

District Literacy Planning Guide

*A companion document to 2010 Legacies Now's
Community Literacy Planning Guide,
published in 2006.*



WORKING TOGETHER FOR LITERACY

Literacy Read Write Success

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DEVELOPING A DISTRICT LITERACY PLAN

A NEW MANDATE

In March 2007, the British Columbia government introduced legislation that expanded the role of Boards of Education.

The new legislation recognizes the significant role that Boards of Education play within their communities and the equally significant role that community organizations play in the education of people of all ages.¹ The legislation expands the responsibility of Boards of Education to include collaboration with community partners.

ReadNow BC, the provincial literacy action plan led by the Ministry of Education, outlines a framework that guides planning and action within four pillars: young children, school-aged children, adults, and Aboriginal people. ReadNow BC identifies some of the work that is already taking place within B.C. and calls for further action by entire communities.

THE DISTRICT LITERACY PLAN

A District Literacy Plan is a statement of commitment by a school district to work with community partners to improve literacy locally – all part of ongoing community development.²

District Literacy Plans provide a new way for school districts to support all members of a community, as individuals and organizations work together to promote literacy. Literacy planning is a community-wide process that includes the school district as one of many partners. The most important aspect of building a District Literacy Plan is developing working relationships within the community.

“Our role is to respect the work of the community that got us to where we are now, and provide support and resources to make things better.”

*Alan Chell, Chair, Board of Education,
Revelstoke School District*

The process of developing a District Literacy Plan enables school districts to gain a stronger understanding of the various perspectives on literacy throughout the community. It opens up the possibilities of what can be accomplished as community partners listen to each other and take action together to support literacy learning for people of all ages.

District Literacy Plans promote community alignment of literacy initiatives. They make explicit the inter-relationships among community members and the links between formal and informal learning systems. They build on what has already been developed and identify each partner’s contribution.

The Ministry of Education supports District Literacy Plans along with provincial partners that include 2010 Legacies Now, Literacy BC, other ministries and other education partners. District Literacy Plans are part of ReadNow BC, which is designed to improve literacy in British Columbia.

¹ *School District 52 (Prince Rupert) District Literacy Transition Plan, October 2007*

² *B.C. Ministry of Education, DLP Transitional Guidelines 2007-2008, August 2007*

The Ministry of Education requires that District Literacy Plans are:

- Inclusive of education from early learning through adult learning
- Collaborative
- Prepared annually
- Submitted to the Ministry of Education by July 15 of each year
- Published

“Long ago we gathered to trade for things we needed. Our people brought salmon to trade for copper. Right now literacy is our copper. Community discussions offer us a chance to talk about our educational needs and what we have to offer in return. The journey to the gathering isn’t an easy one, but it’s one we all need to make.”

*Cheryl Gabriel, Education Coordinator,
Kwantlen First Nation*

WHY IS LITERACY IMPORTANT TO COMMUNITIES?

- Literacy is integral to education and learning.
- Education and learning are key to social and economic development.
- Literacy is a primary indicator of the health and well being of individuals and families.
- Healthy individuals and families create strong communities.

WHY IS LITERACY IMPORTANT TO INDIVIDUALS?

- Access to information allows people to orient themselves in the world.
- Strong communication skills include reading with understanding, conveying ideas in writing, speaking so that others can understand, listening actively, and observing critically. These skills lead to a capacity to express ideas and opinions with the confidence that they will be heard and taken into account.
- A capacity to solve problems and make decisions on one’s own leads to independence, self-reliance, and the ability to take responsibility.
- Interpersonal skills, including cooperating with others, guiding others, advocating and influencing others, negotiating, and resolving conflicts, help people to get along in the world.
- Lifelong learning skills include taking responsibility for learning, learning through research, reflecting and evaluating, using information, and using communications technology. These skills enable people to keep up with the world as it changes.

DEFINING LITERACY

The definition of literacy in the context of each community is an essential element of community discussions.

Literacy has traditionally been viewed as basic reading and writing, but this definition has evolved to reflect the many life skills required for achieving personal goals. Literacy is now viewed as a set of skills that enable people to participate more fully in social, economic, family, and community life.

