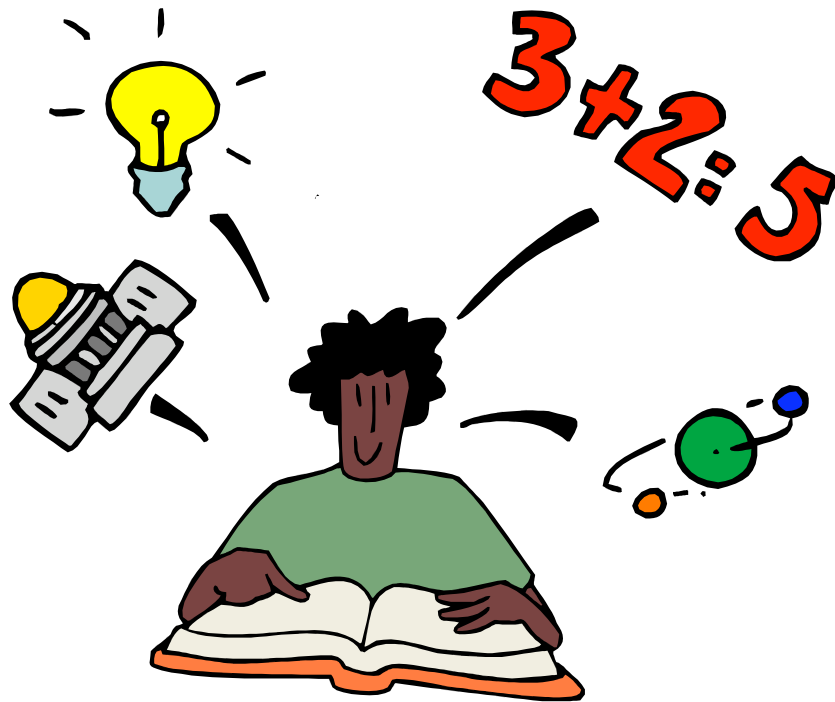


LITERACY FOR THE 21ST CENTURY: A PLAN FOR LANGLEY

Submitted by the Langley Literacy Now Task Force

December 14, 2007



SUMMARY

“Literacy for the 21st Century: A Plan for Langley,” is the result of a lot of hard work, by a group of people dedicated to improving literacy opportunities and outcomes for the community of Langley.

The plan presents a picture of the Langley community, its assets and its challenges. It shows Langley as a community grappling with change – cherishing its rural roots, while growing as an urban community. The community struggles with urban problems, such as crime and homelessness, but also rural problems such as isolation and accessibility.

Langley has a number and variety of excellent literacy resources and programs. However, the location of resources and delivery of programs is patchy. There is no over all strategic community literacy plan. Organizations and agencies often work in isolation. Communication, coordination and collaboration are limited.

The Literacy Now community process identified a number of systemic, community-wide, challenges, and a list of population-based challenges. These challenges were prioritized. The top priorities identified include a need for strategic planning and coordination across the community, a focus on providing literacy service for adults, particularly young adults, and building family awareness of, and participation in, literacy programs for young children. A detailed plan for addressing the community literacy priorities is attached.

In order to even begin the implementation process dedicated time by a staff person is required. Therefore implementation funding to hire a community literacy coordinator is requested.

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A VISION FOR OUR COMMUNITY

To weave literacy, in all its forms, throughout the fabric of the community, creating learning opportunities for all.

Mission Statement

Langley Literacy Now 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.

PROCESS

The Langley Literacy Association initiated the Langley Literacy Now process in March 2005, when the group hosted a community meeting around Literacy Now. A Launch meeting, with 50 people in attendance, was held in May of 2005. A broad-based Task Force emerged from that meeting. The original Task Force consisted of 16 people, representing Langley's social service providers, the Fraser Valley Regional Library, School District #35, a local church providing programs for the homeless, Kwantlen University College, the Township of Langley, the City of Langley, and a private literacy organization. Membership changed somewhat over the course of the subsequent two years, and came to include representation from the Kwantlen First Nation and Literacy B.C

(A list of Launch Meeting participants is attached as Appendix "A")

Hattie Hogeterp and Susan Wilson Murray were appointed as co-facilitators and Aldergrove Neighbourhood Services as steward. Planning funds were applied for, and subsequently confirmed, in July, 2005. The Langley Literacy Now Task Force, began meeting in September 2005, and has continued to meet on a regular basis about once a month.

(A list of Task Force members is attached as Appendix "B")

The Task Force completed a number of tasks:

- Developed a vision for Langley Literacy Now,
- Compiled a list of groups to approach for input and support,
- Put together a presentation package and presentation board,
- Created a Community profile,
- Created a Community Literacy Asset Inventory,
- Conducted a Workplace Literacy Survey and phone interviews,
- Compiled a list of Sports Books,
(The list of Sports Books is attached as Appendix "C")
- Developed a Langley Literacy Now website.
(See www.langleyliteracynow.com)
(The home page of the Langley Literacy Now Website is attached as Appendix "D")

The biggest challenge the Task Force faced related to completing the Community Literacy Asset Inventory and the administrative work that accompanies such an initiative. The Literacy work was all being done "off the side of some one's desk" and didn't get the focused attention it required. In September 2006 a decision was made to hire a consultant to help finish the project. A consultant was hired in February of 2007.

