



Literacy Now and District Literacy Initiatives

Connecting Loosely Coupled Formal and Informal Services

A Review of the Community Literacy Planning Process
Prepared for 2010 Literacy Now, Columbia Basin Trust
and the B.C. Ministry of Education

~

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Executive Summary

Executive Summary

The B.C. Ministry of Education, Columbia Basin Trust, and 2010 Legacies Now Society jointly sponsored this study on the community development and community literacy processes that form the basis of the Literacy Now Community-Literacy Program. A common vision of the partners is for literacy and lifelong learning to be integral to the fabric of communities throughout British Columbia. The goal of the study was to generate evidence based knowledge about the relationship between community development and literacy in order to inform strategic planning, policy development, and innovative action within the partner organizations.

The B.C. Ministry of Education is responsible for the provincial government's goal of becoming North America's most literate jurisdiction. This strategic responsibility includes implementation of ReadNow BC, government's literacy action plan.

The Columbia Basin Trust supports efforts by the people of the Columbia Basin region of B.C. to create a legacy of social, economic, and environmental well-being and to achieve greater self-sufficiency for present and future generations. By focusing on local priorities and issues, bringing people together around key issues, providing information, encouraging collaboration, and supporting planning, Columbia Basin Trust is delivering benefits to the residents of the Columbia Basin. Columbia Basin Trust has provided funding for the Columbia Basin Alliance for Literacy (CBAL) since 2000.

The community development approach to literacy planning in B.C. was first formally attempted in the Columbia Basin region and led by the Columbia Basin Alliance for Literacy. For the past ten years, CBAL has worked directly with communities to identify and address literacy issues and needs, and to engage various

stakeholders and partners in developing literacy plans and programs for communities. The approach taken by CBAL served as a model for future efforts, including those of 2010 Legacies Now and the Community Literacy Program that is the focus of this study.

2010 Legacies Now Society is a not-for-profit society established in 2004 to work in partnership with community organizations, non-government organizations, the private sector, and all levels of government to create and develop sustainable social legacies. One of the goals of the organization is to support communities in their efforts to improve access to literacy learning for children, youth, and adults, with a mission to support life changing legacies through literacy and learning. 2010 Legacies Now implemented the Community Literacy Program in 2004. Central to the Community Literacy Program is a community development and planning process that leads to a Community Literacy Plan.

At the time of this study, over 400 communities throughout B.C. were part of the Community Literacy Program, organized within 104 task groups. A task group is the working committee that oversees the implementation of the Community Literacy Plan for the participating communities. There are 60 school districts that are required by legislation to collaborate with other groups and organizations within their communities to prepare a District Literacy Plan.

Within this report, the term "Community Literacy Program" refers to the program developed by 2010 Legacies Now Society and includes the community development process initiated by Columbia Basin Alliance for Literacy, integrating planning and implementation. This report also refers to District Literacy Plans, which have their foundation in the government's literacy strategy and the work of ReadNow BC.

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Methodology

A collaborative, multi-method approach was used throughout the four phases of the study:

- **Phase 1 (Concept Development):** the research team assessed the current state of knowledge about patterns of community development and literacy strategies. The key findings of this assessment provided the team with a framework on which to develop the fieldwork and analysis.
- **Phase 2 (Development):** the research team worked with the partners to prepare the work plan, review documents, develop a preliminary logic model and conceptual map, finalize the research methodology and program plan, and obtain UBC ethics approval.
- **Phase 3 (Field Research):** the research team undertook the field research with selected community literacy task groups and conducted an online survey.
- **Phase 4 (Synthesis and Reporting):** the research team analyzed the information that had been collected and drafted a final report.

Methods included a key informant workshop, comprehensive literature review, document analysis, focus groups and interviews with participants from selected communities, and an online survey. The communities of Castlegar, Chilliwack, Elk Valley, Fort Nelson, Powell River, and Surrey were selected for the focus groups and interviews. Of these, the communities of Castlegar and Elk Valley are part of the region served by Columbia Basin Alliance for Literacy, which is supported by Columbia Basin Trust.

Focus groups were conducted in all communities except Surrey, where one-on-one interviews were conducted. Forty-five community members participated in the focus groups, with between 6 and 11 participants in each group. Three telephone interviews were conducted with Surrey task group members: two with Chilliwack members and one with a task group member from Fort Nelson.

An online survey was developed in consultation with the partners and administered to participants in the Community Literacy Program. Of 1,612 potential respondents, 352 questionnaires were received, for a response rate of 22.9%. Questions focused on respondents' experiences with the program in their community, including their role and level of involvement, their views about achievements, challenges and successes, and their ideas about areas for improvement.

Results

The study results indicate that the Community Literacy Program has been very effective in the loosely coupled setting that characterizes the literacy services sector of B.C. While task group participants and school districts in many cases may have had only informal relationships in the past, with the introduction of the Community Literacy Program task groups have demonstrated, in many communities, an ability to increase collaboration, enhance coordination, form partnerships, and work together to reach out and provide rationalized and relevant services across their communities.

The community task groups working with school districts are potentially important platforms for increasing links between the formal and informal learning systems across the province. The principal strengths of the Community Literacy Program fall into two broad categories: greater community engagement and improved program and service delivery. The broad range

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of organizations and community representatives participating at the community level are seen as conduits of valuable information to ensure that plans and programs are more responsive to community needs, facilitate access to services and opportunities, and avoid duplication of services and efforts.

The Community Literacy Program is also making important contributions to reducing tensions among organizations serving communities. These tensions play out as initial apprehension among organizations. More important and difficult than the practical elements of collaboration is the leadership required simply to get the process started. It takes uncharacteristic nerve and trust on the part of community participants to enter collaborative enterprises.

The Community Literacy Program represents an important model for creating partnerships and broadening community engagement around literacy and learning opportunities in communities. The process and activities realize the concept of strengthening partnerships and relationships in communities, where organizational elements, including school districts, are increasingly linked, connected, related, or interdependent¹.

Existing studies and reports support the idea that effective community development, especially regarding literacy, consists broadly in growing both Human and Social Capital. Human Capital is the skills that individuals have and Social Capital is the individual and group relationships that facilitate the ability of individuals to develop and apply their skills.

The study results indicate that the Community Literacy Program has been very effective in the development of Social Capital and has set in place a robust framework for Human Capital expansion.

¹ Weick, K. E. (1976). Educational organizations as loosely coupled systems. *Administrative Science Quarterly*, 21, 1-19.

Challenges

The strengths of the Community Literacy Program in each community were seen to be accompanied by a number of challenges. Although the relative emphasis was somewhat different across communities, many of the same issues were stressed. The most frequently cited challenges related to capacity limitations and inadequate resources.

Incomplete Representation. Uneven Aboriginal representation was noted by the researchers as an identifiable weakness across many communities. In some communities, business and industry have played only a peripheral role. From a community development perspective, it is important to have all players in the community 'at the table'.