The International Adult Literacy and Life Skills Survey (IALLS 2005) has defined literacy as “the ability to understand and employ printed information in daily activities, at home, at work and in the community – to achieve one’s goals, and to develop one’s knowledge and potential.” This means literacy can include social, emotional, and interpersonal communication skills, the use of technology, and arts and creative expression.

“Sometimes what was really needed was to suspend our assumptions around literacy development and listen carefully to community partners and try to understand what literacy means to them.”

Jacquie Taylor, Superintendent of Literacy and Lifelong Learning, Ministry of Education

Acquiring literacy skills does not happen in isolation. We know that the best way to learn, and to be encouraged to learn, is to be engaged in things we care about with people we care about.



Community literacy recognizes that we come to new learning opportunities by a variety of routes, including our interest in local politics, our faith, our culture, our work and helping our children learn. Community service providers bring specific knowledge of issues and needs that may not surface in educational settings. By working together as a community we acknowledge that the classroom is only one of the places where we learn.

Understanding the widest possible range of issues that learners face can help us find solutions and take down barriers to lifelong learning opportunities. No one group can do it alone. Community processes allow everyone to share the responsibility and the benefits of a more literate population. They also let us build on what has already been accomplished.



Over time, self-sustaining, literate, numerate and technologically competent communities will develop. What would this look like?

- Children, young people and adults see themselves as able to read, write and communicate in a range of ways.
- Parents are confident in their own abilities to develop literacy, numeracy, and communication skills in their children.
- Students leaving school have reached levels in literacy and numeracy and gained communication skills that enable them to achieve their long term goals.
- Adults have adequate literacy, numeracy and communication skills to fully participate in community, social and economic activities.
- There is a strong culture of individuals, families, and organizations promoting and investing in developing literacy, numeracy, and communication skills.
- Learning is at the heart of community capacity building and development.
- Informal learning at home, at work and in the community is recognized, encouraged and linked to formal learning systems.
- Businesses provide basic skills opportunities and work-related training.
- Lifelong learning is a core value for everyone.³

PLANNING TOGETHER

LEARN ABOUT COMMUNITY LITERACY PLANNING

Many communities throughout the province are already participating in community literacy planning. Using the *Community Literacy Planning Guide*⁴, they are at various stages, from getting started to implementing action plans. School districts are participating in this process as one of many partners.

The *Community Literacy Planning Guide*⁵ outlines the community planning process. This process involves working in collaboration to:

- Create a vision.
- Develop a community profile.
- Develop a community literacy inventory.
- Set goals.
- Make an action plan.
- Design an evaluation process for the plan.

Strong community collaboration is essential to learner success in literacy.

“The first perceived challenge was the fact that we already had a [community] literacy plan in place. But what we learned was that by fostering relationships, pooling resources and building on the work of the community we had a framework to do so much more.”

Bev Gess, District Literacy Plan Facilitator

Literacy is ‘joined up’ to many aspects of the lives of individuals and communities. In fact, literacy is connected to health, having enough to eat, employment, family well being, further education, and justice. To address literacy effectively we need to place it in the context of community and connect it with real life issues and events. Literacy is a ‘joined up’ issue and requires ‘joined up’ solutions.⁶

BROAD-BASED LITERACY PLANNING ENABLES SCHOOL DISTRICTS AND COMMUNITIES TO:

- Understand the broad social, historical, and community context of literacy and learning.
- Link the formal and informal learning happening in communities.
- Increase collaboration.
- Expand on and develop new ways to support the development of literacy skills in individuals.
- Develop a strong base of evidence to inform policy and promote good practice.

4 2010 Legacies Now, *Community Literacy Planning Guide*. 2006

5 2010 Legacies Now, *Community Literacy Planning Guide*. 2006

6 Anne Docherty, *Storytellers*, Hazelton, B.C., in conversation

"For us, our connection to the people of the community drives our work, and to share that "ground up" perspective with the school district was really great."