(The consultant contract is attached as Appendix "E")

The consultant conducted a series of interviews focusing on groups and organizations identified as priorities by the Task Force. On the basis of information gathered during the previous two years, as well as by the consultant, the Task Force created a list of community and literacy challenges. Systemic, community-wide challenges and specific challenges for different age groups were identified. The list was widely distributed via email and prioritized.

The work of the Langley Literacy Now Task Force culminated in a community forum October 24, 2007. The forum was attended by 24 people, representing a range of community organizations (A list of Public Forum participants is attached as Appendix "F"). Participants addressed the top issues identified, and developed a series of strategies through which these issues might be addressed. The strategies were incorporated in a Literacy Now Plan for Langley. The consultant and facilitator worked with this information to create a Goal Matrix, outlining goals, objectives, strategies, priorities, areas of responsibility and time lines. The Literacy Now Task Force provided feedback and input, before the matrix was incorporated into a plan.

The draft Literacy Now Plan was distributed, via email, to the members of the Task Force, to solicit feedback and input. Feed back was incorporated into the finished plan. The Langley Literacy Now Community Literacy Plan was submitted to Literacy Now B.C. December 14, 2007.

There will be a Celebration meeting January 10, 2008. The hope is that this meeting will also be the launch of a plan to work with School District #35 to meld community and district literacy plans into one plan for the whole community.

The Langley Literacy Now Task Force facilitator met with a representative from Langley School Board to discuss the integration of the School District's Literacy Plan with that being developed by the community through the Literacy Now Task Force. In September 2007 the Langley School District and the Literacy Now Task Force co-hosted a community meeting around the development of a District/Community Literacy Plan.

(The list of participants at the District/Community Planning meeting is attached as Appendix "G")

Members of the Langley Literacy Now Task Force participated in a Provincial Workshop in Vancouver, a Regional Literacy Now Forum in Abbotsford, a District Literacy Plan Regional Forum in Chilliwack and a Workplace Essential Skills Forum, also in Chilliwack.

PLANNING FUNDS BUDGET

(Still an estimate as of Dec. 14)

Budget from original application		Expenditures to date		Estimated Expenditures
Item	Budget	Item	Actual	Estimated Total
Fees and Wages	\$7,000	Fees and Wages (Personnel)	\$5,081	\$7,381 <i>(add another 2,300 for Warren)</i>
Direct costs	\$1,000	Supplies (Operating Expenses) - display board \$330 - food for forum \$99	\$429	\$479 <i>(add \$50 for incidentals to wrap up process)</i>
Communications	\$1,000	Website (Operating Expenses) - web site development - web site hosting fee	\$980	\$1,080 <i>(add \$100 for 2 more monthly fees and web hosting)</i>
Transportation	0			0
Overhead (Administration)	\$1,000	Administration Charges (ANS) - office space - telephone - computer - photocopying - financial services	\$1,000	\$1,000
Total Expenditures	\$10,000		\$7,490	\$9,940

Notes:

- The funds were housed in a separate bank account managed by Aldergrove Neighbourhood Services.
- There were many in-kind contributions, but it is difficult to put hard values on them.
 - The Langley Library provided meeting space and coffee for all meetings.
 - Task Force members spent countless volunteer hours attending and planning meetings, developing the website, hiring and working with the consultant, and developing the plan.

(The Balance Sheet for the Literacy Now Account, as of Nov. 30, 2007, is attached as Appendix "H")

COMMUNITY PROFILE

Geographic Location

Langley is located in the Lower Mainland, bounded by Surrey and Abbotsford, the U.S. border and the Fraser River. As part of the Lower Mainland, the most densely populated area of the province, Langley embodies both the advantages and disadvantages of urbanization. Being just outside a major urban centre the Langley community enjoys relatively easy access to urban services and amenities, while maintaining its rural character. However urban issues, such as traffic congestion, accessible public transportation, availability of affordable housing, substance abuse, crime, poverty, and homelessness are only some of the growing challenges facing the community.

History of the Area

As the ancestral home of the Sto:Lo Nation, and as one of the first European settlements in B.C. (Langley was B.C.'s first capital), Langley has long roots in the past.

Aboriginal people lived in the Langley area for thousands of years before European contact, living well and evolving a rich and complex culture. However this population and its culture, like that of aboriginal peoples elsewhere, was decimated as European settlement changed the face of the land and the people. The Aboriginal population of Langley, at this time, is small. Aboriginal people live on three different reserves - Kwantlen, Katzie and Matsqui - and off-reserve throughout the community. Today the First Nations people of Langley work hard to strengthen their communities and to promote their history and culture as an important element of the Langley community.

European settlement in Langley started with the fur trade, but the lasting legacy of colonial times is farming. The rich farmlands in this area led to homesteading, and the development of small communities around the various cross roads. This pattern is still evident today, in the number of relatively small communities surrounded by farmland, much of which is part of the Agricultural Land Reserve (ALR).