Coordination Resources. A second challenge emphasized by many respondents was the issue of coordination of resources. All communities noted that prior to the introduction of the Literacy Now program there was much less collaboration and coordination between all stakeholders in the literacy system (e.g., libraries, K-12 schools, colleges, community service agencies, employers, etc.). The literacy landscape was a series of "little islands" with little communication and coordination between them. Community and district literacy planning and the Literacy Outreach Coordinators create an environment and capacity for the development of community relationships and connections to support the delivery of literacy services.

Limited Resources. A third challenge, closely related to the issue of coordination capacity, concerns costs and resources. Organizations have limited resources to support core operational functions, outreach, and capacity building.

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Conclusions

Many important narratives shape the work of the Community Literacy Program across the province. The principal story is about engaging communities and giving them the tools to identify their own literacy needs, opportunities, and programs for building capacity throughout British Columbia. A second story is about the activities within school districts to develop working relationships and promote community alignment of literacy initiatives. A third story comes through the work of Columbia Basin Trust, from communities within Columbia Basin Alliance for Literacy (CBAL), where community literacy work had started prior to the Community Literacy Program and therefore provided examples of lessons learned.

Engaging communities is an important and demanding process. Linking community-led initiatives with school districts as active partners is a complex undertaking. The complexity and

history of school district-task group/community connections, past and present, are shaping the current ‘partnering’ work across the province. All those involved in this process are attempting to measure outputs and outcomes for improving literacy within the context of this dynamic and multifaceted landscape.

The information provided by communities to 2010 Legacies Now and to our research team indicates the Community Literacy Program is a strong program that has accomplished much. The challenges of start-up and growth have, largely, successfully come and gone.

The chart below summarizes, based on the study’s observations, the effectiveness to date in meeting the goals of the Community Literacy Program in the communities that were part of the study. The symbols represent the degree of effectiveness in reaching the program goal, with ‘√√√’ being the most effective and ‘√’ meaning there is still considerable work to be done to meet the goal.

Table 1: Effectiveness in meeting goals of the Community Literacy Program

Effectiveness	Goals	Observations
√√√	Supports communities to build community networks, partnerships, and relationships to enhance literacy programming.	2010 Legacies Now, CBAL, and Literacy Outreach Coordinators have accomplished this work with the support of a small effective program staff.
√	Assists communities to pool and build financial and human resources to address literacy issues.	This was most visible in communities within the Columbia Basin Alliance for Literacy, supported by Columbia Basin Trust.
√√√	Identifies a network of community leaders across the province that can support communities to focus on literacy support.	The study shows a committed cadre of leaders across the province.
√√√	Provides a provincial overview of emerging issues, trends, and potential solutions.	The Community Literacy Program Implementation Reports and the provincial summary of the reports provide strategic intelligence about emerging issues, trends, and potential solutions.

Continued on next page

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√	Helps communities to increase and maintain the literacy skills of individual community members.	The Community Literacy Program needs stronger evaluation capacity to demonstrate individual literacy improvements within the community.
√√	Incorporates both planning and implementation.	Program planning and implementation is strong. It would benefit now from adding a focus on impact assessment to its monitoring and reporting repertoire.
√√	Works collaboratively and strategically with school districts.	The Community Literacy Program is building on current good work where it is in place.

Suggestions for Further Work

The next test faced by 2010 Legacies Now, the B.C. Ministry of Education, and, potentially, Columbia Basin Trust is to tell impact stories from a community and school district perspective for communities and, where feasible, for individuals. This is the capacity that the Community Literacy Program needs to further refine and address.

Further recommendations are noted in the charts below:

1:

Goals	2010 Literacy Now	Ministry of Education
Supports communities to build community networks, partnerships, and relationships to enhance literacy programming.	Outreach to post-secondary institutions for demonstration projects, perhaps as a starting point for the new BC Association of Institutes and Universities. Outreach to Aboriginal organizations to jointly review Community Literacy Program opportunities.	Review the ReadNow BC strategy to identify opportunities to connect current multiple supports, initiatives, or opportunities in communities with Community Literacy Plans, task groups, and Literacy Outreach Coordinators.

This report and the upcoming reviews of the Community Adult Literacy Program (CALP) and the Aboriginal Post-Secondary Education Strategy and Action Plan present an opportunity for a provincial review.

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2:

Goals	2010 Literacy Now	Ministry of Education/ other Ministries
Assists communities to pool and build financial and human resources to address literacy issues.	Identify how one can describe and measure the existing capacity.	Undertake a review to determine how provincial and municipal governments can support their community volunteer sector partners.

Community-based settings are typically staffed by volunteers with few paid employees. These programs usually rely on community partnerships to sustain their work from year to year, and provincial funding is provided on a short-term, yearly, or bi-yearly basis.

Community groups devote considerable time and resources in the search for information and funding to serve their clients. The central role of voluntary groups in the Community Literacy Program points to a key dependency for this initiative. ReadNow BC initiatives would gain from reflecting on the role of the voluntary sector in community-based literacy initiatives.

3:

Goals	2010 Literacy Now	Ministry of Education
Provides a provincial overview of emerging issues, trends, and potential solutions.	Create provincial sample frame and research tools to inform policy and provincial analyses.	Revise accountability and impact reporting framework.

Monitoring and reporting publicly on progress and performance of community partnerships in delivering literacy services is an ongoing and challenging activity in the education/community/voluntary sectors. Our research indicates that the existing Community Literacy Plan, District Literacy Plan, and school district reporting regimes often answer the questions— What did the task group community/district intend to do? What did they accomplish? A revised accountability and reporting framework would add impact questions such as— How well was it done? What difference did it make?

Community Literacy Planning and District Literacy Planning have progressed and matured so that it should be time to add an impact assessment regime to the monitoring and reporting repertoires.

Community partnerships have limited staff and research resources. 2010 Legacies Now should consider a sample methodology, such as a provincial panel for monitoring and reporting selected provincial outcomes and impacts, to minimize the reporting burden on task groups and communities.

Introduction

Introduction

The B.C. Ministry of Education, Columbia Basin Trust, and 2010 Legacies Now Society jointly engaged researchers at The University of British Columbia to evaluate the community development and community literacy processes that form the basis of the Literacy Now Community Literacy Program.

The goal of the study was to generate evidence-based knowledge about the relationship between community development and literacy in order to inform strategic planning, policy development, and innovative action within the partner organizations. A common vision of the partners is for literacy and lifelong learning to be integral to the fabric of communities throughout British Columbia.

The B.C. Ministry of Education is responsible for the provincial government's goal of becoming North America's most literate jurisdiction. This strategic responsibility includes implementation of ReadNow BC, government's literacy action plan.

Columbia Basin Trust supports efforts by the people of the Columbia Basin region of B.C. to create a legacy of social, economic, and environmental well-being and to achieve greater self-sufficiency for present and future generations. By focusing on local priorities and issues, bringing people together around key issues, providing information, encouraging collaboration, and supporting planning, Columbia Basin Trust is delivering benefits to the residents of the Columbia Basin region. Since 2000, Columbia Basin Trust has supported the Columbia Basin Alliance for Literacy (CBAL), a non-profit organization that promotes literacy and lifelong learning for communities throughout the Columbia Basin region.

