



LANGLEY DISTRICT LITERACY PLAN 2013

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Langley Literacy Network

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VISION

“Weaving literacy, in all its forms, throughout the fabric of the community, creating learning opportunities for all.”

St. Dunstan’s Aldergrove English as a Second Language Group



MISSION

The Langley Literacy Network is committed to building on community strengths to encourage lifelong learning by ensuring that residents of all ages have access to sufficient and appropriate information, services, and support to meet their literacy needs.

SUMMARY

Community literacy initiatives in Langley continue to grow and to become more focused. As has been the case in previous years, valuable lessons are learned and new opportunities present themselves.

One of the challenges this last year was keeping the leadership for community literacy active and effective. The restructuring of the three literacy groups into one - the Langley Literacy Network - did not unfold as well as had been hoped and the Literacy Outreach Coordinator (LOC) resigned from her position in the spring. Leadership and accountability will be a priority for 2013 - 2014. A new LOC will be hired in August 2013.

On the other hand progress was made in several areas and new opportunities have been created. The COOL (Community-One-One Learning) for Adults Program was strengthened through streamlining the Volunteer Tutor Training program and developing a new partnership with Kwantlen Polytechnic University to provide in-service for volunteer tutors.

Information about the COOL for Adults program and other literacy resources has always gone out to the community through social service agencies, the libraries and the media. However, there has been no systematic, focused process for doing this. The Community Literacy Plan for 2013 - 2014 includes the development and delivery of two focused information and recruitment campaigns - one in the fall and one in the spring.

The On-Site program was developed to train front-line social service workers to identify and address low literacy issues among their clients, particularly issues around understanding and filling out written materials. This program has opened up new opportunities for working with social service agencies, and assessing and referring low literacy clients to the literacy services they need, including the COOL for Adults Program.

A new initiative, the Assessment and Referral service, will build on what was learned through the On-Site program. The new LOC will be trained to conduct basic literacy assessments. The assessments will be done on-site at social service agencies in partnership with the client's worker, and at his/her invitation. An assessment in a familiar place, with a trusted person present, will remove barriers for the learner. The LOC will then work with the client and front-line worker to refer him/her to the best program to meet specific needs.

TASK GROUP

LANGLEY LITERACY NETWORK

The Langley Literacy Network came about through the amalgamation of the three literacy groups active in Langley:

- Langley Literacy Association
- Langley Community Literacy Steering Committee
- Langley Adult Literacy Group

Over the last year, 2012-2013, the Literacy Network operated as a Board with seven directors

- Rena Andronek, Secretary. Program Coordinator with Ishtar Transition Housing Society
- Bill Dartnell, Treasurer. ED of Langley Community Services Society
- Kate Collins, Chair. New Directions Vocational Training
- Kim Davison, Langley City Library, Fraser Valley Regional Libraries
- Ronnie Skolnick, Instructor at Kwantlen Polytechnic University Adult Academic and Career Preparation
- Debbie Taylor, Township of Langley Parks and Recreation
- Lynne Topham, ED of Aldergrove Neighbourhood Services Society

Meetings were scheduled bi-monthly.

Several working Groups were created.

- Working Groups are comprised of Network members who are interested in a particular area. Specific needs and projects are addressed at a working group level.
- Progress reports, opportunities for collaboration, and programs that would benefit from Network input are forwarded to the Network.

Suggested focus areas are:

- * Adult ESL
 - * Adult basic education
 - * Aboriginal
 - * Business
 - * Libraries
 - * Early Childhood Development (ECD)
 - * K-12
 - * Interested citizens
- Working groups meet as often as needed to plan, develop and implement their

initiatives. They may pull in whomever they need to ensure success.

Communications for the Network

- A monthly digital summary of activities, opportunities and news emailed to Network members.
- Twice monthly updates of the website. <http://langleyliteracynetwork.com>
- Working groups communicate as needed.
- The LOC communicates with the Executive regarding opportunities and concerns between meetings if no connected working group exists.
- A Langley Literacy Network “cheat sheet” or contact directory is a high priority.

CHALLENGES AND OPPORTUNITIES:

The structure for the Literacy Network, as well as the communication structure, as set out above, has not been effective.

Thus, the re-structuring of the Langley Literacy Group, and re-examination of communication and reporting structures will be a priority for the 2013 - 2014 Community Literacy Plan.

COMMUNITY CONTEXT

The community of Langley, comprised of the Township of Langley and the City of Langley, is located between Surrey and Abbotsford to the west and east respectively, and between the Fraser River and U.S.A. border to the north and south respectively. Both municipalities are part of Metro Vancouver.

The community is home to approximately 130,000 people, and as a whole, has a growth rate of 11.2%, making it one of the fastest growing communities in the province. Most of this growth can be attributed to the Township of Langley. Growth in the immigrant population is faster than that of the non-immigrant population in both the City and Township. Total population growth in the City of Langley has essentially stabilized. There has been a decline in the non-immigrant population of 3.6%, but a growth in the immigrant population of 14.9%. A number of these immigrants are government-assisted refugees. The non-immigrant population of the Township of Langley has grown by 7.9% while growth in the immigrant population is double that, at 19.1% which has implications for the community.