*Kelly Fryer, Community Literacy Coordinator,
Columbia Basin Alliance for Literacy, Trail*

Strengthening and building relationships is integral to the planning process. Cultivating strong relationships enables all of us to appreciate the power of working together. A collaborative plan is built by:

- Learning how community groups are already inter-related and how they currently work together.
- Listening carefully to what everyone says regarding the potential of the District Literacy Plan and how the community can benefit from it.
- Participating in the work of community literacy task groups:
 - Providing information about special school-related projects to address literacy instruction.
 - Informing people about the kinds of accountability and reporting requirements of the school district.
 - Discussing the challenges that schools are facing.

"In every group you have people who need to see accomplishments happen and then there are others who argue the process is really important and it is really about building relationships and consensus. Both are essential but there is this tension."

Donna Gannon, Chilliwack Community Services

DETERMINE THE STAGE OF COMMUNITY LITERACY PLANNING

Some school districts are made up of just one community, while others are comprised of several. In large urban areas, community literacy plans may have been developed in several neighbourhoods.

In some districts, the first step of the district literacy planning process will be the completion of the Community Literacy Plan. After that, the District Literacy Plan will provide communities with a yearly opportunity to review accomplishments, consider further actions and opportunities, determine possible district-wide initiatives, and address implementation issues.

Boards of Education are accountable for submitting, by July 15 of each year, a yearly plan that specifies where they are in the district literacy planning spectrum. To accomplish this they must take responsibility for collaborating with their communities. They must also take into account that community development work takes time.

As communities and school districts differ, so District Literacy Plans will differ. Decide which of the three possible scenarios below most closely fits current planning in your district.

"We began by talking about the community as it is, about where we wanted it to be, and about what we wanted it to look like. From there we drafted our plan."

*Edel Toner-Regala, Chief Librarian,
Burnaby Public Library*

SCENARIO ONE – COMMUNITY LITERACY PLANNING IS NOT YET TAKING PLACE

If the community literacy planning process is not yet underway anywhere in the district, the first step is to initiate work with communities or neighbourhoods around creating a Community Literacy Plan:

- Talk with interested people at colleges, literacy organizations, community services, libraries, early childhood programs and other places.
- Develop a task group to lead the planning process.
- Apply for funding from 2010 Legacies Now and follow the Community Literacy Planning Guide to create a plan in each of the district's communities or neighbourhoods.

In this scenario, the District Literacy Plan will be a:

- Profile that describes the district communities and neighbourhoods.
- Description of the steps and processes taken to date to create community literacy plans.
- Reference to other district and community documents that focus on literacy planning.

SCENARIO TWO – COMMUNITY LITERACY PLANNING IS AT DIFFERENT STAGES IN COMMUNITIES THROUGHOUT THE DISTRICT

In communities at the implementation stage:

- Continue to participate in the implementation processes.
- Meet regularly with the community literacy task group to address implementation issues, do further planning where required and celebrate success.

In communities where community literacy planning is in progress:

- Continue to meet with the community literacy task group to consider current literacy programming, discuss assets and challenges, look for opportunities to work together, and plan for action.

In communities that have not yet begun to plan:

- Meet with community members who are willing to provide leadership in developing a plan.
- Apply for funding from 2010 Legacies Now to complete a Community Literacy Plan.

“School Districts are used to time lines and deadlines. Community planning moves at a different pace, it takes time to build trust and relationships.”

*Anne Boyd, Chair,
Campbell River Literacy Now Task Group*

In this scenario the District Literacy Plan will be a:

- Profile that describes the stages of planning in district communities/neighbourhoods.
- Summary of the processes and steps to complete Community Literacy Plans.
- Summary of implementation progress from those communities where plans are complete.
- Description of the partnerships formed, trends in programming, issues and barriers to address.

“I see nothing but positives coming out of this. But DLPs are not just something you check off as done for the year. It’s a living plan that should evolve over time. You can’t do everything right away. But you can put the process in place.”

*Deb Schiller, Executive Director,
The Junction Youth and Literacy Society, Vernon*

SCENARIO THREE – COMMUNITY LITERACY PLANNING AS COMPLETED FOR ALL COMMUNITIES/ NEIGHBOURHOODS

In this scenario, the community literacy task group, including school district personnel, can:

- Review what has already been accomplished.
- Consider further development including coordination, resources, sustainability, and implementation strategies.
- Identify issues and actions that are common to all of the communities/neighbourhoods within the district catchment area. There may be the potential to implement some actions in a district-wide way.