The community development approach to

literacy planning in B. C. was first formally attempted in the Columbia Basin region and led by the Columbia Basin Alliance for Literacy (CBAL). Since its formal inception as a non-profit society in 2001, CBAL has worked directly with communities to identify and address literacy issues and needs, and to engage various stakeholders and partners in developing literacy plans and programs for communities. The approach taken by CBAL served as a model for future efforts throughout B.C., including the Literacy Now Community Literacy Program that is the focus of this study.

2010 Legacies Now Society is a not-for-profit society established in 2004 to work in partnership with community organizations, non-government organizations, the private sector, and all levels of government to create and develop sustainable social legacies. One of the goals of the organization is to support communities in their efforts to improve access to literacy learning for children, youth, and adults, with a mission to support life changing legacies through literacy and learning. 2010 Legacies Now implemented the Literacy Now Community Literacy Program in 2004. Central to the Community Literacy Program is a community development and planning process that leads to a Community Literacy Plan.

The community development approach to literacy, which is the basis of the Community Literacy Program, represents an important model for creating partnerships and broadening community engagement around literacy and learning opportunities in communities. The process and activities represent the realization of the concept of strengthening partnerships and relationships in communities, where organizational elements, including school districts, are increasingly linked, connected, related or interdependent².

2 Weick, K. E. (1976) Educational organizations as loosely coupled systems. *Administrative Science Quar-*

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For the partner organizations in this study, community is not just the place or context in which literacy initiatives are to occur. It also includes the relationships and partnerships that emerge through the community development process. The Community Literacy Program, Columbia Basin Alliance for Literacy, and District Literacy Plans continually nurture the process of becoming part of an existing social network in order to encourage dialogue and learning in British Columbia.

At the time of this study, over 400 communities throughout B.C. were part of the Community Literacy Program, organized within 104 task groups. A task group is the working committee that oversees development and implementation of the Community Literacy Plan for the participating communities. There are 60 school districts that are required by legislation to collaborate with other groups and organizations within their communities to prepare a District Literacy Plan.

A collaborative, multi-method approach was used throughout the three phases of the research/evaluation project:

- Phase 1 (Concept Development): the research team assessed the current state of knowledge about patterns of community development and literacy strategies. The key findings of this assessment provided the team with a framework on which to develop the fieldwork and analysis.
- Phase 2 (Development): the research team worked with the partners to prepare the work plan, review documents, develop a preliminary logic model and conceptual map, finalize the research methodology and program plan, and obtain UBC ethics approval.

- Phase 3 (Field Research): the research team undertook the field research with selected community literacy task groups and conducted an online survey.
- Phase 4 (Synthesis and Reporting): the research team analyzed the information that had been collected and drafted a final report.

The methods used in this study included a key informant workshop, comprehensive literature review, document analysis, focus groups and interviews with participants from six communities across the province, and an online survey. Two of the six communities chosen for close investigation are based in the Columbia Basin region—Castlegar and Elk Valley. Following a detailed background section that situates the study within the history and context of the literacy work in B.C., results from the study are presented in this report as follows:

The first section details the results of the key informant workshop. The workshop was an important component of the study, in that it allowed the partners in the study to collaborate and articulate the beginnings of a logic model detailing the processes, activities, and outcomes of the Literacy Now Community Literacy Program. It also provided a forum for discussion of outcomes and outputs, community development, and literacy challenges. Key concepts were articulated and common definitions and understandings were discussed. Also in this workshop, participants generated initial research questions that later were shaped into focus group questions and questionnaire items.

The second section presents a review of literature on the relationship between community development and literacy, and on emerging concepts of literacy learning and teaching in the 21st century.

terly, 21, 1-19.

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The third section is a review of Community and District Literacy Plans. This review provides insight into the organization, partnerships, challenges, and initiatives underway across B.C. This information further shaped the research questions and online survey. It also assisted with the selection of the six communities selected for site visits, focusing on the maturity of the program, diversity (population density, ethnicity, and Aboriginal status), and geographical location.

Results from the focus groups and interviews are reported in section three, followed by the findings from the online survey in section four. The report concludes with policy implications and suggestions for further work.

Within this report, the term “Community Literacy Program” refers to the program developed by 2010 Legacies Now Society and includes the community development process initiated by Columbia Basin Alliance for Literacy, integrating planning and implementation. This report also refers to District Literacy Plans, which have their foundation in the government’s literacy strategy and the work of ReadNow BC.

Background

The Community Literacy Program, supported by the B.C. Ministry of Education and drawing on the model developed by Columbia Basin Alliance for Literacy, uses a community development approach that encourages collaborative planning for literacy learning. Funds from 2010 Legacies Now are available for task groups to develop and implement Community Literacy Plans. The Ministry of Education provides funds through 2010 Legacies Now to support Literacy Outreach Coordinators, who work with task groups and communities to plan and implement actions.

The partners envision the Community Literacy Program as a community development process that:

- supports communities to build community networks, partnerships, and relationships to enhance literacy programming;
- assists communities to pool and build financial and human resources to address literacy issues;
- identifies a network of community leaders across the province who can support communities to focus on literacy support;
- provides a provincial overview of emerging issues, trends, and potential solutions;
- helps communities to increase and maintain the literacy skills of individual community members;
- incorporates both planning and implementation.

British Columbia’s literacy action plan and strategic framework—ReadNow BC³—focuses on four target groups: early learners; kindergarten through Grade 12; adult learners; and Aboriginal learners. B.C.’s strategy emphasizes the significance of community development and collaboration on literacy planning among community organizations, Boards of Education, libraries, literacy supporters, post-secondary institutions, Aboriginal groups, immigrant-serving organizations, business and industry, and individuals. ReadNow BC sets the context for the provinces community literacy and school district literacy initiatives.

Accountability monitoring for these initiatives is shaped through the planning processes, implementation, and reporting. The District Literacy

³ ReadNow Literacy Plan, retrieved June 11, 2010, http://www.ReadNow BC.ca/assets/pdfs/global/rnbc_literacy_plan.pdf

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Plan Guide⁴ describes accountability monitoring and reporting that “...involves the counting of success measures, or gains, and is unique to each organization. It looks very different in different settings and measures vary from program to program. Evaluation of programs led by colleges, libraries, and community groups is designed by the parent organizations and funders. Evaluation of programs led by school districts is defined by the requirements of their Boards of Education and the Ministry of Education.” (page 11)

The Community Literacy Planning Guide⁵ describes accountability monitoring as part of a continuous evaluation, determining which activities have been accomplished, and poses the questions:

- Does the progress match the timeline?
- Are actions being accomplished?
- If they aren't being accomplished, what needs to be done? Analyze and revisit the plan.
- Do the people responsible for the project have appropriate and sufficient resources? (page 36)

2010 Legacies Now has collected implementation reports on the Community Literacy Program's progress and performance. Boards of Education, in their District Literacy Plans, report on current and future priorities and activities. 2010 Legacies Now's initial start-up activities resulted in information about communities and Task Group formation. Subsequent reporting on Task Group implementation, as well as specific

funded project information, added to the information reported at the community level. The introduction of District Literacy Plans added important information about literacy plans and their implementation.