This growth has brought a number of new residents to Langley with new characteristics and needs, particularly within the immigrant population. At the same time, 80% of the Township of Langley is subject to the Agricultural Land Reserve and remains rural. Service providers struggle with the challenges of meeting the needs of new clients. While many live in the City of Langley and in new housing developments along the Surrey/Langley border, others live in isolated rural areas. Meeting the array of needs and addressing accessibility issues are significant challenges for all service providers, including literacy programs and services.

Although average income in Langley is above the B.C. average, \$42,482 and \$39,754 respectively, the decline in average income over the 2003-2006 period was less than that of the province, 1.2% as compared to 2.4%, the community is not without poverty-related challenges. In Langley City, the combined percentage of people relying on Income Assistance and Employment Insurance is 5.8% compared to 4.4% for the province. There are also pockets of hidden poverty, particularly in the rural areas.

The Early Development Index (EDI) assesses kindergarten age children's vulnerability in five areas of development - physical health and well-being, social competence, emotional maturity, language and cognitive skills, and communication skills. Langley School District has participated in the program since 1999. Over that time, the percentage of children identified on at least two vulnerability scales rose from 19.5% to 28.4%, a large increase and a worrisome trend. Langley now mirrors the Provincial average of 30%. When the communication skills vulnerability scale, which is typically higher in communities with higher ESL populations, is factored out, the vulnerability

rate continues to be 25%. Thus, a quarter of all Langley kindergarten age children are vulnerable in at least one aspect of their development.

In today's world, 70% - 75% of all occupations require post-secondary education or training. In Langley, the number of students graduating from high school and immediately transitioning to a post-secondary institution is 43%. This is well below the provincial average of 51% and the regional average of 46%. Because Langley School Board has recognized this issue, it has made successful transitions one of the goals in its District Achievement Contract.

The latest developments in the community indicate that the priority of addressing literacy needs as set out in the Community/District literacy plan, continues to be valid, and, if anything, is more relevant now than five years ago. These needs include adult literacy, ELL, and family literacy.

During the 2011 - 2012 year, a broad-based community process resulted in a five year Community Plan for children in Langley, which was adopted by the community in June 2012, and is being implemented through the Langley Child and Youth Committee (CYC). The first phase of the plan includes in-depth consultations with two communities - Willoughby-Willowbrook and North Langley. The result of the consultations may bring forward information useful to literacy planning in Langley.

COMMUNITY DEVELOPMENT AND LITERACY COLLABORATION

A HISTORY OF COLLABORATION

Interest in literacy, and collaboration around literacy, is a long-standing tradition in Langley, dating back to 1995.

Notable examples include:

- “Building a Community of Readers” was an award winning literacy project formed as a partnership between the Langley Advance newspaper, Fraser Valley Regional Library, and Langley School District.
- “Bonkers,” a regular newspaper feature focusing on children’s literature, formed as a partnership between the Langley Advance and Langley School District.
- PALS (Parents as Literacy Supporters) program is an internationally acclaimed family literacy program, which emerged through collaboration between Langley School District and UBC.
- “Wrap-a-Read,” a program that delivers new books at Christmas to every child registered with the Langley Christmas Bureau, is a partnership venture between the Langley Literacy Association and the Langley Christmas Bureau.
- “Literacy for the 21st Century: A Plan for Langley” was a collaboration among a wide variety of Langley agencies and organizations.
- 3Rs for Seniors, a book project, was a partnership between the Langley Literacy Steering Committee and Langley Meals on Wheels.

COLLABORATION 2012 - 2013

On-Site Program

The key collaborations of the 2012-2013 year centered on the On-Site program.

The On-Site program trains front-line social service workers to use basic literacy coaching tools for in-house communication skills with clients who have low literacy levels.

The On-Site program was delivered at three social service agencies, requiring collaboration between the Literacy Network and those agencies. This collaboration led to a greater understanding of literacy issues and the importance of literacy, on the part of the social service agencies participating in this project. It also helped to more clearly define the needs of these agencies and their clients. The information gleaned from this was an important factor in designing the CALP (Community Adult Literacy Program) proposal for 2013-2014, submitted to the Ministry of Advanced Education, Innovation and Technology, Aldergrove Neighbourhood Services (ANS) and

Kwantlen Polytechnic University (KPU). The CALP proposal builds on prior experiences to broaden and strengthen both communication and collaboration between the Literacy Network and community social service agencies.

C.O.O.L (Community One-on-One Learning) for Adults

Kwantlen Polytechnic University has taken a greater role in developing and implementing Langley's CALP Program, COOL for Adults. The University and Aldergrove Neighbourhood Services have jointly submitted a proposal outlining a plan for Kwantlen to provide in-service training for volunteer tutors.

