacy activity. Participants from both events reported increased knowledge about the topic and/or resources and expertise in the community of Chilliwack.
- The numbers of volunteer tutor and learner matches/placements have increased each year. We have been able to work with or keep in touch with some learners over time; and we now know of learners who are reaching their longer term goals such as entry into the University of the Fraser Valley for upgrading and university preparation, or obtaining employment.
- The Fraser Valley Regional Library – Chilliwack branch, Chilliwack Community Services and the CLCS work together to provide English as a Second Language Conversation Circles as part of our English as a Second Language Settlement Assistance program.

#### Early Family Literacy

- Chilliwack Community Services' Family Literacy programs reported that the volunteer tutors make a significant contribution to the program by helping the adults in the program with their learning.
- The "Read While You Wait" book bin project will receive a funding contribution this year by the Ministry of Children and Family Development. These funds will help sustain the project.
- The Book Sellers' Breakfast resulted in 1) new relationships 2) discounted rates on book purchases for the Book Bins and Ford Mountain Christmas Reading program and 3) a potential promotional project for early childhood and literacy programs with Shaw TV.

#### Youth

- The Xwáyólem Aboriginal Youth tutoring program reports success. Learners are moving forward with help from tutors who are gathering valuable work experience.

#### Workplace Essential Skills

Our organization hired CS/RESORS Consulting Ltd., a professional evaluation firm from Vancouver to evaluate the success of the entire project. Marylee Stephenson, the

principal evaluator, has a long history evaluating projects that are funded by the federal or provincial governments. Additionally, Stephenson has developed and delivered training on behalf of the Canadian Evaluation Society as well as a number of universities in BC.

The WES Coordinator, in conjunction with CS/RESORS staff, developed a questionnaire for the CLCS board members and WES Task Group members. Additionally, interview questions were developed to use with board members, task group members, employers, learners, and instructors.

CS/RESORS undertook the evaluation in two stages – the first stage ran from March-June 2010 and the second stage was from October-December 2010. Written reports were presented to the CLCS board and WES Task Group at the end of each stage.

In addition to the questionnaires and interviews, course statistics were sent to CS/RESORS as part of the evaluation process. Documents created for and used by the project were also reviewed.

In October 2010, we hosted two workshops with board members, task group members, instructors, learners, media and community leaders attending. These workshops were facilitated by Tracy Defoe of The Learning Factor in Vancouver. Small groups discussed their experience with the project and how the program can be sustained. Information from these sessions were collated and shared with the CLCS board, WES Task Group members and workshop participants.

b. What are the things that support literacy work?

- Concrete community wide literacy plan
- Task group work plans and annual budget projections
- Partnerships
- Government and agency mandates that promote collaboration and literacy as a priority
- Funding
- Access to local, regional and provincial expertise
- In kind contributions
- Learning opportunities
- Literacy resources
- A community that is aware of and cares about literacy
- Volunteers
- Learners
- Communication (i.e. media and partner promotional support)
- Leadership

6) Challenges:

a. What are the difficulties?

Though not insurmountable, there are many ongoing challenges. And, for example:

- Moving forward with annual goals and priorities, and at the same time, finding ways and means to respond to new and emerging opportunities
- Finding creative ways for each interested individual, agency or business to participate in 1) raising awareness about the importance of lifelong learning and/or 2)

contributing to, or supporting the matrix of learning opportunities in Chilliwack in ways they will find to be practical and meaningful

b. What would help?

- All items listed above in question 5 b) would be as helpful in the future as they have been to date

**Thinking about the upcoming year:**

1. Are there new opportunities, challenges, or issues in your community? How will you respond to those?

- It is hoped that Decoda Literacy Solutions (BC's new provincial literacy organization) will be able to "take literacy to the next level by expanding partnerships, finding and providing sustainable funding, and using literacy as a key strategy to help solve fundamental societal issues and economic challenges in BC."

1. What new or continuing goals, priorities or objectives will you work on? What actions are planned against those goals?