Monitoring and reporting publicly on progress and performance in planning and implementation is shaped by the different settings and differing relationships between Task Groups/communities and school districts.

History

This section situates the Community Literacy Program within the broader context of related provincial initiatives. The history below was prepared by Literacy BC⁶ and edited by the research team:

2000

- Columbia Basin Trust provided funding for the Columbia Basin Alliance for Literacy (CBAL) to support literacy in the communities of the Columbia Basin region of B.C.
- Ten regions around B.C., supported through Literacy BC, appoint Regional Literacy Coordinators to implement literacy initiatives by strengthening and supporting regional literacy networks, coordinating regional professional development for literacy and Adult Basic Education (ABE) practitioners, providing consultation, information, and support to literacy and ABE practitioners, students, and community members, building awareness about literacy

4 Retrieved October 15, 2010, http://www.ReadNowBC.ca/assets/pdfs/dlp_guide.pdf

5 Retrieved October 15, 2010, http://www.2010legaciesnow.com/fileadmin/user_upload/Embrace_Learning/PDF/LiteracyNow_Guide.pdf

6 Learning Without Borders: An introduction to community-based adult literacy in British Columbia. Literacy BC, 2008. Retrieved July 18, 2010, <http://www.literacybc.ca/Research/LearningWithoutBorders.pdf>

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within community agencies and organizations.

2001

- The Columbia Basin Alliance for Literacy was formed as a non-profit society.
- The community development approach to literacy planning in B.C. was first formally attempted in the Columbia Basin region and led by the Columbia Basin Alliance for Literacy.

2003

- Former Deputy Ministry of Education, Emery Dosedall, initiates a focus on literacy from early years to adults, to be community-based, involve all sectors and agencies, and incorporate best practices for all people within the community.

2004

- The Premier of British Columbia, Honourable Gordon Campbell, announces the Great Goal of B.C. becoming the most literate jurisdiction in North America.
- The Premier's Advisory Panel on Literacy is launched.
- Funding for adult literacy programs is doubled.
- The Literacy Now Com-

munity Literacy Program begins with funding from the Ministry of Education. Pilot Task Groups around the province—including the CBAL communities—embark on a community-wide planning process to address local literacy needs.

- The Province's 'Ready, Set, Learn' initiative is launched. This is an effort that recognizes that families need positive connections with the school system and community agencies that provide relevant resources and information.

2005

- The Premier's Advisory Panel on Literacy submits an interim report, highlighting two key areas for government's attention: a 'Services Gap'—a lack of coordination and consistency in service delivery; and a 'Knowing-Doing Gap'—the government being aware through intensive research about what needs to be done, but not following through on making these changes happen.
- The Ministry of Education is given overall responsibility to coordinate literacy.
- 2010 Legacies Now expands the Community Literacy Program throughout B.C.
- The Ministry of Advanced Education and Labour Market Development is given the lead responsibility for adult literacy.
- The B.C. Legislative Assembly Select Standing Committee on Education is formed to address the

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challenge of adult literacy in the province.

- The Council of the Federation Literacy Award is inaugurated to acknowledge outstanding achievement, innovative practice, and excellence in literacy. The first award is given to the Columbia Basin Alliance for Literacy.

2006

- Reports of the Advisory Panel on Literacy and the Select Standing Committee are released. Strategic framework (provincial strategy and action plan) is accepted by government. In developing the framework, the Ministry of Education looked for changes in the School Act to update the planning and reporting processes in school districts by Boards of Education; outlined B.C.'s strategy for literacy; and provided targets and an action plan for literacy.
- StrongStart BC centres begin to offer play-based early learning opportunities for pre-school aged children and to demonstrate for their parents and caregivers how they can help their children develop.

2007

- B.C. government launches Read-Now BC Action Plan, its comprehensive literacy strategy.
- The Ministry of Education initiates the District Literacy Planning process and discharges new responsibilities for Boards of Education to support community life-long literacy development.

- The Ministry of Education announces \$1.8 million for Literacy Outreach Coordination in every school district, to support the District Literacy Plan and the Community Literacy Program.

- The government announces tuition-free Adult Basic Education in colleges, school districts, and online, regardless of whether the learner has completed high school.

2008

- Office of the Auditor General of B.C. report on literacy. Main conclusions: more needs to be done to encourage potential literacy learners to take advantage of services; strategic framework should be better supported with data, cost information, funding options, and detailed implementation plans; monitoring and performance reporting should be improved so progress can be tracked.
- Ministry of Advanced Education and Labour Market Development announces more than \$1.6 million for Regional Literacy Coordinators, creating stable, full-time positions, supported by colleges and embedded in every region.

2009

- Ministry of Advanced Education and Labour Market Development ends funding for Regional Literacy Coordinators.

Introduction

The Need for the Literacy Now Program

B.C.'s literacy action plan and strategic framework provides the following literacy statistics:

- One in four students start kindergarten without the skills needed to succeed.
- One in five B.C. students still has difficulty reading and many do not graduate.
- More than 11,000 students a year do not graduate from high school.
- Over one million adult British Columbians do not have the skills necessary to read a newspaper, understand a bus schedule, or fill out a job application.

The B.C. results of the International Adult Literacy and Life Skills Survey (IALSS) present further evidence of the literacy challenges faced by communities across the province. This survey measures literacy proficiency in four domains (prose, document, numeracy, and problem solving) on a five-level scale, where level 1 is the lowest and level 5 is the highest. Level 3 is considered to be the minimum required for modern societies and the future knowledge-based economies. The IALS identified that about 400,000 people in B.C. had a prose literacy proficiency at level 1 and about 600,000 individuals were performing at level 2 in the same domain⁷. Fewer than half (45%) of those in level 1 and 70 percent of those at level 2 were employed. Among individuals in level 1 for prose literacy, 43 percent had less than a high school diploma compared with 28 percent of those in level 2. Challenges associated with

⁷ LITERACY IN British Columbia Implications of Findings from IALSS 2003, Satya Brink, HRSDC, retrieved June 10, 2010, www2.literacy.bc.ca/documents/IALSSBCJune7.ppt

language are illustrated by the fact that 62 percent of people at level 1 had a mother tongue other than English or French, compared with 31 percent of those at level 2.

The Response

In response to these challenges the BC Government invested in Literacy Now. The Ministry of Education and Literacy Now are supporting initiatives to build capacity throughout British Columbia by engaging communities to identify their own literacy needs, opportunities and programs. Over 400 communities are involved, organized within 104 task groups. The 'task groups' were formed at the community level to oversee the planning process and in a number of places more than one community was involved in the plan that the task group completed. In some areas, the Aboriginal community was represented on the task group and in others it was not. The community literacy planning process preceded the District Literacy Plans (DLPs) that are required by the School Act. When the DLPs were implemented, many school districts had more than one community plan to consider because of the way the geography of communities (i.e., the task groups) and districts align.