The Township of Langley was incorporated in 1873. However, in 1955, the City of Langley, the most populous of the various communities at that time, separated from the Township. Consequently, the community of Langley today contains two distinct municipal bodies, each with its own Mayor and Council.

Demographics

Community Structure

The total land area of the two municipalities is 317.15 square kilometres. The City of Langley occupies 3% of this area and is almost exclusively urban, with a population density of 2,309 people per square kilometre. The Township of Langley occupies the other 97%, and remains much more rural with a population density of 305 people per square kilometre.

The Township of Langley defines itself as a “community of communities.” Add to this the separate community of the City of Langley, and a clear picture of one of Langley’s main characteristics emerges. There are 7 separate communities in Langley – Langley City, Walnut Grove, Fort Langley, Willowbrook/Willoughby, Brookwood/Ferridge, Murrayville and Aldergrove. These are all quite varied and distinct, separated by distance, and with different demographics and needs.

The City of Langley is the long-established urban centre of the community as a whole, and growth has basically stabilized. With its greater density, the City is home to more affordable housing, the local transportation hub, and the majority of local services and amenities. This has also brought on some of the urban challenges described above. For example, in the last few years, homelessness has become a visible problem for the City of Langley.

The Township of Langley with its far greater area, and 82% of that area locked in the Agricultural Land Reserve, presents a different picture. The 6 Township communities vary greatly in terms of their history, size, demographics and socio-economic status, and public transportation among them is minimal, making it difficult to connect the communities, both physically and socially. Isolation is a problem for vulnerable populations living in the rural areas. The Township is still a growing community challenged with balancing urban, rural and environmental demands.

Langley School District #35 and the Local Health Area #35 encompass both municipalities.

Population

The total population of the two Langley municipalities is 117,332 – City of Langley 23,606, Township of Langley 93,726. Langley, as a whole, is a relatively young community with slightly more children between ages 0 and 17, and slightly less seniors, than the rest of the province. On average, there are more two-parent families in Langley than in the province as a whole. It needs to be noted, that in terms of population, there are differences between the City and the Township, with the City being home to a higher proportion of seniors and single parent families.

Compared to its neighbours Langley is still a relatively homogeneous Caucasian community, but this situation is showing signs of changing, particularly in the new community of Willowbrook/Willoughby. A significant number of Korean families have settled in this area. Langley is also a target area for GAF refugee groups, and recently welcomed a number of refugee families from Burma. A growing number of Spanish-speaking families are also settling in the community. The dominant language in Langley is still English, with 87% of the population reporting English as their mother tongue. However, as the population begins to change, this will also change.

Socio-economic Factors

In 2002 the average income of individuals and families living in Langley was slightly higher than the provincial average. However, the picture changes when looking at median income and separating data for the different communities. Median family income in the City of Langley is slightly below the provincial average while that in the Township is well above the provincial average. However, even within the Township there are significant differences among communities, with average family income in Aldergrove, at the bottom of scale, being significantly less than average family income in Fort Langley, at the top of the scale.

As a whole, the Langley community has more residents receiving their income from employment and fewer receiving government transfers than the province as a whole. However, again, when looking at specific populations the percentage of lone parent families receiving income assistance is higher in Langley than in the province.

Langley residents work at a variety of jobs, with manufacturing and retail trade topping the list for both the City and Township. Employment numbers in Langley are stronger than in the province as a whole, but the percentage of unemployed women and youth is higher than the provincial average.

Education

There are 44 public schools in Langley School District, and several independent elementary and high schools. A wide variety of choice schools and programs are well established in Langley School District. There are also a private university, a university college, and several vocational schools.

Students in Langley's public schools show solid performance on provincial assessments such as the FSA (Foundation Skills Assessment) and grade 10, 11 and 12 provincial exams, hovering around, or slightly above, the provincial average. Graduation rates also reflect this pattern.

When looking at general education levels of the Langley community it appears that Langley residents (aged 25 – 54) are close to the provincial average in terms of having graduated from high school, however, less than the provincial average have completed a post secondary program. When it comes to young people Langley students are significantly less likely to transition to post secondary in the first year of graduation, and young people aged (aged 15 – 24) are less likely to be attending school full time. This is particularly interesting in light of the accessibility of a variety of post secondary institutions within the Langley community and its neighbouring communities. Transition to post-secondary has been identified as a district goal by Langley School District.

Langley School District participated in the 2003 and 2006 Early Development Index (EDI) mapping projects. The EDI project divides the community into neighbourhoods, and reveals some of the differences among Langley communities. Langley children generally fare well in comparison to the rest of the province. However, once again there are neighbourhoods of high vulnerability, specifically the inner city area of N. Langley City, rural south Langley, Aldergrove and Willoughby. Other areas of concern include an overall increase, district-wide, in the number of children considered vulnerable and a significant increase in vulnerability in the North Langley Neighbourhood.

It's clear, from the community profile, that Langley is a community with many advantages and assets, but also with its own set of unique challenges.

(The full text of the Langley Community Profile, with Tables, is attached as Appendix "I")

COMMUNITY LITERACY ASSETS

The Langley Literacy Assets Inventory reveals a long list of agencies and organizations that provide, or support, literacy services and programs, of some kind, in the Langley community.