Parents As Literacy Supporters (PALS) Program

Raise-A-Reader funds accessed through the Langley Literacy Network supported the PALS program in Langley. This was a collaborative effort between the Literacy Network and Langley School District.

Wrap-A-Read

This ongoing collaboration between the Literacy Network, the Fraser Valley Library and the Christmas Bureau remains strong.

CHALLENGES AND OPPORTUNITIES

Collaboration around projects has gone well in this community, but ongoing interest and collaboration on a broader scale is a challenge. Community organizations tend to lose interest in projects that do not immediately impact the work they do. What seems to work best is to have small working groups concentrate on a project that has a very clear focus, a clear action plan, and a clear role for all involved.

A positive example of such a plan is Wrap-A-Read. The goal of the project is clear: raise funds to purchase and distribute books for the children accessing the Christmas Bureau. Everyone's role is clear: the Literacy Network raises the funds and provides volunteers for labeling and distribution, library staff choose and purchase the books, and the Christmas Bureau provides a space and a process for distribution. After many years it runs like clockwork.

One strategy for 2013-2014 will be to focus on what was learned from the On-Site program and use that knowledge to build collaboration between the Literacy Network and Social Service agencies.

On a broader scale, work will need to be done to strengthen the Literacy Network by re-engaging and re-focusing the main literacy program providers on the Community/District Literacy Plan.

GOALS AND ACTIONS FOR CURRENT YEAR REVIEW 2012 – 2013

GOALS

The overarching goal is the effective implementation, assessment, and adjustment of the Langley Community Literacy Plan (LCLP). The goals set out in the LCLP of July 2008, provided the basis for literacy activities in 2012 - 2013. Thus, the main goal for 2012 - 2013 was to develop specific objectives and activities to “activate” the goals set out in the LCLP. The focus was on “actionable projects involving collaborative partnerships and immediate and intermediate outcomes.”

Adult Literacy Goals

1. Increase access to adult literacy services in Langley.
2. Build a community culture that values literacy and learning.
3. Promote collaboration and partnerships among community agencies and organizations.
4. Build a strong communication system among community agencies and organizations and create new ways of reaching out to the public.
5. Maximize the physical, human, and financial resources available to the community’s literacy services.
6. Develop a governance and administrative structure to support literacy initiatives set out in a joint Langley Community/School District Literacy Plan.

Family Literacy Goals

1. Increase public awareness and parental awareness of the importance of early childhood development.
2. Increase participation in early childhood programs.
3. Increase school and family involvement in PALS.
4. Improve effectiveness and increase capacity of early childhood programs.

OBJECTIVES AND ACTIONS

The objectives were designed to “integrate the 2008 Comprehensive Literacy Plan goals for community education and awareness, increasing adult literacy services, and strengthening childhood and family literacy services.”

Adult Literacy Objectives and Action Plans

1) Outreach - direct and integrate outreach to marginalized populations.

Action Plan

- i) Have In-Service Training for front-line social service, health, and educational workers on how to identify clients' low literacy challenges, and to provide coaching for basic in-house support.
- ii) Develop a partnership and proposal with the Ministry of Education's CALP program for extensive In-Service training of front-line counselors at Community Corrections Langley, Ishtar Transition Housing Society and Langley Community Services.
- iii) Expand and update the design of Langley Literacy Network's website to house both tutor and learner tools and a comprehensive directory of Langley Literacy services.
- iv) Develop a visually oriented print card that is accessible to low-literacy individuals for distribution via LLN members and partners. The card will refer interested people to the full range of literacy support services in Langley.
- v) Create a Radio PSA Series as auditory messaging may be a more effective means of promoting literacy programs with low-literacy and ESL adults. Local and regional radio outlets will be approached to produce and air a series of pro-literacy PSAs with a respectful and lighthearted tone that both normalizes literacy challenges and promotes a culture of support. Listeners will be referred to COOL and the FVRL.

2) Grow Community One-On-One Learning - increase tutor capacity and engage more learners with improved skills, tools through the *Community Literacy Benchmarks*.

Action Plan

- i) Increase front-line workers' knowledge and familiarity with literacy issues and how to refer clients through In-Service training.
- ii) Expand public promotion of the COOL program through a creative outreach, recruiting both volunteer tutors and learners.
- iii) Increase capacity of COOL tutors: increase curriculum options, with more diverse skill sets, additional in-depth special topics, more peer to peer coaching and more training in the Community Literacy Benchmarks tool.
- iv) Build transitional bridges between basic literacy coaching locales, COOL individual tutoring services, and Kwantlen's full-time literacy upgrade programs. Plans include connecting curricula and recognizing the need for diverse and informal educational processes. Kwantlen is offering its support to develop curriculum.

- 3) In-Service: Training the Trainer - enable front-line social service workers to engage their marginalized clients with basic literacy tools.