In time, all districts will be at scenario three – reviewing and building on the previous year’s plans – for each community/neighbourhood and for the district.

In this scenario the District Literacy Plan will be a:

- Profile that describes the implementation activities taking place in district communities/ neighbourhoods.
- Summary of implementation progress.
- Summary of the processes and steps to complete the District Literacy Plan.
- Description of the partnerships formed, trends in programming, issues and barriers to address.
- Review for further development and implementation.

Community and District Literacy Plans reflect moments in time – the process is ongoing and never static, with action starting the moment groups join up and begin to work together.

“This is not a take-over or a do-over. It’s an opportunity to re-think, re-prioritize and revitalize.”

Anne Cooper, Superintendent of Schools, Revelstoke School District

DISTRICT LITERACY PLANNING AT A GLANCE

| Scenario | Actions | The Plan |
|--|--|---|
| I: Community literacy planning not yet taking place | <ul style="list-style-type: none"> • Talk with interested people throughout the community • Develop a task group to lead the planning process • Apply for funding from 2010 Legacies Now | <ul style="list-style-type: none"> • Profile that describes the district communities and neighbourhoods • Description of the steps and processes taken to date to create community literacy plans • Reference to other district and community documents that focus on literacy |
| II: Communities at different stages of planning | <p>In communities at the implementation stage:</p> <ul style="list-style-type: none"> • Continue to participate in implementation processes and meet with task groups <p>In communities where community literacy planning is in progress:</p> <ul style="list-style-type: none"> • Continue to meet with the community literacy task group <p>In communities that have not yet begun to plan:</p> <ul style="list-style-type: none"> • Meet with community members who are willing to provide leadership • Apply for funding from 2010 Legacies Now | <ul style="list-style-type: none"> • Profile that describes the stages of planning throughout the district • Summary of the processes and steps to complete community literacy plans • Summary of implementation progress • Description of the partnerships formed, trends in programming, issues and barriers to address |
| III: Community planning completed | <ul style="list-style-type: none"> • Review what has already been accomplished • Consider further development • Identify issues and actions | <ul style="list-style-type: none"> • Profile that describes implementation activities • Summary of implementation progress • Summary of the processes and steps to complete the District Literacy Plan • Description of partnerships formed, trends, issues and barriers • Review for further development and implementation |

COLLABORATING

Planning is a collaborative process and requires knowledge of consensus building guidelines. The Community Literacy Planning Guide contains consensus building information. As community partners take an active and intense role in literacy planning, participants will experience:

- A willingness to listen to all points of view.
- Respect for diversity and the richness that it brings to community work.
- An appreciation of minority viewpoints and of the importance of including people and groups who are the hardest to reach in the planning process.
- An understanding of community.
- A commitment to the integrity of the process.
- An ability to step back and trust the group.
- A commitment to maintaining the unity of the group.
- A willingness to commit to the beliefs and values of the planning team.

Planning is an evolutionary process. It is ongoing, intertwined with taking action and evaluating. We plan and then act, assess, and then plan some more. A plan reflects the thinking of the group at a given time. As actions are taken and demographics change, new thinking needs to occur.

Consider the following questions as guides to new thinking:

- Where are collaborations and partnerships working well to increase literacy for vulnerable learners?
- How have successes come about?
- What other ways could we collaborate to support literacy in our community?⁷

Be curious – sustain the planning and implementation energy by constantly examining and questioning strategies, impacts and resulting initiatives.

An inquiry-based approach is a powerful way to identify common themes, establish new working relationships, identify new funding sources and maintain momentum.

- Who else might be included in the process?
- What services are missing in our community? Who might provide them?

“I am really encouraged by the fact that every July 15 we just need to say, ‘This is where we’re at and this is where we’re headed’. That’s a big relief to me. It is very practical, very user friendly.”