These include:

- Langley Literacy Now Task Force
- Langley Literacy Association
- Aldergrove Neighbourhood Services
- Aspire Society
- Langley Association for Community Living
- Langley Child Development Centre
- Langley Community Services
- Langley Music School
- Langley Seniors Resource and Recreation Centre
- Stepping Stones
- Wagner Hills Farm Society
- Langley Christian Life Assembly
- The Salvation Army
- Brookwood Baptist Church
- Kwantlen, Katzie and Matsqui First Nation
- The Fraser Valley Regional Library system
- The City of Langley
- The Township of Langley
- Kwantlen University College
- Trinity Western University
- Academy of Learning
- New Directions/Newcastle College
- Spratt Shaw College
- Stenberg College
- Langley Continuing Education
- Pre-schools and Day Cares
- Kumon and Sylvan Tutoring Programs
- Independent/private schools
- Langley School District
- Public Health Unit
- Langley and Aldergrove Rotary Clubs
- Kiwanis
- Envision Financial
- Willowbrook Mall
- Starbucks Coffee
- And others

The long list of services, programs, agencies, and organizations involved in providing and supporting literacy services in Langley is a good indication of the many literacy assets in the community. The library system offers a wide variety of free services and programs in each of the 7 communities. Langley School District has long had a focus on literacy, and has in place a number of literacy programs, such as PALS (Parents As Partners), Reading Recovery, Soar to Success, and the Rec 'N Reading Summer literacy program. In the last few months two Strong Start Centres have been opened in elementary schools. The District Achievement Plan includes a literacy goal. A number of social service agencies provide support for vulnerable children and families. Many of the local service organizations and a few businesses support literacy programs of some kind. The faith community is supportive of the community as a whole, and provides services, including language services, for those who need them.

The compilation of, and discussion around, the Langley Literacy Asset list led to the identification of a lack of literacy programs for adults, in general, and marginalized populations in particular. This initial assessment was borne out by the interviews conducted by the consultant.

Other issues identified were a general lack of cohesion among the different services and programs, a lack of strategic planning, a lack of accessibility, and a lack of sustainability for many of the programs. To use a weaving analogy, there are a number of excellent pieces, but they have not been woven together into a blanket.

(The Literacy Asset Inventory is attached as Appendix "J")

COMMUNITY LITERACY CHALLENGES

Some of the attributes that make Langley a desirable place to live, such as its rural character, the variety of distinct communities, its relative homogeneity, and its overall economic well-being, are also the root of some of its challenges.

The delivery of programs throughout the community is spotty. The number and variety of programs can vary significantly among the different communities. Some areas are rich in opportunities while others are under-served.

Poverty is not wide-spread in Langley, but it certainly exists, particularly in a couple of the poorest communities. Because Langley is socioeconomically healthy, poverty is often overlooked. Homelessness and obvious signs of poverty are now appearing in the more urban areas, but in many cases poverty is still a hidden problem.

Although immigrants and visible minorities certainly live in Langley, their numbers have been relatively small and literacy programs for these people have not been a community-wide priority.

The same comments can also be applied to the Aboriginal community. Its relative small size, and the fact that many Aboriginal people are scattered throughout the community has made it difficult to identify and address the challenges faced by this group. This is often exacerbated by historical distrust of established institutions.

Langley student graduation rates are comparable to those of the province as a whole. However, post secondary attendance is not what might be expected in this community. This indicates an area for further investigation.

The Task Force identified a number of both systemic, community-wide, challenges, and specific challenges for different age groups.

Systemic Challenges

Systemic challenges relate to the community as a whole and across populations. They were divided into 5 broad categories, but many overlap.

Collaboration

Agencies and organizations do work together, but much literacy work still goes on in relative isolation, with each group focusing on its own priorities and resources. There is no strategic plan for the entire community and no mechanism for creating such a plan. Literacy work, focused on the community as a whole, such as that done by the Literacy Now Task Force, and the Langley

Literacy Association, tends to be done “off the side of some one’s desk.” There is no group, or person, to take responsibility for developing and implementing a community literacy plan.

Businesses and service groups are very supportive of specific literacy initiatives, such as PALS and Rec ‘N Reading. However, there has been little analysis of what businesses need in terms of literacy skills and no formal plans to work with educational institutions and other agencies to provide literacy learning in the workplace.

Communication

Communication challenges mirror the collaboration challenges. Programs and services tend to be provided in relative isolation, and although work is done to disseminate information as widely as possible, it still doesn’t seem to be reaching those who need it most.

Resources

Insufficient resources to meet needs, is a challenge for Langley, as it is for many other communities. Agencies and organizations find themselves competing for the same limited resources.

The lack of effective use of volunteers, and a mechanism for accessing volunteer resources, was also identified as an issue.

Attitude/Awareness

A lack of awareness and knowledge about the importance of literacy and its impact on well-being was identified as a challenge. This is linked to the difficulty of reaching those families who need the information and services most.

Access

Many people either don’t know about the programs and/or have no way of getting to them. This is especially true for the rural areas. Centralization of services coupled with a lack of user-friendly public transportation only adds to this problem.