Action Plan

- i) On-Site and COOL Literacy Project will train over 35 front-line social service workers to support an estimated 315 client-learners in basic literacy strategies.
 - ii) Build relationships with other health and education providers, such as Fraser Health, Langley Education Centre and School District 35 to provide customized introductory literacy In-Service training. The goal is to expand On-Site training to include more partners in future years.
 - iii) ON-SITE AND COOL LITERACY PROJECT: Sept. 2012 - July 2013. As described in the introduction of this Plan, the *On-Site and COOL Literacy Project* proposals submitted to CALP in May 2012 proposes to train front-line social service workers with basic literacy coaching skills to support low literacy clients through in-house communication materials. With full implementation of the project, over 315 learners are expected to come into contact with basic literacy coaching through integrated into service programs in which they are already participating.
- 4) Solidify Family Literacy Programs - in Langley, the birthplace of PALS, the continuation of family literacy programs at Langley elementary schools is at risk due to a lack of funding year over year. How can family literacy programs be solidified?

Action Plan

- i) Gather organizations involved in family literacy programs to strategize long-term supports for these programs and provide access to curriculum resources.
 - ii) Clarify links between PALS programs, other family literacy projects, and ongoing supports for child, adult, and literacy services for the vulnerable population.
- 5) Literacy Place - in geographically isolated Langley, where might a person in need find literacy programs?

Action Plan

- i) Needs Assessment for a Literacy Location: what are the needs of learners and tutors, and how does a designated place support integrated literacy programming?
- ii) Explore integrated, alternate places: Fraser Valley Regional Library will become a 'first place of contact' for phone referrals, with In-Service training of reception staff. Kwantlen Polytechnic University will house a tutor resource bookshelf at its Cloverdale campus to make the full-range of Langley literacy resources, currently housed at individual homes, accessible

- in a single location. There is hope that one day a tutor resource bookshelf will be located in Langley.
- iii) Explore the integration of literacy programming at upcoming Neighbourhood Learning Centres, which are mandated to host community-directed accessible learning and educational programming.

OUTCOMES

1) On-Site Program

- In-service training was delivered to a total of 25 front-line workers at three different social service agencies.
 - (1) Ishtar Transition House - 8 participants
 - (2) Stepping Stones - 15 participants
 - (3) Pacific Community Resources - 2 participants
- Follow-up was scheduled to be conducted in May 2013 and a Final Report submitted.
 - On-Site expansion will be contingent on the final outcome of the program

2) Grant Proposals

- Grant proposals involving the Literacy Network, Kwantlen Polytechnic University (KPU) and Aldergrove Neighbourhood Services, made to B.C. Ideas and the Ministry of Advanced Education, Innovation and Technology, resulted in two successful grant proposals.
 - (1) B.C. Ideas grant - \$4,000
 - (2) CALP grant - \$29,865

3) Promotional Materials

- A promotion card was developed, but not printed and distributed.

4) Funding for PALS

- Raise A Reader Funds Support Access to Family Literacy Program

Communities Say Yes to PALS

- PALS is a family literacy program that gives parents and caregivers strategies to encourage learning with their preschool and kindergarten-aged children. Within PALS, children learn to develop language and literacy abilities that will help them adapt to their community and gain skills that prepare them for school. Adults learn to support their children's learning and literacy.
- This year in Langley we had 160 families involved in the PALS program. These families were engaged in developmentally appropriate activities in alphabet knowledge, numeracy and rhythm and rhyme. Children and parents/caregivers were seen making names with Jell-O or cereal,

“reading the room” by finding words to record, estimating number of objects in a jar, making geometry shapes with toothpicks and marshmallows, listening for rhyming words and reading many classroom books.

- Parents/caregivers were given opportunities to ask questions and provide comments about the activities they were engaged in with their child. Children were sent home with a book to keep, as well as supplies such as crayons, scissors, glue and pencils. These supplies enabled families to support the home-based activities to review concepts presented in PALS sessions.

5) Literacy Place - Lynn Fripps Neighbourhood Learning Centre

- The Willoughby region was surveyed electronically using a “Thought Stream” approach. In addition, two meetings were held to discuss the use of Lynn Fripps Elementary School Neighbourhood Learning Centre. The vast majority of respondents indicated the greatest need was for daycare, at the time of the survey. Thus, *Precious Moments Daycare* was created and now operates at Lynn Fripps, offering both preschool and daycare. A before-and-after school daycare is also incorporated at Lynn Fripps. Langley Community Services is offering an *Infant Development Programme* for four weeks this May and June as well as a five to six week *Youth Summer Day Camp* this summer (2013). *Country Bumpkins Daycare and Preschool* will be in place at the new Richard Bulpitt Elementary School. With plans for Yorkson Middle School underway, the same process will be used to survey neighbourhood needs at that site.

6) Volunteer Tutor Training

- The volunteer tutor-training program was re-designed and streamlined. Training for tutors was condensed from 24 hours over four days to 18 hours over three days.
- A one-day training session was developed for tutors with previous teaching experience (usually with children).
 - A one-day training session for experienced teachers was held and well-received.

