Decoda Literacy Solutions

Briefing Notes for the
B.C. Ministry of Education

January 2015

Decoda
LITERACY SOLUTIONS

Content:

1. Where does supporting adult and family literacy fit with current government plans?

The Premier's LNG Working Group, a roadmap for an LNG workforce includes the recommended strategy: Identify and remove barriers to entry into training while supporting literacy and essential skills development to support local and B.C. work-based training and employment.[i]

Budget Speech 2014 re: LNG - That's why the government is putting so much effort into working with employers, educators and communities - to make sure British Columbians are first in line for the jobs of the future.[ii]

The Select Standing Committee on Finance and Government Services, Report November 2014 recommended to the legislature that the provincial government "Provide multi- year annual funding of $2.5 million to continue coordinated community literacy work."[iii]

District Literacy Plans - The School Act states that: (1) A board must, on or before July 15 of a school year, establish and make available to the public a district literacy plan for the school year, setting out the plan for improving literacy in the school district; (2) A district literacy plan must address any matters required by the minister; and ; (3) Before establishing a district literacy plan, a board must provide an opportunity to persons in the school district who have an interest in literacy to review and comment on its proposed district literacy plan.[iv]

The Ministry of Education District Literacy Plan's mandate specifies a new way for school districts to support and collaborate with all members of the community to promote literacy.[v] The school district is committed to providing resources and support for the Community Literacy Plan. A description of the MED mandate is set out in Appendix 1.

Ministry of Education Final Report on ReadNow BC 2007–2011-British Columbia's Provincial Literacy Action Plan [vi] - In the years ahead, the increased and better use of data will help the Ministry of Education and its many partners in literacy focus on results. Also, learning from community success stories, literacy instruction will be promoted and delivered within other programs to which learners are drawn, whether it's to benefit their family, finances, health, or work.

2. Where does Decoda fit in the British Columbia learning system?

Decoda supports communities to optimize opportunities with the K-12 and post-secondary education systems. In urban and rural settings, Decoda's community adult, youth, children, family and senior programs work with individuals who left the traditional education system, cannot access opportunities in that system, and/or do not do well within that context. Decoda works with youth and adult learners who are looking for literacy upgrading and pathways to further education, employment and/or independence. It provides leadership and program management support as well as public awareness about literacy programs and the importance of literacy. It is building fund development opportunities for literacy programming.

In order to meet multiple demands with limited resources, Decoda supports a network of community task groups made up of a variety of organizations working together to plan for and act to support people of all ages who require literacy assistance. This network has been supported by the Ministry of Education, which receives annual District Literacy Plans about community literacy work. A BC learning system table in Appendix 2 details the context that Decoda works in (Levers for Change, Links to Government Priorities, Formal, Informal, Rural/Urban Context, Challenges and the Role of Decoda).

Decoda has developed a long-term, sustainable British Columbia Workforce Literacy & Essential Skills Strategy which will contribute to the achievement of the B.C. Skills and Training Plan's objectives.

3. What are the literacy problems that British Columbia is trying to solve?

While the terminology varies - essential skills, literacy, lifelong learning, adult education, foundational skills, basic skills and more – the goal of literacy and essential skills training in British Columbia and Canada is consistent: improving the skills of individuals in order to improve their quality of life at home, at work and in their community.

Although the majority of Canadians and British Columbians have adequate literacy skills – too many simply don't. Most provinces recorded lower average scores in 2012 compared to their results in 2003. That said, the western provinces of Saskatchewan, British Columbia, and Alberta saw the steepest declines in average score over the past decade.[vii]

In 2011 the Centre for the Study of Living Standards (CSLS) identified several key problem areas in which skill improvements would likely contribute to productivity growth in British Columbia: underutilization of skills of recent immigrants; poor educational outcomes of Aboriginal people; and, the problem of high school non- completion.[viii]

Adult literacy - In general, individuals with high scores in problem solving are more likely to be in the labour force and are even more likely to be employed than persons with low skills. Low literacy is defined as the percentage of adults scoring at level 3 and below on recognized OECD international adult literacy rate surveys. Forty-five percent of British Columbians aged 16 and older struggle with their ability to understand and use information from texts including news stories and instruction manuals.[ix] Relative to both the rest of Canada and other OECD countries, British Columbia is a leader in human capital development. There is, however, room for significant improvement. Proficiency of those in British Columbia, and at the national level, aged 16 to 65, in literacy, numeracy and problem solving, is clearly linked to their labour market outcomes.