- Please find annual Workplan attached for each literacy strategy.
- Existing projects will go forward in their current form, except for the Workplace Essential Skills project as it is now complete. The CLCS will continue to focus on Workplace Essential Skills in a variety of ways
- The English as a Second Language Settlement Assistance program Conversation Circles will expand to include a summer pilot
- An addition to the Early Family Literacy plan is "Amber's Promotional Project" with Shaw TV
- There will be some increased emphasis on fund raising and proposal writing for grants

1. What will be required to meet the goals and effectively employ actions?

- Existing and new collaborations or partnerships
- Funding
- Access to local, regional and provincial expertise
- In kind contributions
- Learning opportunities
- Literacy resources
- The existing structure of Board of Directors, task groups and annual Workplans
- Volunteers
- Learners
- Communication (i.e. media and partner promotional support)

**2011 Adult Work Plan**  
**Revised: March 21, 2011**

**Acronyms**

CALL	Community Access to Literacy and Learning
CALP	Community Adult Literacy Program
CAP	Community Access Program
CCS	Chilliwack Community Services
CLCS	Chilliwack Learning Community Society
ESLSAP	English as a second language settlement assistance program
ESLSAP PGS	English as a second language settlement assistance program Practice Group Session pilot project
FMCC	Ford Mountain Correctional Centre
FVRL	Fraser Valley Regional Library
LD	Learning Disabilities
LOC	Literacy Outreach Coordinator
TG	Task Group
WES	Workplace Essential Skills

**Strategy #1:** Reach out to adults in need of help from others. Give them support, services and programs that bring back the desire to learn.

**Strategy 1 Outcome:** To have service providers working with literacy coordinator: creating programming that weaves literacy into the service they provide and directing their clientele toward available programming so that their clientele seek out this programming.

Inputs (Resources)	Outcomes	Activities	Steps within activities	Outputs (products)	Success Indicators	Time line	Responsibility	Status of Activities
Resources - CLCS members - Staff - Equipment & Supplies  Constraints - Time	<b>Weaving Literacy into the Community of Chilliwack</b>  To have service providers working with literacy coordinator and creating programming that weaves literacy into the service they provide and directing their clientele toward available programming so that their clientele seek out this programming.	<b>Training for Service Providers:</b> <sup>1</sup> Increase awareness throughout the community about <b>Learning Disabilities</b>  <hr/> <b>Promote Adult Literacy Programs and Support:</b> via Amber's 2011 Promotional Project, Canada Helps button project, and 2012 Literacy Week Celebrations	a) Choose next steps from those identified at Community Conversation <sup>1</sup> b) Post LD tool <sup>2</sup> on CLCS website c) Inform broader community about tool  <hr/> a) Provide program descriptions and information	a) A "next steps" plan  b) LD tool on website  c) Press release/articles in 2 newspapers  <hr/> a) Program descriptions and related information submitted to Shaw, posted on CLCS website and included in 2012 Family Literacy Week Celebrations	- action items are realized - service providers report that they gained understanding and directing their clients to seek programming and/or including literacy programming into services	Initiate Spring 2011 Complete by Dec. 2011  <hr/> 2011	LOC and Task Group	

<sup>1</sup> A list of ideas for next steps was generated at an October 2010 Community Conversation about Learning Disabilities

<sup>2</sup> "How to Design and Host Community Conversations about Learning Disabilities"

**2011 Adult Work Plan  
Revised: March 21, 2011**

<b>Inputs (Resources)</b>	<b>Outcomes</b>	<b>Activities</b>	<b>Steps within activities</b>	<b>Outputs (products)</b>	<b>Success Indicators</b>	<b>Time line</b>	<b>Responsibility</b>	<b>Status of Activities</b>
	Weaving Literacy Continued	Increase CLCS Adult Task Group membership	d) Identify and invite and orient new members	d) Updated/increased task group membership list	- Task group membership is increased to at least 6	Spring 2011		
\$500.00 from CLCS	Weaving Literacy continued	Ford Mountain Christmas Reading Program	a) record inmates reading books for children and adults b) Request \$200.00 funding support from FMCC	e) CD versions of recordings and hard copy books provided to FMCC f) Request for funds to FMCC	a) CLCS OWLs and FMCC inmates participate b) CLCS, FMCC staff and inmates are satisfied with the program	Oct. to Dec. 2011		
Funding - ESLSAP - CALP or Alternate  Training  CALL Coordinator	<b>CALL Chilliwick Program</b>  Adults needing help are receiving support; and learning through outreach programs and services	Support learners through the <b>CALL Chilliwick program</b> (English and non English learners)	- Resource Program (\$) - Promote program - Recruit OWLs - Train OWLs - Recruit Learners - Place OWLs - Support OWLs - Assess learner progress - Report to stakeholders	a) 1 OWL Training session b) Establishment of new OWL internet based resource site c) Grant application to CALP or alternate funder d) Review and develop feedback data collection systems e) 10-15 one-to- one matches (non ESLSAP) f) 18 ESLSAP learners	a) Increased roster of active OWLs - target is 40 active b) OWLs are using resource site c) CALP or alternate funding is secured d) OWLs and learners report satisfaction e) Target # of learners is reached	2011	CALL Coordinator	