CHALLENGES:

The amalgamation of three Langley literacy groups - Langley Community Literacy Steering Committee, Langley Literacy Association and the Adult Literacy Group - created a lack of continuity and cohesion. This, combined with staff changes during the year, proved to be challenging to full implementation of the 2012 - 2013 District Literacy Plan.

1) Promotional Materials

- A promotional card was developed, but not printed and distributed.

2) Website

- The website remains an ongoing challenge. Specific challenges regarding the website and the radio PSA series include:
 - agency buy-in and professional help for the website
 - the lack of a community radio station and regional buy-in

3) Bridging

- Transition bridging from basic literacy coaching locales has not yet emerged. However, what was learned through the On-Site program will be used to further address this challenge in the 2013-2014 Community/District Literacy Plan
- The number of referrals to the COOL for Adults Program did not increase.

4) Family Literacy Programs

- Bringing together all organizations involved in Family Literacy to strategize linkages and long-term support did not occur. Such an initiative is probably best approached through work with the Langley Early Childhood Development Committee

5) Literacy Place

- The search for a suitable Literacy Place is ongoing.

INDICATIONS OF SUCCESS

The main elements of the Community Literacy Plan developed in 2008 remain relevant and valid. Most notably, adult literacy is still the area of greatest need.

It was clear from the start that adult literacy issues and a lack of adult literacy programs, services and resources should be the main focus for the Community Literacy Plan to address. However, exactly what the problems were and how to best address those problems was unclear.

A significant positive change over the years has been the community's understanding of adult literacy issues and its response to those issues. There is much greater awareness of how low literacy levels impact individuals and communities. Adult literacy issues are more clearly defined and more readily identified.

Communication and collaboration among literacy service providers has also increased significantly. Service providers have a much better idea of what other agencies and organizations do and how they can support each other's work.

As adult literacy issues have become better defined, so have the initiatives to address those issues. Over time, literacy initiatives have become more refined and more effective.

At the beginning, we knew adult literacy issues were tied to people with low literacy skills living in our community. We also knew there was not much going on to address those issues. What was not clear was defining exactly who the people with low literacy levels were, where to find them or exactly what their problems might be. We know a lot more today.

Some volunteer tutors, especially those with teaching experience, found the tutor training too long. A shorter training session for teachers was developed.

At the Gateway of Hope, we learned that for many of the homeless it was not low literacy skills, but a disengagement from the community that held them back from moving forward. Assessment and referral became an important service we could offer this group. Many have been referred to adult education courses at Kwantlen Polytechnic University. Assessment and referral have become a bigger part of our CALP literacy program.

As our learners became more comfortable with the English language, they began to tell the volunteer tutors about other challenges in their lives. The tutors were eager to learn more about social services in the community, so they could better support their learners. We're now planning to provide in-service on specific issues to tutors.

We learned that removing barriers to access is key to bringing people into literacy programs. The women who attend the St. Dunstan Aldergrove ESL group work long hours during the day, are tired after work, and don't have child care available. The group meets Sunday afternoons and allows participants to bring their children.

We learned that for ESL learners, group programs, such as conversation circles, filled their needs better than one-on-one tutoring. We partnered with the Fraser Valley Library to train Conversation Circle leaders and set up Conversation Circles in the libraries.

Physical access to programs in Langley has always been a challenge, but every small community has a library. COOL tutoring sessions are delivered at the libraries at times convenient to each learner-tutor pair.

Assessments at Gateway of Hope resulted in 10 referrals to community literacy programs.

CHALLENGES AND OPPORTUNITIES

2013 – 2014

Every successful initiative provides new knowledge and every challenge opens the door to new opportunities. The Langley Community Literacy Plan for 2013-2014 builds on both successes and challenges.

LITERACY LEADERSHIP AND “OWNERSHIP”

- Literacy impacts every aspect of our lives, and literacy learning is a life-long endeavor that takes place in countless contexts. As a result, the responsibility for providing literacy programs, services and resources is also very broad and not limited to “school” or literacy programs.
“In today’s economy, with the rapid and escalating pace of technological change, a competitive society must be a constantly learning society. Schools are not enough. Valuable learning may be informal, but it is effective, and it can be intentional and encourage.”
(From: Decoda Submission to the Select Standing Committee on Finance and Government Services (2012))
- The Decoda presentation to the Select Standing Committee effectively makes the case that community programs are the best way to approach literacy learning in communities. Indeed, literacy groups throughout the province are effectively working to improve literacy in all its forms to their residents. This is also true for Langley. However, Langley has struggled with the question of who leads literacy initiatives in the community and who has “ownership” of the literacy process.
- A community process in 2008 resulted in the formation of a representative Community Literacy Steering Committee. There already existed a volunteer-based Langley Literacy Association. Over time, as literacy initiatives became more clearly focused on adults, an Adult Literacy Group emerged. In 2012-2013, after an in-depth process supported by all, the three groups merged to become the Langley Literacy Network. Rather than the hoped for consolidation and streamlining of literacy leadership, this led to loss of valuable members in each group. Staffing changes in 2012-2013 added to the challenge.