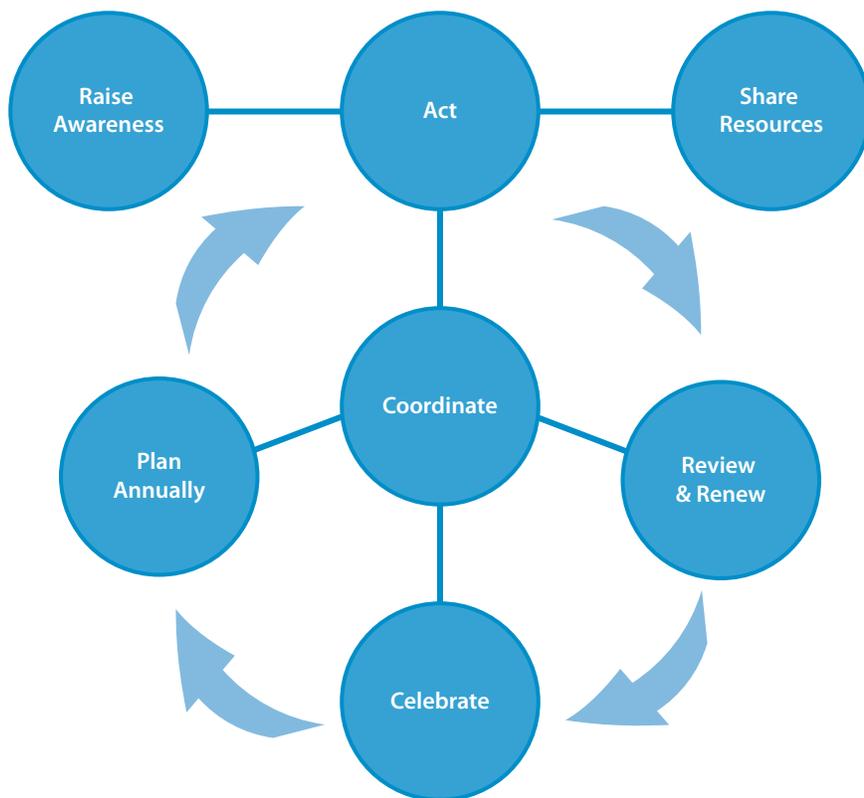
Jim Ansell, Director of Assessment and Achievement, Campbell River School District

⁷ From the Burnaby District Literacy Planning presentation at the District Literacy Planning Forum, November 8, 2007

- What additional resources are needed (human resources, partnerships)?
- Are there potential untapped funding opportunities?
- Does the plan match organizational and community visions and mandates?
- How do we know we've achieved or are moving toward our collective objectives?

Look at the variety of initiatives already being implemented as a result of literacy partnerships, planning and networking:

- Programs in partnership with schools – parenting and family literacy centres, one-to-one tutoring, family workshops and programs, homework clubs and many others.
- Outreach programs delivered in non-traditional locations and ways.
- Literacy awareness activities.



SUSTAINING THE WORK

It is often the passion of people in the community that carries the work forward. Though funding is important to ensure sustainable programming and attention to literacy, a considerable amount can be done by pooling the current human and financial resources of the community. Opportunities to work together can make current programs stronger and lead to a more effective use of resources.

REVIEW AND RENEW – RESPONSIBILITY AND ACCOUNTABILITY

Boards of Education are responsible for submitting a District Literacy Plan on a yearly basis in collaboration with their communities as required by the Ministry of Education.

Colleges, libraries and community organizations are responsible for their own participation in the development of the District Literacy Plan, just as they are responsible for the projects and programs that they operate as defined by their boards, programs or funders.

Program accountability involves the counting of success measures, or gains, and is unique to each organization. It looks very different in different

“The community is bigger than the school district. The school district and the achievement requirements contained within it should not dictate the character of the whole plan.”

*Dr. Bruce Beairsto, Superintendent of Schools,
Richmond School District*

settings and measures vary from program to program. Evaluation of programs led by colleges, libraries and community groups is designed by their parent organizations and funders. Evaluation of programs led by school districts is defined by the requirements of their Boards of Education and the Ministry of Education

The fundamental success measure for the District Literacy Plan is demonstrated when implementation is underway, so that the goals of the plan are being met over time.

“Our school district was very helpful in our community planning process. They participated in all the meetings and provided technical support in preparing our plan. They used their internal resources to announce the launch of our planning process.”