**2011 Adult Work Plan  
Revised: March 21, 2011**

<b>Inputs (Resources)</b>	<b>Outcomes</b>	<b>Activities</b>	<b>Steps within activities</b>	<b>Outputs (products)</b>	<b>Success Indicators</b>	<b>Time line</b>	<b>Responsibility</b>	<b>Status of Activities</b>
CCS, FVRL and CLCS Partnership  ESLSAP funds CALP funds  Budget	CALL Chilliwack continued....  Learners are attending and learning English and Canadian society through <b>Conversation circles</b>	a) Maintain <b>Conversati on Circle</b> at FVRL  b) Establish a "south side" group (pending <b>ESLSAP PGS Pilot</b> funding)	- Resource Program (\$)  - Promote program <sup>3</sup>  - Train/place OWLs  - Recruit Learners  - Support/resource OWLs  - Assess learner progress	Reports	a) Conversation Circle Facilitator training is provided  b) OWLs are facilitating  c) Learners are learning  d) Partners are satisfied	January to May 2011	CALL Coordinator Jennifer Julie P	
WES Coordinator time/expertise Community Partners	CALL Chilliwack continued  Adults needing help are receiving support; and learning through <b>Computer Training</b> outreach programs and services	Increase <b>computer training opportunities</b>	Develop and implement increased computer based language learning opportunities at:  - CCS Mary Street lab  - FVRL Chilliwack branch  - Central CAP lab	Information provided to learners (and will include any available WES Computer courses)	a) There is an increased number of computer learning opportunities in the community  b) Learners are learning	ongoing	CALL Coordinator Michael B. Jennifer	

<sup>3</sup> There was previously an idea to provide promotional material in a number of languages. It has been decided that the 2011 Workplan will not include this as an action

**2011 Adult Work Plan  
Revised: March 21, 2011**

<b>Inputs (Resources)</b>	<b>Outcomes</b>	<b>Activities</b>	<b>Steps within activities</b>	<b>Outputs (products)</b>	<b>Success Indicators</b>	<b>Time line</b>	<b>Responsibility</b>	<b>Status of Activities</b>
Funding Partnerships	CALL Chilliwack continued  <b>OWL training for Service Providers</b>	<b>OWL training for Service Providers</b>	Develop a way to include service providers in the OWL training program (for their interest and benefit, and to help support OWLs in placements)	1 training session	Service Providers are included in a training session and report increased knowledge about learners and tutoring	2011	Adult task group	
Funding Partnerships	<b>Family Literacy OWLs</b>		Train OWLs to support parents who wish to learn to help their children with homework	1 Family Literacy training session	OWLs are trained and matched with parents	2011	Adult & EFL task groups	

**2011 Adult Work Plan**  
**Revised: March 21, 2011**

**INDICATORS**

Short term outcomes	Intermediate outcomes	Long-term outcomes
-	<ul style="list-style-type: none"> <li>- service providers have included literacy programming into their services</li> <li>- Service providers report informing/directing their clients toward available programming.</li> </ul>	<ul style="list-style-type: none"> <li>- Individuals served report: accessing literacy services and programs</li> <li>- their children having positive experiences when they enter the school system</li> <li>- making new friends</li> <li>- voting in last election</li> <li>- feeling positive about themselves and their lives</li> <li>- using library services</li> <li>- improved employment income</li> <li>- enrolling in adult upgrading programs</li> </ul>

---

<sup>i</sup> “Community Conversations About Learning Disabilities” were held in March and October 2010, and a “How to Design and Host a Community Conversation about Learning Disabilities” tool was developed in 2010 for the Whole Life Approach to Learning Disabilities project

## January - December 2011 Work Plan – for CLCS Early Family Literacy Task Group

### ACRONYMS

EY	Early Years	CCS	Chilliwack Community Services	CLCS	Chilliwack Learning Community Society
CLP	Community Literacy Plan	ECD	Early Child Development	EFL	Early Family Literacy
ESL	English as a Second Language	FLP	Family Literacy Program	FRP	Family Resource Programs
LOC	Literacy Outreach Coordinator	MEIA	Ministry of Employment and Income Assistance (BC)		
OWLs	Outreach Workers for Literacy	SM	Social Marketing	TG	Task Group
UFV	University of the Fraser Valley	WES	Workplace Essential Skills		

**Strategy # 2<sup>1</sup>** Locate and support isolated parents with young children at risk of not being reading-ready for Kindergarten & isolated & unregistered child care providers to gain awareness, skills and tools to foster pre-literacy & emerging literacy development in young children in their care.