OPPORTUNITY

- We will build on what was learned in 2012-2013 to re-structure the Langley Literacy Network, and to re-examine the communication and reporting structure.

BRIDGING BETWEEN SOCIAL SERVICE AGENCIES AND COMMUNITY LITERACY

- Low literacy is often only one of the many challenges faced by people who access social service agencies. Since low literacy is not the main reason the client is there, it may go unnoticed and un-addressed.
- Although a number of referrals to the COOL for Adults program have consistently come from social service agencies, there has been no established system for making referrals.
- The On-Site program significantly raised the awareness among social service front-line workers of literacy issues their clients might be facing. It also increased communication with social service agencies.
- Front-line workers often don't have the time or skills to address effectively the low literacy issues among their clients, but would welcome an opportunity to refer them to appropriate programs and resources.
- Some front-line social service workers indicated that although they could see the value of providing literacy coaching to their clients, time pressures made it difficult to actually deliver literacy coaching.
- The Literacy Outreach Coordinator's direct contact and work with front-line social service workers enhances opportunities for communication and collaboration.
- An on-site assessment and referral service conducted by the Literacy Outreach Coordinator can play an important role in facilitating referrals to appropriate literacy programs, services and resources.

OPPORTUNITY

- Build on the On-Site Program to develop an on-site assessment referral for social service agencies.
- Extend the invitation to Library Conversation Circles.

"CONNECTING" WITH THOSE WHO NEED LITERACY SERVICES

- Promotion of literacy programs through the media continues to be difficult. Printed material is often not effective with people who have low literacy skills. Other media, such as radio and television, are expensive and beyond the skills of the literacy group.
- Communicating with and reaching out to the people who most need literacy services are still major challenges.
- Some new promotional material has been developed.

OPPORTUNITY

- Build on the new promotional material already developed to conduct focused promotional campaigns to heighten the profile of literacy in the community and to recruit new learners and volunteer tutors.

- Langley School District is willing to provide advertising through its website, school newsletters, and PAC or Community bulletin boards.

TUTOR TRAINING AND SUPPORT

- Not all volunteer tutors come to the program with the same level of knowledge and skills.
- For some, especially experienced teachers, the rather lengthy tutor training program was a deterrent. The newly developed “tutor training lite” program was well received by this group.
- As they become more experienced working with their students, volunteer tutors want to continually deepen their understanding of low literacy issues to better meet the needs of their students.
- In-service on a number of topics of interest to volunteer tutors provides an opportunity for them to further their knowledge and better meet the needs of their learners.

OPPORTUNITY

- Implement the new streamlined volunteer literacy program and volunteer literacy training “lite” program.
- Conduct a volunteer literacy tutor training program twice a year, immediately following the promotion and recruitment campaigns in the fall and spring.

GROW COOL FOR ADULTS

- COOL for Adults has successfully run for the last five years serving over 65 learners.
- The program has not grown over the last year.

OPPORTUNITY

- Use an aligned promotion and recruitment campaign to grow the number of learners and tutors in the COOL for Adults program.
- Use the proposed bridging program to increase the number of learners referred to the COOL for Adults Program.

FAMILY LITERACY

- Family literacy continues to be a priority in the Community/District Literacy Plan.
- Langley School District supports a number of early learning initiatives including PALS, Ready Set Learn, and Strong Start programs. Currently, four schools have PALS: RC Garnett Elementary, Simonds Elementary, Noel Booth Elementary, and Alice Brown Elementary. Thus, 160 families can access high-quality

learning opportunities. Ready Set Learn is available in 29 schools and Strong Start is present in nine schools: Willoughby Elementary, Simonds Elementary, Douglas Park Elementary, Parkside Elementary, North Otter Elementary, James Hill Elementary, Dorothy Peacock Elementary, West Langley Elementary, and Langley Meadows elementary.

- Langley now has a five-year Community Plan for children ages 0-19. The first step in the plan is to conduct community consultations in Willowbrook-Willoughby and North Langley.
- The PALS program provides a clear link between home and school. The activities learned and materials provided are taken back to the family home, where they impact everyone, adults as well as children.
- The School District has a process in place for surveying the community needs when developing programs for Neighbourhoods of Learning. This includes the electronic survey Thought Stream and community meetings.

OPPORTUNITY

- Use information gleaned from the community consultations to explore areas of need in terms of family literacy.
- Use the early learning programs, such as Strong Start, which have a direct link to families, to disseminate information about adult literacy programs, services and resources.
- Explore the possibility of including family literacy needs as part of the Neighbourhood of Learning survey process.