(The list of Systemic Issues is attached as Appendix “K”)

Age-based Challenges

Another set of challenges focused on different age groups, from prenatal to seniors. These were ranked in order of priority. The top priorities that emerged,

in terms of aged-based populations, were adults, particularly young adults, and preschool children.

One of the chief areas of concern that crops up regularly in any discussion around literacy in Langley is adult literacy, and the dearth of adult programs in this community. The Literacy inventory supports this perception. There are few literacy programs for adults, and those that do exist are not well known or easily accessible. This was identified as particularly a problem for marginalized populations, and young men, including aboriginal youth, who don't have the skills to access post-secondary education and meaningful work.

Preschool children appear to be reasonably well-served by a number of agencies, yet the latest Early Development Index (EDI) data indicates a decrease in the average scores across the district as a whole, and an increased number of vulnerable children. In four of the seven neighbourhoods 25% of the children are considered vulnerable on more than one measure of the EDI.

(The list of Age-Based Challenges is attached as Appendix "L")

COMMUNITY LITERACY GOALS

The prioritized list of issues and challenges was converted into goal statements.

Community-wide Literacy Goals

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

Age-based Literacy Goals

- Upgrade literacy skills for young unemployed and under-employed adults.
- Develop literacy skills for homeless youth.
- Increase the number and range of post secondary literacy services in Langley.
- Enhance-community wide age-appropriate literacy services for adults.
- Develop literacy services for homeless adults.
- Increase public and parental awareness of the importance of early childhood development.
- Increase participation in early childhood programs by parents who would benefit most.
- Improve the effectiveness and increase capacity of early childhood education programs.

COMMUNITY LITERACY PLAN

Goals and Objectives

During the period 2006-07, the Langley Literacy Now Committee held a series of meetings to identify the strengths and challenges faced by the community's literacy service providers. A number of gaps in the service delivery continuum were identified and priorities began to be set. At the same time, however, it was realized that Committee members required additional information. Although the situation in the public school system and the post-secondary education system was reasonably well understood, the Committee felt that it lacked information relating to literacy services addressed by and challenges encountered by a number of organizations not represented on the Committee.

In the spring of 2007, a consultant was engaged to continue the development of the community literacy asset inventory. A set of interview questions was developed and, after discussion with the Committee, it was decided to focus the information-gathering process on services relating to disenfranchised, "marginalized, or less involved populations: recent immigrants, refugees, people with aboriginal identity, seniors, people with a mental illness, the homeless, people with a developmental disability, school leavers, and people recovering from substance abuse.

During the interview process considerable information was amassed relating to existing services, gaps in services, and issues relating to the overall literacy service delivery system. The information on existing services has been incorporated into the community literacy asset inventory attached to this report as Appendix "J". The goals and objectives that follow are based upon the asset inventory, ongoing discussions among Committee members, and a workshop held with community stakeholders in October 2007. The goals and objectives have also been informed by a list of systemic issues identified during the compilation of the asset inventory.

The list of goals and objectives is divided into two sections. The first deals with "Community Literacy," and focuses on systemic issues common to much of the literacy service delivery system. The second deals with a series of age-based populations, beginning with the pre-natal period and concluding with seniors.

The goals and objectives are presented in the form of an action plan or implementation plan which notes individual objectives, the organizations which could be engaged in their implementation, the resources required (human, financial, physical, etc.), and their priority. Priorities have been defined as:

Immediate:	undertaken in 2008
Short-Term:	initiated in 2009-2011

Medium Term: initiated in 2012-2014
Long Term: initiated in 2015-2017

The implementation plan also identifies a series of outcome-based indicators, which can be used at a future date to determine the degree to which the objectives have been addressed.

Finally, it should be noted that participants in the workshop held in October 2007 and discussions with Literacy Now identified a number of priorities for immediate action. These are identified as such in the implementation plan and include:

- Application for funding for a literacy co-ordinator for the Langleys
- Integration of Langley Literacy Now's Literacy Plan and School District 35's Literacy Plan
- Development of a joint community-school district Steering Committee
- Development of literacy services within a series community services hubs (with the first such centre perhaps being in Aldergrove or the City of Langley, depending upon circumstances at the time of implementation)

Community Literacy Goals

Goal 1: Increase access to community literacy services throughout Langley.				
Objective	Responsibility	Resources Required	Timeline	Evaluation Measures
a) Identify sites for the delivery of literacy services in selected communities in Langley (City, Aldergrove, Walnut Grove)	*Steering Committee	*Staff time to research sites and liaise with service providers	Immediate	*Identification of and approval of sites in selected communities
b) Incorporate a literacy learning centre into the planning of the Aldergrove Service Centre (HUB)	*Langley in Action Phase III Committee *Steering Committee *Langley School District *Post Secondary Institutions – Kwantlen University College and others	*Capital funding *Start-up and ongoing funding to ensure sustainability *Space in Service Hub	Immediate (The Langley In Action Phase III Steering Committee is in the process of being established)	*Opening and operation of literacy/learning centre as part of an Aldergrove Neighbourhood Hub
c) Facilitate bus/van service to transport residents to service locations	*Steering Committee *Service providers	*Funding for rental or purchase and operation *Driver(s) with Class IV Driver's License *Staff time to carry out the program	Short Term	*Acquisition of bus/van service * Rate of increase in participation in programs