*Roberta Thompson, Literacy Now Task Group
Coordinator, Campbell River*

RAISE AWARENESS

Because planning is a collaborative process, awareness about what literacy means, why it is important and what literacy programming currently exists in the community begins from the time that people are invited to the table. As the work continues, the circle of participants will need to widen. People and organizations may need assistance to understand why literacy should be their business too.

Discuss what the desired outcome is in terms of raising awareness. What are the unique literacy issues upon which community attention and engagement need to be focused? Here are some questions to consider:

- Do we need more community partners to understand the overall issues of literacy?
- Do we want more people to know about and participate in current programs for adults?
- Do we want to engage more families in early childhood literacy programs?
- Do we want more business owners to be part of workplace literacy solutions?
- Do we need to raise funds for a specific literacy program?

"My experience of the [community planning] initiative is one of hope, anticipation and relief. Hope that together we can make a positive impact on the wellbeing of our community as whole. Anticipation of how the process will unfold. And relief that we finally have a catalyst that has brought us together to embark on this journey of collaboration, of shared energy and insights and mutual commitment."

*Joyce McMann, The Family Place Coordinator,
Campbell River*

Once the primary objectives around raising awareness are set, determine which partners are needed to accomplish the awareness goal.

Examples of tools for community engagement:

- Build a presentation that can be taken to businesses and organizations to help them understand how literacy affects all aspects of a community. Outline the potential benefits to them and what their role might be in the solution.
- Partner with the local media. Many media outlets are well known for their support of literacy.

- Develop a database of friendly organizations, businesses and community partners to help spread the word through existing channels.
- Develop role models. Sports figures and teams are well known for being champions for literacy, and there are many other community leaders and celebrities who would be happy to help if they were asked.
- Tell success stories. When you have something to celebrate, share it with the community.
- Develop events that can serve as a platform to engage non-traditional partners and increase the community's understanding of literacy.
- Partner with existing events in other jurisdictions and see if you can mount a similar one in your community. An example of this is "CanWest Raise-a-Reader Day", now in six B.C. communities.

It is well documented that, in general, the public does not understand the far-reaching effects of not being fully literate, not just on an individual's life, but on the community as a whole. So take pride in any progress made in reaching out and helping more people understand how literacy is everyone's business.

SHARE RESOURCES

There are advantages in sharing resources to sustain the work. For example school districts can offer:

- Space.
- Technical support.
- Demographic information.
- School district planning information.
- Consultation from specialized resources.
- Communication vehicles such as newsletters and websites.
- Shared training opportunities and networking.

“The challenge is “How will we know if we are successful?” The process is chaotic and it is messy. But in the end it is about dialogue and conversations, not about numbers. We have a chance to build learning in our communities, and we will know when we are successful.”

*Sheila Rooney, Superintendent of Schools,
Burnaby School District*

Community service providers can offer helpful community information, including:

- Identification of barriers to participation such as transportation, poverty and health-related issues.
- Communication channels and support networks.
- Plain language strategies.
- Facts and updates regarding multicultural concerns, poverty issues, mental health services and more.
- Demographic information.

COORDINATE

Throughout the community literacy planning process, communities have found it helpful to formally engage someone to coordinate the work. This helps to ensure that the task group meets, community partners are informed and consulted, the asset inventory is developed, and the community profile and plan is written.

As communities move to implement plans, coordination may still be necessary to:

- Oversee the development of the identified actions.
- Assist to create partnerships.
- Work with the task group on ongoing planning.
- Increase community awareness about literacy and literacy programs.

- Develop collaborations and coordinated responses to identified literacy needs.

Community literacy coordinators are well respected by community organizations, including formal learning institutions. They gain a deep understanding of the community in which they work and are able to build partnerships and networks. They understand the complex dynamics of community development. Their communication and people skills are essential to preparing a comprehensive community plan and assisting with the implementation of that plan.

“Finding the candles of literacy in the community and bringing them together will shine a far brighter light on literacy than previously existed.”

*Dan Boudreault, Superintendent of Schools,
Cowichan Valley School District*

CELEBRATE

Celebrations are a way to say thank you and congratulate participants for their hard work and support. They recognize achievements and renew energy and enthusiasm to continue. They help to build commitment.