LITERACY PLACE - Continue exploring the possibility of establishing a Langley Literacy Place. This goal is linked to access because the goal is for learners to access programs and resources and for volunteer tutors to access materials and resources.

GOALS AND OBJECTIVES

2013 – 2014

GOALS

1. **LEADERSHIP AND ACCOUNTABILITY** - Strengthen the leadership structure and accountability practices of the Langley Literacy Network.

OBJECTIVES

- a. Have Langley’s main literacy providers commit to a more active role in the Langley Network.
- b. Have member groups familiarize themselves with the Community Literacy Plan.
- c. Set Literacy Network meetings for the year at the initial meeting in September. Member groups will commit to attending those meetings.
- d. Have member groups provide more focused guidance to the LOC.
- e. Implement a reporting protocol and schedule for the LOC. The schedule will be set at the initial meeting in September.

Aldergrove Neighbourhood Services and Kwantlen Polytechnic University have already committed to a closer working relationship in administering the CALP program.

2. **COMMUNITY INPUT AND INVOLVEMENT** - Ensure that the community not only has a good understanding of the “state of the nation” in regard to literacy in the community, but also that it has an opportunity to provide feedback and input.

OBJECTIVES

- a. Deliver a public community event, focused on literacy, at least once during the year, probably in the spring.

3. **BRIDGING THE GAP BETWEEN SOCIAL SERVICE AGENCIES AND LITERACY PROGRAMS, SERVICES AND RESOURCES** - Develop and implement an assessment and referral service to be delivered by the LOC and conducted on-site.

OBJECTIVES

- a. Update the Adult Literacy Inventory.
- b. Using the updated Adult Literacy Inventory, develop a “user-friendly” information package for social service agencies.
- c. Expand the role of the LOC to include assessment and referral.
- d. Train the LOC to conduct a basic literacy assessment.

- e. The LOC will deliver the Information Package and introduce the new assessment and referral service to social service agencies.

A new LOC will be hired for 2013 - 2014. Knowledge of and experience with adult literacy will be required.

4. **GROW THE COOL FOR ADULTS PROGRAM** - Increase the number of referrals to the COOL for Adults program.

OBJECTIVES

- a. Implement a promotional/recruiting campaign twice a year - one in the fall and one in the spring.
- b. Use already established distribution services to inform people about the COOL for Adults program.
- c. Implement the new assessment and referral program.
- d. Implement production and distribution of the information and recruitment materials developed in 2012-2013.
- e. Approach organizations with already established distribution systems, such as newspaper, libraries, and Langley School District to use their systems to reach learners.

The Langley School District has agreed to move ahead with helping to advertise COOL at local schools to enable easier access to information for the general public. Information will go out in the fall, once the new LOC has been hired, via the Administrators' Memo, so that it can be included in school newsletters and on community bulletin boards.

5. **TUTOR TRAINING** - Increase the number of trained tutors and improve tutors' ability to meet the needs of their learners.

OBJECTIVES

- a. Conduct two volunteer tutor training sessions per year, timed to coincide with the promotion and recruitment campaigns
- b. Conduct three in-service sessions for volunteer tutors at the Kwantlen Education Centre each year. Topics will depend on tutors' needs and interests.

Kwantlen Polytechnic University has already committed to delivering half-day in-service sessions for tutors through their Learning Centre.

6. **FAMILY LITERACY** - Continue to focus on the goals in the Community/District Literacy Plan:
 - Increase public awareness and parental awareness of the importance of early childhood development.
 - Increase participation in early childhood programs.
 - Increase school and family involvement in PALS.

- Improve effectiveness and capacity of early childhood programs.

OBJECTIVES

- a. Continue to support Early Childhood literacy programs such as PALS
- b. Communicate and work with the Langley Community Plan process to identify family literacy needs and link family literacy programs to other supports in place for families.

7. LITERACY PLACE - Continue the discussion and search for a suitable Literacy Place in Langley.

WORK PLAN 2013 – 2014

ACTIVITY	TIME LINE	RESPONSIBILITY	RESOURCES	OUTCOME
Hire new LOC	July - August 2013	Literacy Network ANS Executive Director	Job Posting Job descriptions Hiring Committee	Qualified LOC hired and in place August 15, 2013
Train LOC to conduct a basic adult literacy assessment	August 15 – 31, 2013	New Directions literacy advisor New Directions literacy advisor CALP Instructor	New Directions advisor time Venue for training Learning materials	LOC is trained and ready to conduct basic literacy assessments by the end of August
Review and update inventory of adult literacy programs, services and resources currently available in the Langley community List packaged in a "user-friendly" electronic and paper format – information package	August 15 – September 30	Literacy Network LOC	Access to current inventory Materials and supplies	LOC has a good understanding of all literacy resources in the community A current "user-friendly" literacy information package ready for distribution
Distribute the literacy information package throughout the community	September 1 – 30, 2013 Ongoing	LOC	Information package	All Langley social service agencies have a current "user-friendly" literacy information package in their office LOC has connected with all social service agencies