The table below points out the scale of the challenge BC faces where 45.4% of non-aboriginal and 54.6% of Aboriginal adult British Columbians between the ages of 16 and 65 have literacy levels below Level 3.

Programme for the International Assessment of Adult Competencies -PIAAC (2013) Literacy — Proficiency levels of population aged 16 to 65, by Aboriginal identification, British Columbia and oversampled populations, 2012[x]

British Columbia	Level 1 and Below %	Level 2%	Total %
Aboriginal	19.1	35.5	54.6
Non-Aboriginal	16.6	28.8	45.4

Pan Canadian data are set out in Appendix 3.

PIAAC Literacy Average Scores and Percentage at each level, Countries and Canadian Provinces and Territories is set out in Appendix 4.

Though BC scores above the nation-wide score in reading and is surpassed only by Alberta and the Yukon, the western provinces of Saskatchewan, British Columbia, and Alberta saw the steepest declines in average score in reading over the past decade.

BC scores above the OECD average in numeracy (surpassed only by Alberta among the provinces and territories), but 52% of adults score at level 2 or lower; 22% at level 1 or lower. The western provinces posted the biggest drop-offs from their 2003 international survey results.

Workforce - Low literacy skills impede a business' ability to compete. In a detailed analysis of the Canadian International Adult Literacy Skills (IALS) survey results, the Conference Board found that the "marginally literate"—those with level 2 and low-level 3 literacy skills—pose a significant challenge for employers. This group accounts for fully one-quarter of all workers in the Canadian labour force. Improving the literacy skills of this group would have significant positive outcomes for employers in terms of productivity, innovation, and bottom-line results—and for the employees themselves in terms of earnings, work performance, and quality of life.[xi]

When looking at Pan- Canadian PIAAC proficiency measurement, 20% of the unemployed and 26% of those not in the labour force are at Level 1 or below for literacy, compared with 14% of the employed. The differences are somewhat greater for numeracy: 32% of the unemployed and 35% of those not in the labour force are at Level 1 or below, compared with 19% of the employed. [xii]

Family literacy - A large proportion of children having difficulties with literacy and numeracy come from families in which the parents have similar problems. Family literacy programs address literacy problems and bridge the intergenerational gap so as to curb perpetuation of this issue. MCFD currently provides services to about 155,000 children and their families.[xiii] In 2014, of nearly 13,000 children and youth living outside the parental home, 8,169 were in the care of the Province, including 4,170 who were under a Continuing Custody Order (CCO) with the government having permanent care and "parental" responsibility for the child.[xiv]

Immigrants - Immigrants in Ontario, Quebec, and British Columbia aged 16 to 65 have lower average PIAAC scores than the Canadian-born population for literacy and for numeracy. The OECD results show further that there is no major difference in scores between recent and established immigrants, even though their respective socio-demographic profiles are different. [xv]

High School Completers and Non-Completion - Literacy skills have been closely correlated with both high school attrition rates and a student's choice of postsecondary education options. Students with weak reading and writing skills are less likely to complete high school, while those with strong skills are more likely to go on to college or university after graduation.[xvi] There are numerous factors why students do not complete high school; one commonly cited reason is that students do not have the literacy skills to keep pace with the high school curriculum, which has become increasingly complex[xvii] Canadian students in the bottom quartile of PISA reading scores were much more likely to drop out of secondary school and less likely to have completed a year of postsecondary education than those in the highest quartile of reading scores.[xviii] The table in Appendix 5 illustrates Canadian students with poorer reading skills had lower high school completion rates by age 21 and took longer to complete than those with stronger literacy skills. [xix]

4. What are some of the Cost/Benefit Considerations?

Productivity - "Productivity is mostly influenced by the effect of skill and human capital accumulation on the general labour force, rather than their effect on highly specialized employment only." (Statistics Canada) Literacy and numeracy proficiency is strongly linked to positive outcomes in labour markets. As highlighted by the OECD, after controlling for the effects of education – an increase by one level in a person's literacy proficiency is associated with a 20% increase in the probability of participating in the labour market, 10% increase in the probability of being employed as opposed to unemployed, and an 8% increase in hourly wages.[xx] Earnings potential is also tied to literacy proficiency. The OECD estimates that an increase in literacy score by one level translates to a 9% increase in hourly wages in Canada. This implies that there is a huge opportunity for income growth within the British Columbia labour force through increased literacy proficiency.[xxi]

Inequity - Adults with low literacy levels are much more likely than their peers to be classified as poor.[xxii] Differences in literacy skill account for 33% of the explained variance in earnings, more than any other factor. Those Canadians at literacy level 1 are twice as likely to receive social assistance benefits as the other literacy levels.[xxiii] American research indicates that 48% of poor children are ready for school at age 5 compared to 75% of children from middle and higher income families.