As part of a yearly planning event, communities could publicly acknowledge, promote and celebrate their collective accomplishments. Consider holding a one- or two-day planning event that includes the celebration of work accomplished to date.

THE POWER OF WORKING TOGETHER

The collaborative district literacy planning process can have a powerful impact. It can:

- Encourage the active participation of a broad range of community interest groups.
- Engage service groups in supporting literacy initiatives.
- Raise awareness of the importance of literacy in people's lives.
- Identify district-wide community assets.
- Develop and sustain partnerships between school districts and community groups.
- Create opportunities for unique new partnerships, with groups such as businesses, business support organizations and municipalities.
- Improve the well being of the community as a whole through improved literacy.

There are many complexities in working within a whole community and addressing literacy in deep and meaningful ways. Initially, efforts to work in this way often feel chaotic, messy and ambiguous. However, over time, this work gets clearer and easier. Our collective understanding is increased. There is more possibility for change and for exciting and dynamic growth. The benefit of mobilizing community resources to meet the individual needs of community members is worth the effort.

Literacy is everyone's responsibility. We will make the greatest gains by working together.



"If anyone has doubts about working with their school district, they need to rethink them. There is so much to do and they share our passion about learning. So despite our limited resources, community literacy organizations are seen as equals on the literacy stage. I am very excited that school districts are involved."

*Dee McRae, Regional Literacy Coordinator,
Northwest Community College Region*

APPENDIX: REGIONAL LITERACY COORDINATION

Regional Literacy Coordinators play an active role in supporting community literacy planning. They support a breadth of literacy work within each college region and work closely with Community Literacy Coordinators.

The role of a Regional Literacy Coordinator is to:

- Strengthen and support regional literacy networks
- Coordinate regional professional development training for literacy and Adult Basic Education practitioners
- Provide consultation, information and support to literacy practitioners, volunteers, students and community members
- Build awareness about literacy within community agencies and organizations

Visit the Literacy BC website (www.literacybc.ca) to identify the Regional Literacy Coordinator in your area and the resources they offer.

APPENDIX: 2010 LEGACIES NOW SUPPORTS LITERACY WORK AROUND B.C.

2010 Legacies Now works with communities to create inclusive social and economic legacies around the province leading up to, and beyond, the 2010 Olympic and Paralympic Winter Games. Together with the Province of British Columbia and other partners, 2010 Legacies Now offers a range of programs and services to support community literacy planning.

PLANNING SUPPORT

2010 Legacies Now provides support to those involved in literacy planning at every stage of the process. This support includes suggesting strategies for planning and developing programs, helping to find resources and build relationships within your community, and providing opportunities to share ideas with other communities.

PLANNING AND IMPLEMENTATION FUNDING FOR COMMUNITY LITERACY PLANNING

Funding is available through the Literacy Now Communities program to initiate and complete a first community literacy plan. Funds to assist in the implementation of the plans may also be available.

COMMUNITY LITERACY COORDINATION

Many communities have used their Literacy Now Communities program funding to hire a community literacy coordinator.

Literacy coordinators can:

- Identify existing community resources, compile community literacy inventories, and coordinate community literacy plans;
- Liaise with, and support, literacy task groups to help them successfully develop and achieve their goals;
- Work with community service providers and school districts to advocate for solutions that address issues identified in the Community and District Literacy Plan;
- Promote community and family-related literacy services and activities to community members using the media and other communication tools;
- Participate in ongoing evaluation and development of projects;
- Complete project reports and other administrative functions required for task groups and stewardship agencies;
- Update and share the Community Literacy Resource Directory.

2010 Legacies Now provides support for community literacy coordinators, including opportunities to become familiar with best practices in community and family literacy programming. 2010 Legacies Now works closely with Literacy BC to share resources and programs.

COMMUNITY OF PRACTICE

The Community of Practice is an interactive website hosted by 2010 Legacies Now. It provides an opportunity to network with others who are planning and developing community/district literacy plans. On this site, participants can exchange and share documents, experience and other information; participate in threaded discussions; and access online meetings as they are scheduled. Resources include articles and links, completed CLP/DLP plans, funding opportunities, job postings and descriptions, 2010 Legacies Now forms and documents, PowerPoint presentations and program information.