Inputs (Resources)	Outcomes	Activities	Steps within activities	Outputs (products)	Success Indicators	Time Line	Respons ibility	Status of Activity
\$4,750 from Literacy Now \$2,658.59 MEIA funds <sup>ii</sup> MCFD grant \$2,000 CLCS & tg members staff volunteers EY partnership equipment & supplies EY Com-mittee's Strategic Plan in-kind facility space for meetings, forums, etc.	Increased child engagement with books and parental reading with children	a) Books-and-community-readers-outreach: Phase 2 <sup>iii</sup> – 2010 Increase availability and accessibility of quality children's literature by enhancing and expanding EY Book Bins project	Activities: i. Secure / dedicate funds to purchase quality books, book bins, materials and coordination ii. Recruit, train, deploy and support volunteers to maintain book bins in sites throughout the community. iii. Solicit donations of gently-used, quality books for book bins, including through Shaw Project and on CLCS website. iv. Develop a tool(s) and method for gathering info on use and impact of book bins	Books, materials Coordination contract Trained volunteers Assignment list Books Data-gathering tool	More quality books Bins in more locations Coordinator reports sites are well maintained Volunteers report satisfaction with their roles and support. Coord. & vol. report enough books for sites. Data available for evaluating use & impact.	Pilot in 2011 Collect data every 4–6 weeks	EFL tg EFL tg EFL / SM tgs EFL / SM TGs	Grant requirements pending In process Ongoing Not started
	Increased parental awareness of the role they can fulfill in their children's pre- and emerging literacy	b) Develop and pilot family literacy workshops in early childhood / family programs with intent to recruit and train volunteers to replicate the FLW <sup>iv</sup>	i. Develop workshops Deliver 3	3 workshops	Participant satisfaction		Marci	2 done to date

	<b>Outcomes</b>	<b>Activities</b>	<b>Steps within activities</b>	<b>Outputs (products)</b>	<b>Success Indicators</b>	<b>Time Line</b>	<b>Responsibility</b>	<b>Status of Activity</b>
<p><u>Constraints</u> availability of curriculum for training OWLs<sup>v</sup></p> <p>supervision of OWLs / volunteers</p> <p>\$500</p>	<p>Increased literacy of parents who are isolated or struggle with literacy and reading - readiness of their children</p>	<p>c) Recruit, train &amp; place OWLs / volunteers to support families with young children and EFL early years projects</p>	<p>i. Seek funding sources and submit proposals</p> <p>ii Develop / deliver training specific to early &amp; family literacy for OWLs, family literacy workshop facilitators &amp; community readers</p> <p>iii. Place OWLs in family development programs and volunteers in projects. OWLs support staff in literacy focus and build relationships with families who can benefit from matches</p> <p>iv. Support emerging matches with individual parents</p>	<p>Proposals</p> <p>Training curriculum</p> <p>Trained EY OWLs &amp; volunteers</p> <p>OWL-family matches</p>	<p>Grants</p> <p>OWLs express confidence in their role and skills</p> <p>Programs satisfied</p> <p>Parents setting &amp; progressing on lit. goals</p>	<p>Ongoing</p>	<p>UFV and LOC</p> <p>LOC</p> <p>LOC / OWLs / volunteers</p> <p>LOC</p>	<p>On going</p> <p>In process</p> <p>Ongoing, e.g. FRP's, Doorway, CCS FLP's</p> <p>New stats available in the fall of 2011?</p>
<p><u>Constraint</u> Task group members time</p> <p>Difficulty in locating isolated, unregistered childcare providers</p>	<p>Previously isolated, un-registered childcare providers have increased lit. activities and connections to community supports</p>	<p>d) Reach out to isolated, unregistered childcare providers through materials in book bins &amp; book bin volunteers</p>	<p>Develop promo material targeted to childcare providers who can benefit from additional supports &amp; locate it with book bins. Use in Amber's promo project</p>	<p>Targeted messaging</p>	<p>Unregistered childcare providers contact CLCS or CCRR due to materials</p>		<p>EFL TG and LOC</p>	<p>Approved plan to provide boxes of books to un-registered providers &amp; info on benefits of registering</p>
<p>Time availability of home visiting staff given workload</p>	<p>Home visiting personnel are adequately informed to facilitate connection of isolated, vulnerable families to early years programs.</p>	<p>e) Orient home visiting personnel, (e.g. health, child protection) to EY programs and how to connect isolated, vulnerable families to them. Orient EY programs to literacy outreach initiative and how to connect families with OWLs</p>	<p>i. Identify home visiting programs that see families with young children</p> <p>ii. Collaboratively with EY Committee, develop an action plan to provide orientation to home visiting personnel to early years programs and how to connect isolated, vulnerable families to them</p>	<p>List of home visiting programs</p> <p>An action plan</p>	<p>Home visiting programs report increased effort to connect families to programs</p>		<p>EFL &amp; SM</p>	<p>Deferred: To be reviewed in 2012</p> <p>Deferred: To be reviewed in 2012</p>