Poverty is one of the key influences on school readiness.[xxiv] Poor literacy skills are as much a cause of poverty as they are a consequence of poverty. Poor literacy skills are reflective of past inequity, and are predictive of future inequity. Poor literacy skills curtail participation in every facet of our democratic society.[xxv]

Health - Education and literacy are key social determinants of good health. People with higher education tend to be healthier than those with less education.[xxvi] The most vulnerable populations when navigating health issues and services are seniors, immigrants and the unemployed.[xxvii] Sixty percent of Canadian adults don't have the skills to manage their health needs.[xxviii] Only one in eight adults (12%) over the age of 65 has adequate health literacy skills.[xxix] A 2012 study by Murray and Shillington suggests that appropriate investments in literacy could result in annual savings of $94 million on hospital visits and $4 million on physician costs in BC.[xxx]

Family Literacy - Research provides strong evidence for the contribution parent-child interaction makes to children's literacy and language development. Several large scale studies have shown that family literacy programs can enhance parents' employment status.[xxxi] Longitudinal American studies of preschool education for children from disadvantaged backgrounds showed that children attending group programs emphasizing parent involvement and the development of literacy skills had a greater rate of on-time secondary school graduation, higher college attendance, increased earnings and more pro-social conduct as adults.[xxxii]

In addition, we know that family learning reduces the cost of supporting vulnerable families. It embeds changes in attitudes, behaviour, understanding and skills in the family. Evidence from the United States shows that for every $1 spent on family learning there is a $12 return.[xxxiii] Evidence has shown that family learning could increase the overall level of children's development by as much as 15 percentage points for those from disadvantaged groups.[xxxiv]

Community Services - British Columbia's volunteers, nonprofit and voluntary organizations are part of the fabric of the province's life. They are providing opportunities for British Columbians who have been left out of formal systems to address literacy and other goals, and contribute to their communities in meaningful ways. Community groups devote considerable time and resources in the search for information and funding to serve their clients. Volunteers typically staff community-based services with few paid employees. These programs usually rely on community partnerships to sustain their work from year to year. With limited resources against the demand, community literacy work has evolved to meet multiple demands.

Community Literacy Programs have been very effective in the loosely coupled setting that characterizes the literacy services sector of B.C. Community Literacy Programs have demonstrated an ability to increase collaboration, enhance coordination, form partnerships, and work together to reach out and provide rationalized and relevant services across their communities.[xxxv]

5. What are the links to the Ministry of Education Service Plan?

Over $12.5 M in literacy coordination funding from MED spanning six fiscal years has enabled community programs across the province. Resulting programs link directly to Ministry service plan goals. The table below illustrates these linkages.

MED Service Plan Goals	Community Literacy Programs	2008-2014 participants supported by literacy coordination
• MED to ensure students transition smoothly to post-secondary and workforce opportunities • MED help children develop skills they need to succeed in school and life • MED working closely together with a network of partners	Adult Programs	76,118
	Youth Programs	15,765
	Family Literacy - adults	109,578
	Family Literacy - children	174,579
	School-aged children	59,537
	Adults and Children at Events	279,266
	Workshops and seminars	32,365
	Seniors programs	19,284
	Totals	766,492

In addition, $29.7 million of supplementary resources were levered by communities across the province over the six fiscal years.

Raise a Reader funding is included in the leveraged resources and supports family literacy programs. CALP funding from the Ministry of Advanced Education is partially included in the leveraged resources and the numbers of adults participating in adult programs.

6. What is Decoda's capacity to measure and report on the impact of provincial funding?

Decoda has designed and implemented a database for reporting about the programming results of literacy coordination in communities. That data is an indication of the level of activity and engagement in literacy work.

Further to that data, Decoda has put in place a provincial adult literacy program reporting system. This system can and will collect statistical information:
• about the success of adults in literacy programs that can be easily collated.
• about individual adult learner progress that will help inform practice decisions.
• about the success of specific adult literacy programs to help inform program and funding decisions.