Many communities have identified promoting literacy programs and services as a priority. To support this, a Communications Toolkit will soon be available. It provides ideas and templates for getting literacy information to community members and other service providers.

Another invaluable tool available through the Community of Practice site is Elluminate Live. This is a real-time training, demonstration and meeting tool that allows participants to talk over the Internet, chat online, and share video, whiteboards, multimedia files and applications.

ABORIGINAL LEARNERS ENGAGEMENT PROJECT

The Aboriginal Learners Engagement project is being created in response to interest from Aboriginal partners in the Literacy Now Communities program. It acknowledges the unique literacy and learning needs of Aboriginal communities, with the goal of creating sustainable Aboriginal literacy action plans throughout B.C.

The project will identify potential and promising programs and processes that honour cultural protocols. It will embody the guiding principles of 2010 Legacies Now and its Literacy Now Communities program: respect, access for all, collaboration, capacity, strength building and joy.

PARENTS AS LITERACY SUPPORTERS (PALS)

PALS helps family members and caregivers support their preschool- or kindergarten-aged children's early literacy development. PALS responds to the cultural and linguistic needs of the participating families and aims to provide a positive transition from home or other early care settings to school. Training for people who wish to institute PALS programs is available through 2010 Legacies Now.

LEAP BC™

LEAP BC™ provides children from birth to age five with a strong foundation in literacy, physical activity and healthy eating, through fun activities and play. This new program values the learning and bonding that happen when children and caregivers play together. Training and materials are available through 2010 Legacies Now.

APPENDIX: LITERACY BC

SERVICES TO THE LITERACY FIELD

Literacy BC is the registered not-for-profit organization promoting and supporting literacy and lifelong learning in British Columbia since 1989.

Literacy BC:

- supports learners
- promotes innovation in practice
- raises public awareness
- builds capacity
- partners in policy development

Everyone working in the literacy field can benefit from Literacy BC's experience, expertise and a wide range of services and resources.

LITERACY BC PROVIDES:

ORIENTATION

Information and resources to help people understand literacy issues from a community, provincial and national perspective, in particular, newcomers are introduced to the field of adult learning and its unique challenges.

TRAINING

Including annual training for literacy practitioners, a renowned Summer Literacy Institute, and advice on suitable training opportunities and resources year-round.

RESOURCE CENTRE

Keep up with the latest online and print publications, borrow books and audio-visuals, ask to have a travelling trunk created for your events, or ask the literacy librarian to research your questions and send resources. Visit the Resource Centre on the website.

PROGRAM INFORMATION AND REFERRALS

A toll-free number to help learners find and access the programs that meet their needs, and a complementary searchable website at www.literacybc.ca/directory. Make sure that your information is included and up to date!

RESEARCH AND ANALYSIS

Extensive experience in designing and conducting custom research projects; information about the evidence that has been developed to inform literacy policy and programming, including vital research that Literacy BC has sponsored; help to interpret implications for your community.

CONSULTATION

Experience, contacts and support for or any of the many responsibilities that arise in the field, such as starting a program, organizing events, engaging stakeholders, applying for funding, or managing volunteers.

SPEAKERS

Available to travel to your district to deliver evidence-based, practice-oriented presentations on community literacy development, or assistance to help you identify suitable speakers from other organizations.

NETWORKING

An online professional networking hub where practitioners share experiences, news and views. Members of this vibrant community make valuable contacts and stay informed about important developments in the field.

WEBSITE

Plenty of useful information to help British Columbians understand why literacy matters, let them know what's going on, and engage them to make a difference. You can access it for information, and have your own activities profiled.

FINANCIAL SUPPORT

Financial resources to community-based adult learning centres through the Paul Gallagher Community Access Fund.

Contact Literacy BC to discuss support for your efforts to build literacy skills in your district:

(604) 684-0624

1-888-READ-234 (toll-free in BC)

www.literacybc.ca



Promoting and supporting literacy and learning since 1990



ReadNowBC

Developed for the Ministry of Education by 2010 Legacies Now

www.ReadNowBC.ca

or call toll-free:

1 888 READ 234 (1 888 732-3234)



Literacy Read Success
Write