d) Provide child care for literacy programme participants	*All service providers	*Funding for staff or volunteers *Volunteer Bureau *Volunteer Coordinator to staff the Volunteer Bureau *Space for childcare	Short Term	*No. of hours of childcare provided at affected sites *Rate of increase in participation in programs
e) Identify sites for the delivery of literacy services in workplaces throughout Langley	*Steering Committee	* Staff time to liaise with businesses and identify potential business partners *Staff time to conduct a business literacy needs assessment	Short Term	*Identification of and approval of sites in selected workplaces
f) Provide literacy services at times when participants can access them	*All service providers *Steering Committee	*May require additional funding to facilitate alternate delivery of services	Short Term	*Rate of increase in participation in literacy services *No. of programs being offered at accessible times
g) Establish library services for the Kwantlen First Nation	*Steering Committee *FVRL *Kwantlen First Nation	*Library cards *Computer for the Kwantlen First Nation to access library services, including book selection, on-line	Immediate	*No. of books borrowed per year *Improved school grades

Goal 2: Build a community culture that values literacy and learning.				
Objective	Responsibility	Resources Required	Timeline	Evaluation Measures
a) Identify and present examples of people overcoming literacy problems and showcase on the Langley Literacy Now website and in printed formats (e.g. newspapers)	*Steering Committee *Service Providers *Langley Literacy Association?	*Staff time for to solicit stories and examples, and staff time to post to the website and/or submit to print media	Short Term	*No. of people/examples identified *No. of stories presented in papers and on website
b) Design and deliver culturally appropriate literacy services for aboriginal people, recent immigrants, and refugees	*Service Providers *Kwantlen, Katzie, and Matsqui First Nations *Lower Mainland Aboriginal Society *Immigrant groups *Settlement service providers *Kwantlen University College	*Staff time and resources for consultation, start-up and ongoing operation *Instructional space	Short Term	*Successful design and delivery of programmes *Approval by identified populations *No. of students who successfully complete programs/courses
c) Develop age-appropriate literacy materials and services for adults	*Service Providers *School District *Post Secondary Institutions (including Kwantlen University College)	*Staff time to develop programs	Immediate	*Successful design and delivery of programmes *Approval by identified populations

Goal 3: Promote collaboration and partnerships among community agencies and organizations.				
Objective	Responsibility	Resources Required	Timeline	Evaluation Measures
a) Identify opportunities for and undertake joint use of facilities to provide literacy services	*Steering Committee *Service Providers *Business Community	*Staff time to research partnership opportunities *Staff time to facilitate shared use	Immediate Short Term	*Completion of report identifying opportunities *No. of hours of use of facilities for literacy programmes
b) Adopt a partnered approach to accessing funding sources for literacy services	*Steering Committee *Service Providers *Langley Literacy Association	*Staff time to research funding sources, identify potential partners, broker relationships, and co-ordinate grant writing	Immediate	*No. of hours of partnered literacy services *Amount of new funding acquired by the community for literacy programs
c) Identify and act on opportunities to locate and link Family Places, Pre-schools and Day Cares to elementary schools	*Steering Committee *School District 35 *Service Providers	*Capital funding *Staff time to research sites & opportunities and for linking people and programs	Short Term	*Rate of increase in number of co-located and linked facilities

d) Conclude a Memorandum of Understanding among all major community partners around the provision of literacy services	*Steering Committee *Service Providers *Township of Langley *City of Langley *School District 35 *FVRL *MCFD *Regional Health Authority *Kwantlen University College	*Staff time to facilitate the process	Short Term	*Approval/signing of Memorandum of Understanding by all participating organizations
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Goal 4: Build a strong communication system among community agencies and organization and create new ways of reaching out to the public.

Objective	Responsibility	Resources Required	Timeline	Evaluation Measures
a) Develop a catalogue of literacy services available in Langley and publish in paper and electronic format (on the Langley Literacy Website and on the Literacy BC online Directory)	*Langley Literacy Now(Langley Literacy Now will not exist, at least in its current form, after the plan is completed) *Steering Committee *Langley Literacy Association?	*Staff time to work with the Literacy Now Asset Inventory, and design a format for posting on the website and producing in print form	Immediate	*Publication of catalogue in paper and electronic form
b) Plan and deliver an Annual Literacy Resource Fair	*Steering Committee *Service Providers *Langley Literacy Association?		Immediate	*Presentation of literacy fair *No. of new partnerships resulting from fair *No. of successful referrals from fair