The goal of the Literacy Now Communities Planning process is to develop a flexible community-based system that builds community collaborative capacity to increase and maintain the literacy skills of all community members. Adopting a collaborative and an assets-based approach, the Community Literacy Planning process focuses on engaging wide community representation and thinking about literacy development for all community members.

Collaboration

In order to address a community issue such as literacy, collaboration across the community, business, and government sectors is required.

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No single organization and indeed no single sector is positioned to tackle the literacy challenge on its own. Other effective collaborations, partnerships, and inter-organizational outreach programs have been developed as strategic mechanisms for tackling large social issues. Examples include child poverty⁸, watershed governance and ecosystem management⁹, nursing health services¹⁰, and Aboriginal student transition to post-secondary education¹¹. Collaborative networks have been formed to address these and other pressing social issues and indeed, as pointed out in the literature review, there is a rich history of this approach in developing nations. (See Technical Note 1 for details of these examples.)

Communities

Literacy Now initiatives demonstrate the potential of communities to take advantage of unique opportunities in facing particular challenges. We found evidence of complex and diverse social, economic and cultural interests represented by individuals, business and industry, First Nations, the education, advanced education, health and social service sectors and local government. Each community has an individual character resulting from the dynamic

interplay of these diverse interests and the interest of task group members. Consequently, each community defines itself differently. The differences are also shaped by each task group's relationship with a variety of local government bodies and authorities, such as municipalities, regional districts, First Nations, improvement districts, regional hospital districts, regional library districts, school districts, and transportation authorities.

Participating Communities

The number of communities participating in Literacy Now has grown over the years. In 2006, 20 communities (including 49 smaller and related communities) submitted plans and began program implementation. At that time, ten communities (including 5 related communities) were preparing plans, and 24 communities (with 42 related communities) were holding initial meetings and getting started. Four years later, there are 104 Community Literacy Now task groups¹². In 2010 the communities are at various stages of implementation throughout the province. The table below identifies these communities in relation to college regions (Table 1).

8 Retrieved July 18, 2010, <http://fnbc.info/ChildAtTheCentre/about/ourwork/PriorityIssues>

9 Retrieved July 18, 2010, <http://www.waterbucket.ca/wcp/?type=single&sid=44&id=557>

10 Retrieved July 18, 2010, http://www.msfnr.org/special_initiatives/nursing_research_initiative/NHSRN

11 Retrieved July 18, 2010, <http://www.aved.gov.bc.ca/aboriginal/documents/strategy.pdf>

12 Task group is a term for members of a community who chose to take an active role in the development of their community literacy plan.

Introduction

Table 1: Communities by College Region

01 Camosun	06 Fraser Valley	11 North Island
Saanich	Abbotsford	Bamfield
Salt Spring Island	Chilliwack	Bella Coola
Sooke	Fraser Cascade	Campbell River
Sooke Westshore	Mission	Comox Valley
Victoria	07 Kwantlen	Cortes Island
02 Capilano	Delta	Gold River
Bowen Island	Langley	Hornby Island
North Shore	Richmond	Kyuquot
Sea to Sky	Surrey	Mount Waddington
Sunshine Coast	08 Malaspina	Port Alberni
03 Cariboo	Cowichan Valley	Quadra Island
100 Mile House	Nanaimo	Sayward
Ashcroft	Parksville	Tahsis
Cache Creek	Powell River	Tofino Ucluelet
Chase	09 New Caledonia	Zeballos
Clearwater	Burns Lake	12 Northwest
Clinton	Fort St. James	Haida Gwaii
Kamloops	McBride	Hazelton
Lillooet	Prince George	Houston
Logan Lake	Quesnel	Kitimat
Lower North Thompson Valley	Valemount	Nisga'a
Lytton	Vanderhoof & Fraser Lakes	North Coast
Merritt	10 Northern Lights	Smithers
Princeton	Atlin	Terrace
Williams Lake	Chetwynd	13 Okanagan
04 Douglas	Dawson Creek	Central Okanagan
Burnaby	Dease Lake	North Okanagan-Shuswap
Maple Ridge	Fort Nelson	South Okanagan Similkameen
New Westminster	Fort St. John	Vernon
Tricities	Tumbler Ridge	14 Selkirk
05 Rockies	15 Vancouver	Arrow and Slokan Lakes
Cranbrook	Cedar Cottage/Kensington	Castlegar
Creston	Downtown Eastside	Grand Forks
Elk Valley	Kitsilano	Kaslo
Golden	Marpole Oakridge	Nelson
Kimberley	South Vancouver	Revelstoke
Windermere Valley	Mount Pleasant	Salmo
	Collingwood	Trail
	Hastings North	

Across these communities, 955 organizations/interest groups are identified in the task group plans as active participants in the planning process. The top six groups in terms of representation in the Community Literacy Planning process are: schools, libraries, the post-secondary education system, community service providers, citizens, and Aboriginal groups. Over fifty percent of participants

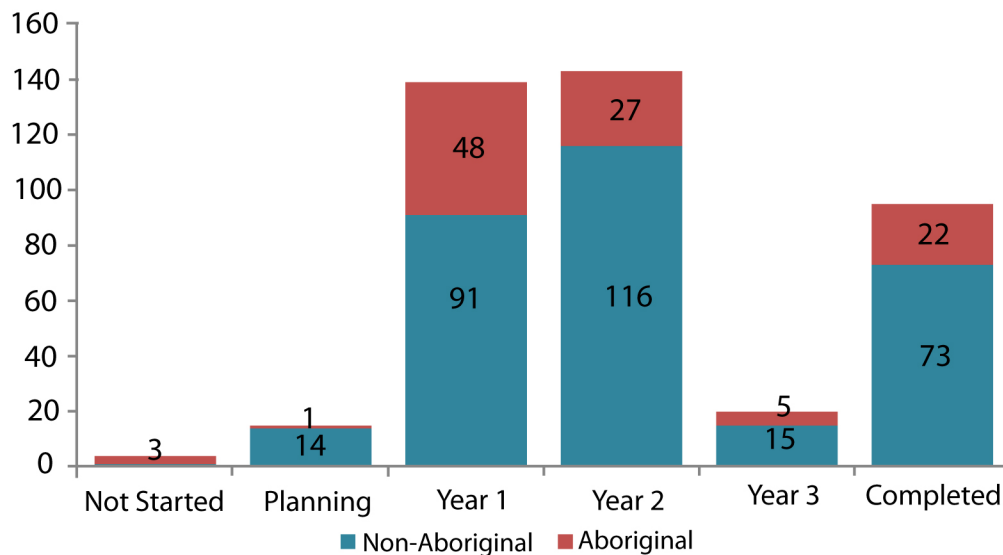
Introduction

(544 of 955) come from these six groups.

At the other extreme, there are 13 groups that have relatively less representation in the planning process (45 or fewer participants each). They include groups such as family services, municipal-district representatives, business organizations and employment services. These 13 entities account for 348 of 955 total participants in the planning process.

Communities throughout the province are at various stages of completion of the Literacy Now Planning process. Some are just getting started and others have finished implementing their action plans. Figure 1 below shows the number of communities at different stages of completion.