A recent U.B.C. research snapshot of current data for the reading gains of 242 adult learners in a 2013 cohort drawn from 13 communities shows multiple literacy level improvement from their intake. The research identified 117 literacy level gains/242 = 48% (Appendix 6).

Other skills measured in the Community Literacy Benchmark system and database are writing, numeracy, oral communication, strategies for learning, and computer use.

Decoda is currently putting into place a learner micro-credential system that will assist adult programs and learner progress measurement, as well as provide learners with specific information about what they have learned. The micro-credential system will be embedded in the adult literacy database.

Decoda is considering how to implement a similar database about the outcomes associated with family literacy programs. The provincial organization has the ability to develop and manage measurement systems, but progress on this has been somewhat slow due to current government practices and delivery program capacity issues.

Appendix 1: District Literacy Plan Mandate

A District Literacy Plan is a "statement of commitment by a school district to work with community partners to improve literacy locally" (BC ministry of Education, DLP Transitional Guidelines 2007-2008) as part of ongoing community development. The most important aspect of building a District Literacy Plan is developing working relationships within the community. District Literacy Plans provide a new way for school districts to support and collaborate with all members of the community to promote literacy. The school district is committed to providing resources and support for the Community Literacy Plan. The Ministry of Education requires that District Literacy Plans are:

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

Before a Community and District Literacy Plan can effectively be created it is important to have a common definition of literacy. According to the International Adult Literacy and Life Skills Survey (IALLS 2005), literacy is defined as "the ability to understand and employ printed information in daily activities, at home, at work, and in the community – to achieve one's goals, and to develop one's knowledge and potential". Thus, literacy not only includes the ability to read and write, but also includes social, emotional and interpersonal communication, the use of technology, and the arts. As this broad definition demonstrates, literacy is achieved through a number of routes, including formal schooling, our culture, our work, and our community connections, such as church, politics and social activities. Thus, the collaboration of the School District and the community ensures a variety of routes to literacy are offered.

Appendix 2: Decoda/Community Context for Change

Lever for Change	Link to Government Priority	Formal	Informal/Community Literacy Work	Rural/Urban Context	Challenges	Role of Decoda
Coordinated community-based approach	Balance budget and ensure best use of resources on the ground.	Formal delivery systems are engaged in community literacy task groups across the province. District Literacy Plans which are about the literacy work that is going on in communities are submitted to the Ministry of Education through Boards of Education.	Literacy is important to and linked with the work of health, employment, justice and social services. Community literacy engages these and other facets of the community to develop programming that supports literacy skill development in all citizens. It encourages partnership and the sharing of resources.	In smaller rural communities, where there are fewer resources and people, engagement in community planning and actions for literacy are quite broad. In urban areas, planning is more specific to one or two issues and related programs.	Though the work of community planning and action has been going on in BC for about 10 years, the idea of place-based solutions is not widely understood. In addition, funding for the role of coordination and facilitation is limited.	Provides leadership, training, mentorship, resources and measurement for the coordinated system of community-based planning and action for literacy. Develops and implements public awareness and fund development strategies for literacy work. Supports development of District Literacy Plans.
Family literacy/early learning programs	Ensure long term labour market supply and productivity.		Offered by an array of community services and literacy organizations usually in partnership. Delivery styles depend on the needs of the community population and may address a variety of issues faced by participants.	Delivered in both rural and urban settings.	With the exception of Strong Start programs, funding is ad hoc and year by year. There has been no capacity for overall outcome measurement.	Provides resources, training, and mentoring support. Potential for accountability framework and measurement of outcomes.

Lever for Change	Link to Government Priority	Formal	Informal/Community Literacy Work	Rural/Urban Context	Challenges	Role of Decoda
Support for school-aged children and youth	Ensure long term labour market supply and productivity.	The K-12 system is the main delivery agent.	Children who are not meeting expectations in the formal system, but do not qualify for special assistance are supported by community programs. In some communities, trained volunteers provide reading practice for children in the school environment. In some communities, afterschool programs have been designed for particularly vulnerable children. Community programs for out-of-school youth are offered through various partnerships with integrated literacy improvement and guidance about choices for further education.	These programs are offered in both contexts though partnerships are different. There are more agencies to provide partner support in urban contexts.	Union challenges related to the use of volunteers in schools have been largely overcome. Youth who have left school, particularly without good literacy skills, are often invisible, reluctant to try again, and/or engaged in negative behaviours. Partnerships with organizations who are trusted and have current relationships are helpful.	Provides resources and shares information about these kinds of programs between communities.