c) Ensure a two-way link between the Langley Literacy Now website and other community websites	*Langley Literacy Now(Langley Literacy Now will not exist, at least in its current form, after the plan is completed) *Service Providers *Steering Committee *Langley Literacy Association?	*Staff time to connect with other service providers and to maintain and update the website on a regular basis	Immediate	*Completion of up-to-date two-way links between websites
d) Develop a marketing plan to promote literacy services available in Langley	*Steering Committee *Langley Literacy Association?	*Staff time to co-ordinate the development of the plan and its implementation	Short Term	*Completion of marketing plan *Implementation of marketing plan
e) Research materials around early child development currently provided at hospital maternity wards, well baby clinics and doctor's offices, libraries, recreation centres and other public venues	*Steering Committee *Langley Literacy Association?	*Staff time to research places where resources are currently distributed, to identify new venues for distribution, and to write a report	Short Term	*Presentation of research findings in printed report
f) Research and develop outreach programmes to reach families not accessing services	*Steering Committee *Service Providers *Langley Literacy Association?	*Staff time to research successful outreach programs and identify funding sources *Greater support for current outreach programs	This would be impacted by the van/bus piece of the plan	*Completion of research paper *No. of families reached by outreach services *Rate of increase in out-reach programs and workers

g) Develop and/or acquire resources in non-English languages	<ul style="list-style-type: none"> *Steering Committee *Langley Community Services (Immigrant Services) *School District 35 *Immigrant groups *Settlement services *Church groups providing ESL and immigrant services 	*Staff time to research resources and/or develop resources	Short Term	*No. of non-English language resources acquired
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Goal 5: Maximize the physical, human, and financial resources available for the community's literacy services.

Objective	Responsibility	Resources Required	Timeline	Evaluation Measures
a) Establish a volunteer bureau for Langley	<ul style="list-style-type: none"> *City of Langley *Township of Langley *Service providers *Service clubs 	<ul style="list-style-type: none"> *Civic/Service Club/Foundation funding - start-up and ongoing funding for a Volunteer Bureau *Office space/equipment 	Short Term	<ul style="list-style-type: none"> *Successful opening and operation of bureau *No. of volunteers identified and referred per year
b) Approach the business community for physical, human, financial, and in-kind resources	*Steering Committee	*Staff time to do the "leg-work"	Short Term (ongoing)	<ul style="list-style-type: none"> *No. of person hours donated *No. of dollars donated *Value of in-kind resources donated
c) Explore funding support from foundations for specific literacy initiatives and projects	*Steering Committee	*Staff time to research potential funding sources and to write grant proposals	Short Term	*No. of dollars awarded

Goal 6: Develop a governance and administrative structure to support literacy initiatives set out in a joint Langley Community/School District Literacy Plan.				
Objective	Responsibility	Resources Required	Timeline	Evaluation Measures
a) Amalgamate the Langley Literacy Now and the School District No. 35 literacy plans into a single plan	*Langley Literacy Now *School District 35 *Steering Committee	*Space and time for meetings *Staff time to facilitate the process	Immediate	*Approval of amalgamated plan by School District 35 and Langley Literacy Now *Acceptance of amalgamated plan by provincial authority
b) Secure funding for and hire a community literacy co-ordinator	*Steering Committee *Langley Literacy Now *School District 35 *Fund administrator	*Provincial Funding *Office space/equipment	Immediate	*Securing funding *Appointment of co-ordinator
c) Establish a structure, possibly a Steering Committee, to guide the implementation of an amalgamated literacy plan	*Langley Literacy Now *School District 35	*Possibly a facilitator to assist in the development of the committee	Immediate	*Establishment of Steering Committee

Population-Based Goals

Young Adults

Goal 7: Upgrade literacy skills for young unemployed and under-employed adults

Objective	Responsibility	Resources Required	Timeline	Evaluation Measures
a) Examine feasibility of incorporating an aboriginal friendship centre for adults in conjunction with other aboriginal initiatives, such as the Aboriginal Family Gatherings and the Eagle Program at Nicomekl School	*Steering Committee *Kwantlen, Katzie, and Matsqui First Nations *Lower Mainland Aboriginal Society *School District 35 *Service Providers	*Staff time to research what such a friendship centre might look like, and to initiate the process *Funding for start-up and ongoing operation	Immediate (there is a tentative plan to establish an Aboriginal kindergarten program at Nicomekl School; a friendship centre could be linked to that plan)	*Completion of feasibility study *Completion of operating agreement *Opening and operation of facility
b) Explore models for the provision of a safe place where young adults can gather, and where literacy services can be introduced (e.g. Vernon)	*Steering Committee *City of Langley *Township of Langley *Langley in Action Phase III Committee *Service Providers *Business Community	*Staff time to research models (such as the one in Vernon) and to initiate the process *Start-up and ongoing funding	Immediate Short and long term	*Completion of feasibility study *Completion of operating agreement *Opening and operation of facility

Goal 8: Develop literacy services for homeless youth				
Objective	Responsibility	Resources Required	Timeline	Evaluation Measures
a) Discuss and develop opportunities for literacy and learning services to be provided at the Gateway of Hope	*Steering Committee *School District 35 *Salvation Army *Service Providers	*Staff time to liaise with the various groups and to develop partnerships and programs for delivering literacy services in this facility *Funding for start up and ongoing operation of the program	Immediate	*Completion of feasibility study *Completion of operating agreement *Reduced rates of homelessness
b) Offer literacy programmes in conjunction with food programmes offered by Langley's faith-based community	*Steering Committee *Individual congregations *Salvation Army *Food banks	*Staff time to liaise with organizations providing food services *Start-up and ongoing funding for the program	Short Term	*Completion of service agreements *No. of homeless served by literacy programmes
c) Work with people who interact with the homeless to help them access literacy related services	*Steering Committee *Salvation Army *Street workers *FVRL *Faith-based groups *Service Providers	*Staff time to liaise with agencies and street workers	Short Term	*No. of homeless served by literacy programmes