<p>First Literacy Network meeting of the year</p> <p>Agenda includes:</p> <ul style="list-style-type: none"> - introduction of new LOC - meeting dates set - reporting protocol and schedule set for LOC - list of organizations that should be there and plan for inviting them - Community Literacy Plan discussed 	September 2013	<p>Current Chair – Kate Collins</p> <p>Current members of the Literacy Network</p> <p>LOC</p>	<p>Venue</p> <p>Materials and supplies</p>	<p>All major literacy providers in Langley attend the meeting</p> <p>Those who should be there and are not, are identified, and a plan is in place for inviting them</p> <p>Meeting schedule is set and commitments made to the meetings</p> <p>Protocol and schedule for reporting by the LOC is established</p> <p>Literacy plan is distributed</p> <p>All organizations providing literacy services are aware of the plan</p>
<p>Community Literacy Plan is distributed to all Literacy Network members as well as the community</p> <p>Posted on the Literacy Network website</p>	September 2013	LOC	<p>Electronic copy of the Community Literacy Plan</p> <p>Print copies of the plan</p>	<p>Literacy plan is distributed</p> <p>All organizations providing literacy services are aware of the plan</p>
<p>PALS (Parents as Literacy Supporters)</p> <ul style="list-style-type: none"> -invitation to all schools to participate in PALS -training date for teachers of PALS in early fall -schedules set up for PALS sessions in participating schools -materials distributed to above schools 	September 2013-June 2014	<p>Langley School District</p> <p>District Literacy Teacher/ District Early Learning Teacher</p>	<p>Training & binders for teachers</p> <p>Take home supplies for families</p> <p>Books for students</p>	<p>To engage parents/care givers in activities that support their children's learning and literacy. To be able to take these activities and ideas home to continue to use.</p>
<p>LOC conducts assessments at social service agencies and makes referrals</p>	<p>October 1, 2013 – June 30, 2014</p> <p>Ongoing</p>	<p>LOC</p> <p>Social Service Agencies</p>	<p>Assessment instrument</p> <p>Literacy information package</p> <p>Space for doing assessment</p> <p>Materials and supplies</p>	<p>30 basic assessments completed</p> <p>30 referrals made</p> <p>10 new learners enrolled in COOL for Adults program</p>
<p>Fall Tutor and Learner Recruitment Campaign</p> <p>Print and distribute information and recruitment material for COOL for</p>	<p>October 1 – 31, 2013</p>	<p>Literacy Network</p> <p>LOC</p> <p>Kwantlen Polytechnic</p>	<p>Printing of materials</p> <p>Distribution systems: - KPU - FVRL</p>	<p>Recruitment material is distributed through at least 3 distribution systems, including newspapers</p> <p>Distribution of materials results in recruiting</p>

Adults learners and tutors	Langley School District Langley Library LOC	Langley SD - Community agencies - Newspapers Venue	- 10 new learners - 10 new tutors
Fall Volunteer Tutor Training Session	November 2013	LOC	10 new tutors are trained and provide tutoring for COOL for Adults and conversation groups
First Tutor In-Service - date and topic to be determined	November 2013	CALP Instructor KPU Learning Centre Instructor CALP Instructor LOC	At least half the tutors participate in the in-service session Tutors are better able to meet the needs of their learners Tutors express satisfaction with the training
Second Tutor In-Service - date and topic to be determined	February 2014	KPU Learning Centre Instructor CALP Instructor LOC	At least half the tutors participate in the in-service session Tutors are better able to meet the needs of their learners Tutors express satisfaction with the training
Spring Tutor and Learner Recruitment Campaign Print and distribute information and recruitment material for COOL for Adults learners and tutors	March 2014	Literacy Network LOC Kwantlen Polytechnic Langley School District Langley Library	Recruitment material is distributed through at least 3 distribution systems, including newspapers Distribution of materials results in recruiting - 10 new learners - 10 new tutors

Spring Volunteer Tutor Training Session	April 2014	LOC	Venue	10 new tutors are trained and provide tutoring for COOL for Adults and conversation groups
Annual public literacy event	Spring 2014	CALP Instructor Literacy Network LOC	Materials and supplies Venue Advertising Supplies and Materials (will depend on the event planned)	A public literacy event is delivered and community awareness of literacy is raised - potential increase in learners, tutors, programs and resources
Third Tutor In-Service Session	May 2014	KPU Learning Centre Instructor CALP Instructor LOC	KPU Learning Centre Instructor Training venue Learning materials	At least half the tutors participate in the in-service session Tutors are better able to meet the needs of their learners Tutors express satisfaction with the training
Review of Community Literacy Plan District Literacy Plan completed and submitted	June 2014	Literacy Network LOC		District Literacy Plan completed, received by the Board of Education, submitted to the Ministry of Education
Literacy Outreach Coordinator on-line report completed	July 2014	LOC		LOC Report submitted to Decoda