Lever for Change	Link to Government Priority	Formal	Informal/Community Literacy Work	Rural/Urban Context	Challenges	Role of Decoda
Adult Literacy and Upgrading programs	Develop labour market supply and allow for local hiring as much as possible. Increase productivity and innovation. Identify and remove barriers to entry into training.	Offered by post-secondary institutions and school districts as adult basic education, upgrading, high school completion, or college preparation.	Community literacy organizations deliver literacy programs usually to people with below level 1 to upper level 2 skills often bridging people to formal programs. Delivery is often provided by trained volunteer tutors with minimal paid staff. Programs are often embedded in alternate settings such as community kitchens to support and attract participants.	In both rural and urban settings, informal programs work closely with the formal programs. It is more common for informal delivery to be the only offering in rural settings.	Post-secondary institutions and school districts have cut some adult upgrading programming. Funding for community-based programs has always been minimal. As a result, capacity for tracking progress and measurement has been limited. Also, people who failed in formal systems are often disinclined to participate again, requiring very specific and alternate supports.	Provides resources, training, accountability frameworks, measurement, and mentoring support for informal delivery. Formal delivery programs use library resources and participate in some training.

Lever for Change	Link to Government Priority	Formal	Informal/Community Literacy Work	Rural/Urban Context	Challenges	Role of Decoda
Workplace and Essential Skills programs	Ensure that people who are currently in the labour force and are low skilled can be more productive.	Post-secondary institutions offer specific programs for development of workplace skills and could integrate essential skills/literacy upgrading as part of these.	Programs offered in specific workplaces to upgrade skills specific to those workplaces.	Programs in workplaces are easier to deliver in large businesses more frequently found in urban settings or resource industries that are remote.	Delivering literacy skill upgrading in small businesses is challenging. Current small business upgrading has tended to focus on very specific business needs such as accounting and human resource management.	Developed a Workplace Literacy and Essential Skills Plan. Supports community-based programming and coordinated approach so that people in communities get literacy skills that are applied at various workplaces.
Programs for Aboriginal People	Support fastest growing and youngest population to participate in the labour market.	Aboriginal organizations and post-secondary institutions offer upgrading programs specifically for Aboriginal people. Some of these programs, funded through the Ministry of Jobs, Tourism and Skills Training, are specific to employment.	Aboriginal people attend community-based adult literacy programs throughout the province. Some family literacy programs are designed specifically for Aboriginal people.	In rural communities where there are relatively large populations of Aboriginal people, they often make up the majority of participants in community-based adult literacy programs. These are often in partnership with local Aboriginal organizations.	Participation in upgrading programs is made more difficult by a long history of difficulty in and with formal systems of education.	Provides training and support for a specific Aboriginal family literacy program. Resources provided by Decoda for adult literacy programs are appropriate for Aboriginal delivery.

| Lever for Change	Link to Government Priority	Formal	Informal/Community Literacy Work	Rural/Urban Context	Challenges	Role of Decoda
Programs for Immigrants	Labour force must be increased through immigration. Ensure that population new to Canada can participate at capacity.	Post-secondary institutions, schools and immigrant serving organizations offer language training for people in specific immigration categories.	Community-based adult literacy programs work with immigrant people who do not fit the criteria for language training programs, notably Canadian citizens. Family literacy programs are designed specifically for immigrant people in communities where there are larger immigrant populations.	Immigrant participation in adult literacy programs is more common in rural communities where there are fewer language training services. Family literacy programs specifically for immigrant families are most common in the lower mainland and are often working with people who are not eligible, disinclined, or unable to attend language training programs. These programs often partner with or refer people to language training programs.	Funding for language training programs varies depending on category of immigration and language skill levels. Language training that is part of general adult and family literacy delivery is not specifically funded.	Provides training and funding support for a specific immigrant family literacy program. Provides resources to community based adult literacy programs that are working with immigrant people. Links practitioners to resources provided by umbrella organizations for language training.