Figure 1: Number of Literacy Now communities by Stage of Completion



The stage of completion for a community shapes the research artifacts available and the stories gathered through document reviews, interviews, focus groups, and the online questionnaire. In 2007, the Community Literacy Planning process was extended when the mandate of B.C. Boards of Education was broadened through Bill 20 to include life long literacy beyond K-12. Each school district was then required to develop a District Literacy plan in partnership with its broader literacy community. District Literacy plans are statements of commitment by school districts to work with community partners to improve literacy locally.

Table 2 draws on descriptions from the District Literacy Planning Guide¹³ to present a snapshot of community planning, expectations, and implementation activities for communities and school district roles.

¹³ District Literacy Planning Guide, A companion document to 2010 Legacies Now's Community Literacy Planning Guide, published in 2006. Retrieved June 11, 2010: http://www.readnowbc.ca/assets/pdfs/dlp/dlp_guide.pdf

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Table 2: Stages of Community Literacy Planning

Scenario One – Community Literacy Planning is Not Yet Taking Place	Scenario Two – Community Literacy Planning is at Different Stages in Communities throughout the District	Scenario Three – Community Literacy Planning is Completed for all Communities/ Neighbourhoods
<p>The first step is to initiate work with communities or neighbourhoods around creating a Community Literacy Plan:</p> <ul style="list-style-type: none"> • Talk with interested people at colleges, literacy organizations, community services, libraries, early childhood programs and other places. • Develop a task group to lead the planning process. • Apply for funding from 2010 Legacies Now and follow the Community Literacy Planning Guide to create a plan in each of the district’s communities or neighbourhoods. 	<p>In communities at the implementation stage:</p> <ul style="list-style-type: none"> • Continue to participate in implementation processes • Meet regularly with the community literacy task group to address implementation issues, do further planning where required and celebrate success. <p>In communities where community literacy planning is in progress:</p> <ul style="list-style-type: none"> • Continue to meet with the community literacy task group to consider current literacy programming, discuss assets and challenges, look for opportunities to work together, and plan for action. <p>In communities that have not yet begun to plan:</p> <ul style="list-style-type: none"> • Meet with community members who are willing to provide leadership in developing a plan. • Apply for funding from 2010 Legacies Now to complete a Community Literacy Plan. 	<p>In this scenario, the community literacy task group, including school district personnel, can:</p> <ul style="list-style-type: none"> • Review what has already been accomplished. • Consider further development including coordination, resources, sustainability, and implementation strategies. • Identify issues and actions that are common to all of the communities/neighbourhoods within the district catchment area. There may be potential to implement some actions on a district-wide scale.

Continued on next page

Introduction

Scenario One – Community Literacy Planning is Not Yet Taking Place	Scenario Two – Community Literacy Planning is at Different Stages in Communities throughout the District	Scenario Three – Community Literacy Planning is Completed for all Communities/ Neighbourhoods
<p>In this scenario, the District Literacy Plan will be a:</p> <ul style="list-style-type: none"> • Profile that describes the district communities and neighbourhoods. • Description of the steps and processes taken to date to create community literacy plans. • Reference to other district and community documents that focus on literacy planning. 	<p>In this scenario the District Literacy Plan will be a:</p> <ul style="list-style-type: none"> • Profile that describes the stages of planning in district communities/neighbourhoods. • Summary of the processes and steps to complete Community Literacy Plans. • Summary of implementation progress from those communities where plans are complete. • Description of the partnerships formed, trends in programming, issues and barriers to address. 	<p>In time, all districts will be at scenario three – reviewing and building on the previous year’s plans – for each community/ neighbourhood and for the district.</p>

This framework divides activities into stages and captures the current design of Literacy Now initiatives.

As evident in this background summary, Literacy Now work is being undertaken within a complex pan-provincial landscape; different communities are at different stages in the planning process and must address challenges unique to their geographical, social and economic realities. Given these complexities the research team utilized a methodology with multiple data collection strategies.

Methodology

Methodology

As noted, the purpose of this study was to evaluate the Community Literacy Planning Program, an initiative led by 2010 Legacies Now and designed to increase awareness and participation in literacy programs and activities across the province. Various data collection strategies were used to accomplish the research goals:

1. Workshop with key informants
2. Literature review
3. Analysis of community plans
4. Focus groups and interviews
5. Online survey

Workshop with key informants

The research began with a workshop with key informants from the Research Advisory Group to develop a logic model, conceptual map, and initial research questions for the project. The workshop took place in early January 2010 and was an opportunity for the Advisory Group to provide input into the overall research process and to ensure that the proposed research program would make a significant contribution to inform the work of the Literacy Now partners and communities. Outputs from the workshop included a draft logic model (figure 2, page 29), and the identification of key concepts and research questions.

Literature review

The second research component was a literature review undertaken to identify and study significant examples of current knowledge including theoretical and methodological contributions related to community literacy planning processes. The concepts of social capital and

networks in human capital were the focus of the literature review.

Analysis of community plans

The third component of the research involved analysing community literacy plans, implementation reports, and school district literacy plans.

Focus Groups and Interviews

Field research with selected task groups comprised the fourth component of the research. Specifically focus groups and/or one-on-one interviews were conducted with members of six selected task groups/communities from across the province. The selection of six out of the 104 communities was based on the maturity of the program, diversity (population density, ethnicity, and Aboriginal communities), and geographical location¹⁴. In order that participants could comment on their experiences with the community planning process throughout the project life-cycle, only mature projects (those that had been in place for at least three years) were considered for selection.

The task groups selected were Castlegar, Chilliwack, Elk Valley, Fort Nelson, Powell River, and Surrey. Focus groups were conducted in all communities except Surrey, where one-on-one interviews took place. A total of 45 community members participated in the focus groups with between 6 and 11 participants in each group; focus groups lasted approximately 1.5 to 2 hours and were conducted at a location within the community convenient for participants (e.g., school, community centre). Three telephone interviews were conducted with Surrey task group members, two with Chilliwack

¹⁴ See Technical Note 3 for a full description of the Task Group/community selection methodology.

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members and one with a task group member from Fort Nelson. Other potential participants who were unable to attend the focus group sessions but had indicated an interest in being interviewed were contacted but none of these people availed of that opportunity. Focus groups, data, and interview information were analyzed for emergent themes and trends.

Online Survey

In the final phase of the research an online survey was conducted. The questionnaire was developed in consultation with the Research Advisory Group and was revised based on information from the first focus group session held in Powell River. Information from these sources allowed the researchers to refine question wording and to develop closed-ended questions. The questionnaire was pilot tested in May, 2010 and the updated survey was administered starting on June 21, 2010.