**Strategy # 3** Collaborate with EY Committee to develop a long-term sustainability plan for the neighbourhood-based system of high-quality family development programs for children in their early years and their families. Promote local support to increase program sustainability.

Inputs (Resources)	Outcomes	Activities	Steps within activities	Outputs (products)	Success Indicators	Time line	Respons ibility	Status of Activity
EY Strat Plan  Time from EY members and EFL TG  Supplies / printing \$ from Literacy Now	Clarity & consensus between EY Committee & CLCS on the framework & programs desired.	a) Establish understanding within EY Committee of need for identified framework & programs that fit criteria	i. Draft criteria to define family literacy programs as distinct from other early years & family programs. Seek meeting with EY chairs to discuss partnership issues including a working agreement on definition. <sup>vii</sup>	Document(s) identifying agreed-upon criteria	EY Committee & CLCS report satisfaction on shared vision definitions		Donna	Draft definition for Oct EFL meeting
CLCS members staff  equipment & supplies  \$4,000 MEIA funds <sup>vi</sup>  Community donations  EY grant \$4,978	Increased awareness among potential local funders of the value of EY programming & need to support them financially on a long-term continuing basis.	b) In collaboration with SM, raise public awareness about the importance of early childhood and of early childhood, parent support and family literacy programs and how they inter-relate.          Raise awareness of the need for community support of programs and of sponsorship opportunities.	i. Compile tools / information for EFL TG member orientation to local early years network and data. Incorporate plan to review TG Terms of Reference annually. ii. Collaborate with SM TG to plan a Literacy Celebration   iii. Collaborate with SM TG to assemble/develop material to present need, benefits and opportunities of early & family literacy. Use in Shaw project & Book Sellers or other Breakfasts? iv. Raise awareness among business connections & bridge to EY Coordinator	presentations materials   A series of coordinated literacy events   New materials e.g. posters, video brochures, Power Point, TV slots) Proposal to EY Material targeting business	TG members more familiar with network & data   Increase in connections with non-traditional partners   Materials being used or distributed   New community sponsorships	       2012       2011	Donna          EFL & SM TGs       EFL & SM TGs       EFL TG	To be started          Exploring SM & EY interest          In progress          Proposal denied Link EY to Kershaw talk to Chamber

<sup>i</sup> Strategies 2 and 3 are reversed in positioning subsequent to the original version of the CLP

<sup>ii</sup> MEIA funds are to assist with activities that support / increase / promote social inclusion

<sup>iii</sup> Phase 1 acknowledges that the Book Bins project originates with the Early Years Committee and includes the initial partnering of CLCS-EFL to solicit additional gently used books. Phase 2 is the expansion and enhancement made possible in part through the Chilliwack Foundation. Phase 3 of the plan is for future development of Community Reader volunteers to read in book bin and other sites.

<sup>iv</sup> Earlier editions of the plan stated in error that the intent was to train service providers in their own programs, as opposed to training volunteers.

<sup>v</sup> UFV no longer able to provide in-kind. Collaborative negotiations by regional literacy groups underway with UFV to determine whether the former can purchase training from the latter.