Appendix 3. Canadian Provinces and Territories [xxxvi]

	Average Score	Below Level 1	Level 1	Level 2	Level 3	Level 4/5
Japan	296.2	0.6	4.4	23.1	49.2	22.8
Finland	287.5	2.7	8.0	26.5	40.7	22.2
Netherlands	284.0	2.6	9.3	27.0	42.4	18.6
Australia	280.4	3.2	9.6	29.7	40.1	17.3
Sweden	279.2	3.7	9.6	29.1	41.6	16.1
Norway	278.4	3.1	9.5	30.9	42.6	14.0
Alberta	277.7	2.8	12.4	29.6	39.3	15.8
Prince Edward Island	277.5	3.0	10.6	31.7	40.8	13.9
Yukon	277.2	4.3	12.2	27.9	39.5	16.1
Estonia	275.9	2.0	11.0	34.4	40.8	11.8
Flanders (Belgium)	275.5	2.9	11.9	31.2	40.9	13.1
Ontario	275.5	3.9	11.1	31.8	38.3	14.9
British Columbia	274.8	4.4	12.4	29.1	38.7	15.4
Czech Republic	274.0	1.5	10.3	37.7	41.7	8.7
Nova Scotia	273.9	2.3	13.6	34.4	36.0	13.7
Manitoba	273.9	4.2	11.8	32.3	37.6	14.1
Slovak Republic	273.8	1.9	9.8	36.3	44.5	7.5
Canada	273.5	3.8	12.7	32.0	37.6	13.9
Average	273.3	3.3	12.1	33.6	38.9	12.1
Korea	272.6	2.2	10.7	37.1	41.8	8.1
England/N. Ireland (UK)	272.5	3.3	13.3	33.7	36.4	13.3
Saskatchewan	271.6	3.4	13.9	32.6	38.9	11.2
Denmark	270.8	3.8	11.9	34.1	40.1	10.0
USA	269.8	4.1	14.2	34.0	35.7	12.0
Austria	269.5	2.5	13.1	37.9	38.0	8.6
Germany	269.5	3.3	14.5	34.4	37.0	10.8
Cyprus	268.8	1.9	12.5	40.1	39.0	6.5
Quebec	268.6	4.1	14.9	34.3	35.5	11.3
New Brunswick	268.3	3.5	15.0	34.9	36.2	10.3
Poland	266.9	3.9	14.8	36.5	35.0	9.7
Ireland	266.5	4.3	13.2	37.7	36.2	8.5
Newfoundland and Labrador	265.4	3.4	17.2	36.2	33.6	9.6
France	262.0	5.3	16.2	35.9	34.0	10.4
Northwest Territories	253.3	9.0	22.5	32.3	26.2	10.0
Spain	251.8	7.3	20.4	39.5	28.0	4.8
Italy	250.5	5.6	22.3	42.3	26.5	3.3
Nunavut	219.1	24.1	31.6	27.5	13.5	3.4

Appendix 4: Literacy — Proficiency levels 1 or below and Level 2 of population aged 16 to 65, by Aboriginal identification, Canada and oversampled populations, 2012

	Level 1 & below	Level 2	Total
Ontario			
Aboriginal	16.7	35.5	52.2
Non-Aboriginal	14.9	31.7	46.6
Manitoba			
Aboriginal	23.2	37.9	61.1
Non-Aboriginal	15.1	31.5	46.6
Saskatchewan			
Aboriginal	32.6	37.7	70.3
Non-Aboriginal	15.5	32	47.5
British Columbia			
Aboriginal	19.1	35.5	54.6
Non-Aboriginal	16.6	28.8	45.4
Yukon			
Aboriginal	38.3	31	69.3
Non-Aboriginal	10.1	27	37.1
Northwest Territories			
Aboriginal	47	35.4	82.4
Non-Aboriginal	14.6	29	43.6
Nunavut			
Aboriginal	63.8	28.1	91.9
Non-Aboriginal	9.1	24.4	33.5
Canada			
Aboriginal	24.1	35.6	59.7
Non-Aboriginal	16.2	31.9	48.1