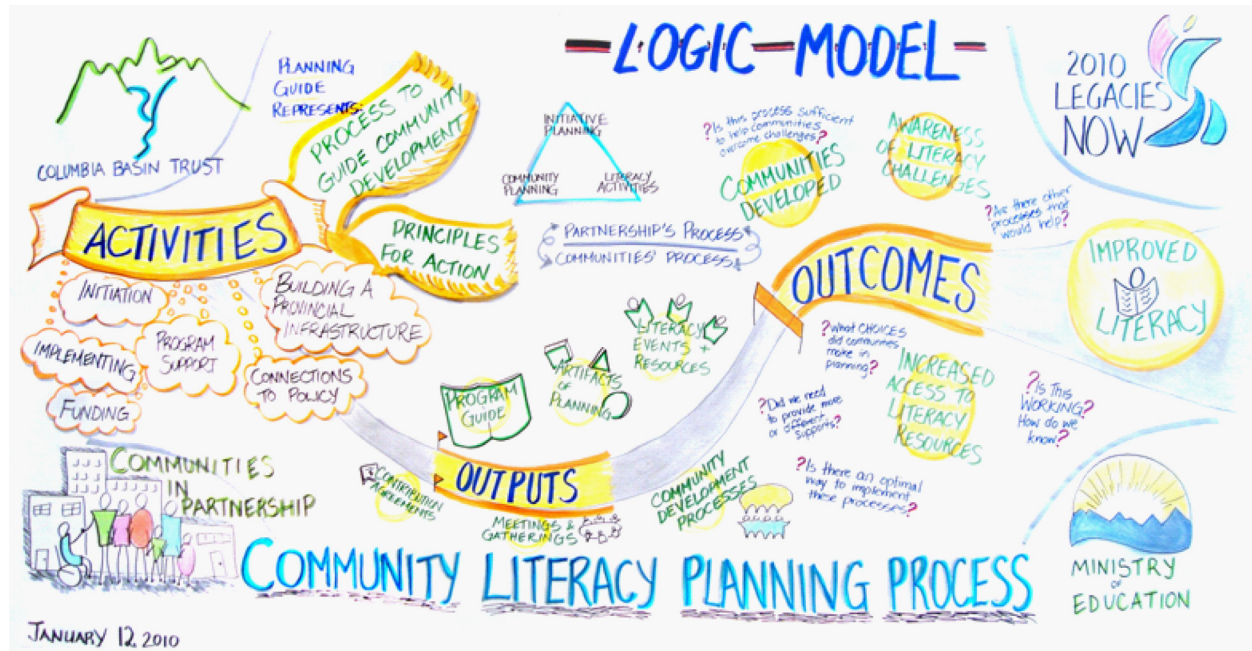
All task group coordinators were requested to send email contact information for all groups and sectors in their communities who had participated in the community literacy planning process and/or who had benefited from projects funded under the initiative. The final contacts database totalled 1,612 potential respondents. Each contact was invited by email to respond to the secure online survey. A first reminder email was sent to all those who had not already responded on July 7th and a final reminder on July 19th. Seventy-six survey invitations were returned as undeliverable and a total of 352 responses were received for an adjusted response rate of 22.9 percent. Numeric responses were analyzed using SPSS (Statistical Package for the Social Sciences) and long-answer written responses were coded for emergent themes and trends using a technique known as content analysis.

Key Informant Workshop

Key Informant Workshop

The key informant workshop with representatives from 2010 Legacies Now/Literacy Now, the B.C. Ministry of Education and the Columbia Basin Trust was an opportunity for a loosely structured conversation about the Community Literacy Planning program in the context of the research objectives. The workshop consisted of three components. The first was the development of a logic model, the aim of which was to articulate key processes, activities, outcomes and outputs.

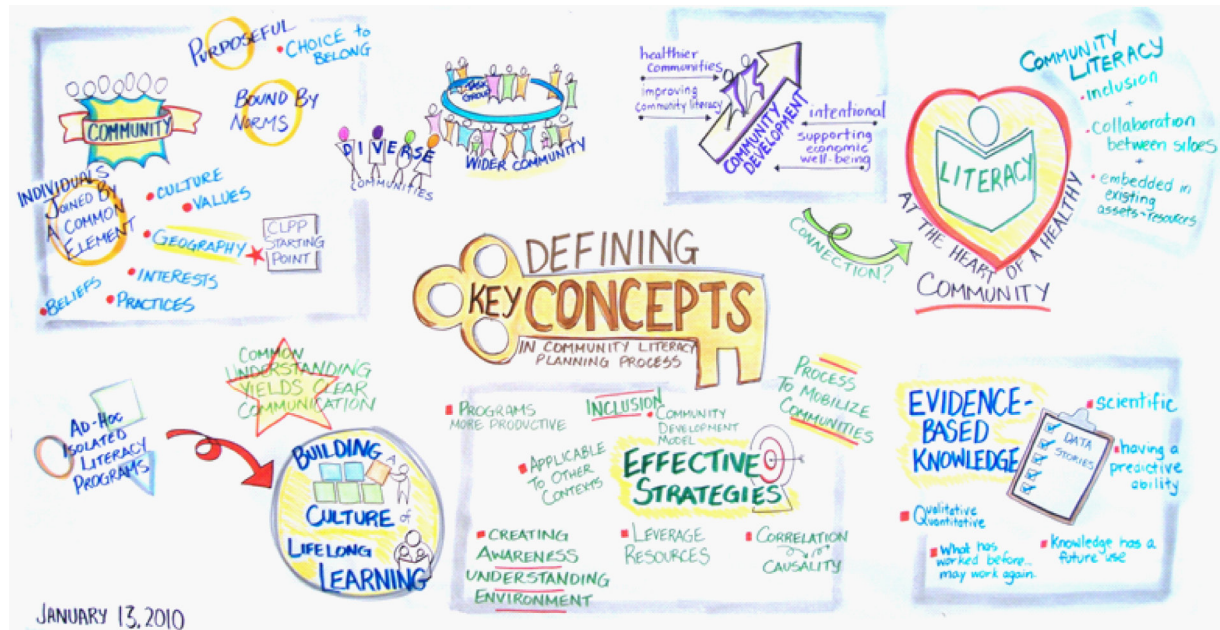
Figure 2: Logic Model Graphic



During the second component of the workshop, participants identified key concepts such as community development, community literacy, strategies, evidence-based knowledge, and lifelong learning.

Key Informant Workshop

Figure 3: Key Concepts



The initial list of research themes covered topics such as impacts, collaboration, engagement, access and awareness. These ideas guided subsequent focus group questions and the questionnaire items.

Figure 4: Research Questions



Literature Review

A confluence of factors have elevated the stature of literacy among leading policy makers, and positioned it centrally in local, national and international development goals. This emphasis on literacy can be attributed to a number of factors. Firstly, the emergence of the “new knowledge economy” means that workers require increasingly sophisticated knowledge and skills in everyday work settings (Falk, 2001). The shift from Fordism to Post-Fordism has “greatly intensified rates of commercial, technological and organizational innovation” (Harvey, 1989, p.147). Secondly, globalization (Faris, 2001) has led to an unprecedented movement of goods and people. For example, in B.C.’s Lower Mainland, more than 50 per cent of the population speaks a language other than English; many of these current and future workers seek language and training skills necessary to work in their new country. Thirdly advances in technology and communications have given rise to New Literacies (Barton & Hamilton, 2000; Luke, 2000), requiring not only a re-conceptualization of how we think about and define literacy but also different skills and knowledge sets beyond print literacy (Corio, Knoble, Lankshear, & Leu, 2008).