Goal 9: Increase the number and range of post secondary literacy services in Langley				
Objective	Responsibility	Resources Required	Timeline	Evaluation Measures
a) Approach Kwantlen University College about increasing course offerings around upgrading adult literacy skills	*Steering Committee	*Staff time to liaise with Kwantlen University College	Short Term	*Rate of increase in number of course offerings around upgrading adult literacy skills
b) Approach Kwantlen University College about developing a volunteer tutoring program to support basic literacy	*Steering Committee	*Volunteers *Staff time to liaise with Kwantlen University College *Staff and volunteer time to develop and sustain the volunteer program	Short Term	*Completion of plan for a volunteer tutoring program *No. of volunteer hours devoted to programme
c) <i>Explore the feasibility of having other organizations, such as Langley College, provide basic literacy upgrading programs</i>	*Steering Committee *School District 35	*Staff time to conduct needs assessment and broker service agreements *Training for practitioners	Short Term	*Commitment by Langley College to provide basic literacy upgrading programs *No. of students served by programs

Adults

Goal 10: Enhance community-wide age-appropriate literacy services for adults				
Objective	Responsibility	Resources Required	Timeline	Evaluation Measures
a) Research the provision of adult literacy services in other jurisdictions, such as the "I Care" programme at Douglas College and PoCo Shares Society program	*Steering Committee	*Staff time to research services in other communities	Immediate	*Completion of report outlining successful adult literacy programs in other communities
b) Establish a structure to facilitate communication between ESL and basic adult literacy service providers	*Langley Community Services *Kwantlen University College *Immigrant organizations *Settlement services *Faith groups providing immigrant services	*Staff time to liaise with service providers and to develop a structure for communication	Long Term	*Establishment of a communication structure among all groups providing ESL service

Goal 11: Develop literacy services for homeless adults				
Objective	Responsibility	Resources Required	Timeline	Evaluation Measures
a) Discuss and develop opportunities for literacy and learning services to be provided at the Gateway of Hope	*Steering Committee *School District 35 *Salvation Army *Service providers	*Staff time to liaise with the various groups and to develop partnerships and programs for delivering literacy services in this facility *Funding for start up and ongoing operation of the program	Immediate	*Completion of feasibility study *Completion of operating agreement *Relevant literacy programs offered at Gateway of Hope *Reduced rates of homelessness
b) Offer literacy programmes in conjunction with food programmes offered by Langley's faith-based community	*Steering Committee *Individual congregations *Salvation Army *Food banks	*Staff time to liaise with organizations providing food services *Start-up and ongoing funding for the program		*Completion of service agreements *No. of homeless served by literacy programmes
c) Work with people who interact with the homeless to help them access literacy related services	*Steering Committee *Salvation Army *Street workers *FVRL *Faith-based groups *Service Providers	*Staff time to liaise with agencies and street workers		*No. of homeless served by literacy programmes

Children Aged Birth to Five

Goal 12: Increase public and parental awareness of the importance of early childhood development

Objective	Responsibility	Resources Required	Timeline	Evaluation Measures
a) Increase number of Family Resource Centres, Strong Start Centres, Mother Goose Programs, etc.	*ECE service providers *School District 35 *FVRL	*Capital and ongoing operating funding *Staff time to coordinate services across the District	Short Term and Medium Term	*Increased enrolment in early childhood programmes *Improved EDI outcomes
b) Enhance existing information package on early childhood development for distribution to new parents as per Objective 4-e and improve current distribution system	*ECE service providers *Steering Committee *Public Health Unit	*Staff time to amend the package and develop and co-ordinate distribution system	Short Term	*Increased participation in early childhood programs

Goal 13: Increase participation in early childhood programs
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<i>By parents who would most benefit</i>
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Objective	Responsibility	Resources Required	Timeline	Evaluation Measures
a) Increase the number of free early childhood programs available to all families	*ECE service providers *School District 35 *FVRL	*Capital and ongoing operating funding	Short Term and Medium Term	*Increased enrolment in early childhood programmes *Improved EDI outcomes

b) Attach out-reach services to early childhood programs	*ECE service providers	*Funding for outreach services	(relates to bus/van initiative)	*Increased enrolment in early childhood programmes *Improved EDI outcomes
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Goal 14: Improve effectiveness and Increase capacity of early childhood programs

Objective	Responsibility	Resources Required	Timeline	Evaluation Measures
a) Connect with parents of at-risk children regarding early childhood development needs, resources, and opportunities	*ECE service providers *School District 35 *Public Health Unit *Out-reach workers *FVRL	*Volunteers to promote opportunities *Staff time to coordinate volunteers *Out-reach workers	Short Term	*Increased enrolment in early childhood programmes *Improved EDI outcomes