<sup>vi</sup> MEIA funds are to assist with activities that support / increase / promote social inclusion

<sup>vii</sup> A working local agreement with EY on a definition of family literacy programs will provide a foundation for collaborating on sustainability and potentially for CLCS EFL funding decisions

**CLCS Youth Literacy Task Group  
Work Plan 2011 (January to December)**  
Draft 2: March 2011

Inputs	Outcomes	Activities	Steps within Activities	Outputs (products)	Success Indicators	Time Line	Responsibility	Status
TG & Coordinator time	The CLCS Youth Task group is an effective stakeholder group within the community.	The CLCS will become a regular member at the CYC table	Reconnect with the CYC and attend CYC meetings regularly.		The TG members can say that they are more informed of the work of the CYC in relation to the work of the Youth TG.	2011	LOC	
			Take information back and forth between CYC, Youth Matters and CLCS Youth TG		The TG members can say that they are more informed of the work of the CYC in relation to the work of the Youth TG	2011	LOC and Dave	
Math workshop facilitator – \$300.00 per workshop + 10.00 math kit per person + onsite child care + food	An increased number of students are not struggling with grade 7 math  An increased number of parents and OWLs have the knowledge and confidence to help someone else with basic math.	Provide workshops about Grade 4 or 5 math for OWLs and Parents	Standard workshop planning steps	10 workshops	A mix of OWLs and Parents attend and report increased knowledge and confidence	2011	LOC	
School District 33 staff  TG & Coordinator Time	An increased number of Aboriginal Youth are receiving tutoring to support them in continued learning.  An increased number of Aboriginal youth are reporting success in learning and/or graduating	Continue pilot of Aboriginal youth-to-Aboriginal youth tutoring program	<ul style="list-style-type: none"> <li>• developing Chilliwack based training curriculum if/as needed</li> <li>• training youth</li> <li>• Evaluating the successes and challenges of the project, and making 2011 recommendations for future</li> </ul>		Aboriginal stakeholders are working with CLCS on the development of this project  Pilot is developed  Pilot is implemented  Youth participate as OWLs and learners  Evaluation is complete  Recommendations are made	2011	Jacque and LOC	

Inputs	Outcomes	Activities	Steps within Activities	Outputs (products)	Success Indicators	Time Line	Responsibility	Status
CLCS members and community stakeholders	Awareness about the importance of Literacy and learning continues to build in Chilliwack	City Wide Literacy Challenge  Amber's Promotional project	As needed  As needed			2012		
Chilliwack Child and Youth Committee  Please note <sup>i</sup>	Continue to host Annual CYC Consultation  Create a CYC Website	Continue to develop a variety of communication strategies & tools	ABC Working Group planning & reporting back to CYC  Develop CYC website; options include partnering with City of Chilliwack Website and with Early Years web site initiative	Participate by way of display or in another appropriate way  Post CYC website link on CLCS website		May 2011	LOC	Ongoing  In progress
Chilliwack Child and Youth Committee	An active ICM task group with relevant training plans Families, youth and service providers report improved access to services	Continue to improve client access to services	Continue to support ICM task group & training plans. Ongoing training for frontline workers. Use alternative approaches to bring people to the training. Continue to facilitate the development of an Integrated Youth Plan to encourage improved access to services.	Seek & establish at least one way for literacy to be woven into ICM Review document and determine possible action		2011	LOC	

Inputs	Outcomes	Activities	Steps within Activities	Outputs (products)	Success Indicators	Time Line	Responsibility	Status
Chilliwack Child and Youth Committee	Completed CIPC (Family Development) strategic plan.  Aboriginal Sub Committee established. Longer term: Following the formation of an Aboriginal Sub Committee, the development of a strategic plan.		Support the CIPC (Family Development Subcommittee) to develop their own Strategic Plan. Address special needs, raising relative children, GLBTQ, middle years, etc.  Support the development of an Aboriginal Sub-Committee	Stay apprised of plans for Middle Years committee. Footnote: The CLCS is represented on CIPC for the purposes of promoting & reporting about "Marci's Family Literacy Workshop."				
Chilliwack Child and Youth Committee	The CYC will have a defined process to review Terms of standing Reference and MOU and discuss leadership structure for CYC	Increase Inter-agency collaboration and integration at the CYC table.	Can the table be two-way? How do we reach out and/or link and bring CYC to other tables?		The CYC is an agenda items with the Chilliwack Learning Community Society Youth Literacy Task Group	2011	LOC	

Acronyms:

- ABC Action Builds Community
- CLCS Chilliwack Learning Community Society
- CYC Child and Youth Committee
- ICM Integrated Case Management
- MOU Memorandum of Understanding

<sup>i</sup> Items below this point on are part of the CYC Action Plan.