Appendix 5: High School Completion Rates by Literacy Level
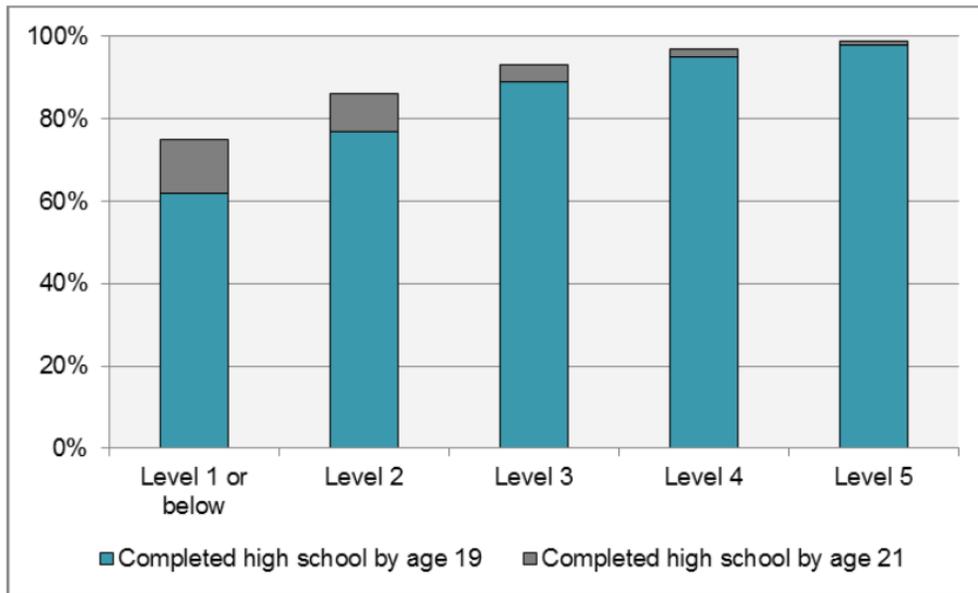
Appendix 6: Community Adult Literacy Benchmarks were used to measure the progress of adult literacy learners in their community literacy programs. [xxxvii]

	Total	L1B	L1P	L1S	L2B	L2P	L2S	L3B	L3P	L3S	L4B	L4P	L4S
Reading: Analysis Summary													
L1B	31	18	5		8								
L1P	5		3	1					1				
L1S	11			3	7	1							
L2B	25				10	8	3	4					
L2P	24					11	11	2					
L2S	20						9	8	3				
L3B	33							15	8	6	4		
L3P	37								23	6	7	1	
L3S	32									16	9	3	4
L4B	9										7		2
L4P	13											8	5
L4S	2												2
	242	18	8	4	25	20	23	29	35	28	27	12	13

The chart shows that : 31 adults are at level 1 Basic on intake; 18 remain there and 13 advance - 5 to level 1 Proficient and 8 to Level 2 Basic. 117 learners showed improvement – 48%

End Notes

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[i] BC Jobs Plan, The Premier's LNG Working Group a roadmap for an LNG workforce Final Report recommendations, April 2014, page 25. http://www.bcjobsplan.ca/getskills/wp content/uploads/BCs_Skills_for_jobs_blueprint.pdf

[ii] http://bcbudget.gov.bc.ca/2014/speech/2014_Budget_Speech.pdf

[iii] Select Standing Committee on Finance and Government Services Report, November 2013, page, 28. http://www.leg.bc.ca/cmt/40thParl/session-3/fgs/reports/PDF/Rpt-FGS-40-3-Report-on-Budget-2015-Consultations-2014-NOV-13.pdf

[iv] SCHOOL ACT, REVISED STATUTES OF BRITISH COLUMBIA, 1996 http://www2.gov.bc.ca/gov/DownloadAsset?assetId=FA8251728A4A49E4A7FE72A289920E5D

[v] B.C. Ministry of Education, DLP Transitional Guidelines 2007-2008, August 2007 http://www2.gov.bc.ca/gov/DownloadAsset?assetId=E2286E6562E04944840FB2DD29923116

[v] BC Jobs Plan, The Premier's LNG Working Group a roadmap for an LNG workforce Final Report recommendations, April 2014, page 25. http://www.bcjobsplan.ca/getskills/wp content/uploads/BCs_Skills_for_jobs_blueprint.pdf

[vi] http://www.bced.gov.bc.ca/pls/readnow.pdf

[vii] TD Economics, Canada Literacy And Numeracy Challenge Worsens, December 12. 2013, page 3. http://www.td.com/document/PDF/economics/special/CanadaLiteracyAndNumeracyChallengeWorsens.pdf

[viii] Centre for the Study of Living Standards. Human Capital and Productivity in British Columbia. Prepared for the BC Progress Board. August 2011):http://www.csls.ca/reports/csls2011-10.pdf

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