Literacy is increasingly seen by some authors as key to individual and social well being in countries such as Australia, Canada and the United Kingdom. Coloumbe and Tremblay (2005) have estimated the rise of labour productivity and per capita GDP associated with a percentage increase in literacy levels. Others have noted a causal relationship between literacy levels and health and wellness. The Literacy Now program relies on community development processes to raise literacy levels throughout B.C. This program draws heavily on social capital theory (c.f. Gardner, 2005), which defines social capital as a resource based on human interactions, partnerships, collaborations and relationships. Com-

munity development is a process that builds social capital.

This literature review examines the theoretical underpinnings of community planning and development as a process for building social capital and, ultimately, improving literacy levels. It also examines literacy policies and practices in the three domains that form the core of community literacy work, that is, literacy work outside of the K – 12 school setting: early literacy; adolescent literacy, and adult literacy. Of course, while recognizing these three domains, it is important also to think about literacy in terms of life course in that we will continue to learn new literacy skills at different junctures in our lives and literacy will also serve different functions and purposes across the life span.

The concepts of social capital and networks in human capital theory are foundational in the literature connecting community development and literacy. Hornburg and Lang (1998) argue that social capital may give communities and people the connectedness they need. On the other hand, Coleman (1988) writes that it is the interaction between human and social capital that creates the dynamic for the emergence of a learning community.

Social Capital and Human Capital Theory

Human capital and social capital theories are key concepts in the context of understanding the CLPP. Falk (2000) situates these ideas in relation to Adult Learning where:

Human capital includes the skills and knowledge we gather in formal and informal learning. Social capital, built through meaningful interactions between people, facilitates

Literature Review

the learning and use of these skills and knowledge. Social capital therefore promotes active and sustainable learning. A learning environment poor in social capital will concentrate on skill and knowledge acquisition in a top-down fashion, will underplay the importance of trust and interpersonal issues such as self confidence, and assume learners know why they are there and are self-motivated

The literature reviewed below illustrates key ideas for social and human capital theories.

Human capital theory has emerged as the guiding rationalization for state investment in education and training. According to Keeley (2007), “Economic progress crucially relies on human capital – the knowledge, skills competencies and attributes that allow people to contribute to their personal well-being as well as that of their country” (p. 3). Although Marginson (1993) notes that there is little empirical evidence to support human capital theory, and claims about the positive impact of literacy on economic growth have been disputed (e.g., Graff, 1979; Luke, 1992), the assumptions underlying this perspective persist in literacy programs. Falk (2001), for example, argues that Australian public policy makes the assumption that “literacy equals employment” and claims that, in consequence, many programs do not deliver. Falk and others propose that governments need to move beyond simplistic notions underpinning human capital theory, and focus on developing *social capital* if the goals of social and community development are to be realized in literacy and community development programs.

Kilpatrick, Field and Falk (2003) define social capital as a resource based on relationships among people. These relationships involve “membership in networks and norms that guide their [members] interactions that in turn

“generate secondary features such as knowledge and trust which then facilitate reciprocity and cooperation” (p. 419). However, not all agree that social capital necessarily contributes to the common good. Indeed, Bourdieu (1986) argues that social capital, which he sees as having a direct relationship to economic capital, benefits individuals who already have access to it. Kilpatrick et al. acknowledge that social capital can benefit some to the exclusion of others but maintain:

Social capital is an appropriate analytical framework for diagnosing the strengths and weaknesses of the social assets of a community (whether defined by geography or common purpose), and identifying aspects where intervention, for example, by community development practitioners, could usefully build community capacity to manage change and develop. Community development is a process; social capital is a set of resources, which can be changed through various processes, including community development (p. 431).

For example, in identifying its roles, Literacy Now says that it “assists communities to pool and build financial and human resources to address local literacy challenges”. Indeed, identifying the assets of the community and mobilizing people to capitalize on these assets is central to the Community Literacy Planning process. As is evident in the discussion of social capital that follows, this emphasis on social capital and literacy in community development is consistent with the broader discourse in the literature.

Some argue that social capital is in decline in western societies. Based on over 500,000 interviews conducted over the last century, Putnam (2000) concluded that our stock of social capital has declined drastically and that we have become more socially isolated and therefore

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impoverished. On the other hand, Sirianni and Friedland (1997) argue that social capital is not in decline but that it manifests differently in different settings. That is, while traditional structures such as parent-teacher associations and fraternal organizations may be in decline in some settings, in others, people have become active in online social movements, and engaged in collaboration and knowledge creation within environmental and other social movements. Thus, social capital appears to be a dynamic and evolving concept.

Literacy itself is considered both a product of, and necessary for, the formation of social capital. Indeed, it is increasingly regarded as a linchpin of development and progress. For example, in his proclamation of *International Literacy Day*, on September 8, 2005, then Secretary General of the United Nations, Kofi Anan, declared, "Literacy is a key lever of change and a practical tool of empowerment on each of the three main pillars of sustainable development: economic development, social development and environmental protection." The view of literacy as a tool for empowerment is associated with international development discourses and promoted by agencies such as the United Nations. But more recently, the importance afforded literacy as *the key* to individual and social well being has increased dramatically in countries such as Australia, Canada and the United Kingdom. For example, in evaluating a neighbourhood development and improvement project in a Canadian context, Torjman (2006) commented that "literacy lies at the heart of these efforts" (p.1).

Raising literacy levels is regarded as a catalyst for improving living conditions and providing opportunities for economic advancement in developing countries. For example, Delors (1996), in his position paper discussing global social challenges and issues states, "It is obvious that the local community plays a paramount role in any reform strategy" (p. 19). More recently,

organizations such as the Organization for Economic Co-operation and Development (OECD) link literacy performance to the overall economic well being of countries. Using data from the International Adult Literacy Survey, Coloumbe and Tremblay, (2005) argue that "literacy scores rising by one percent relative to the international average is associated with an eventual 2.5 percent relative rise in labour productivity and a 1.5 percent rise in GDP per head" (p. i). Furthermore, epidemiologists have argued that there is a direct, causal relationship between literacy levels and health and wellness (Keating & Hertzman, 2004).

With the emergence of the "new knowledge economy", globalization, and advances in technology and communications, our understanding of literacy has changed considerably over the last two or three decades. Whereas literacy was once conceived of as an amalgam of cognitive and linguistic skills learned primarily at school and transferable from one context to another (Roberts, 1999), anthropological and socio-linguistic research suggests that literacy involves complex cultural practices that are socially-situated and vary from one domain to another (e.g., Barton, Hamilton, & Ivanic, 2000; Street, 1995). Brandt (2001) pointed out that literacy practices change and evolve over time, and are organized or shaped by dominant texts and discourses. In other words "what counts" as literacy in a given setting and historical period differs. Indeed, it means something very different to be literate in the digital age of the early 21st Century North America, than it did in the resource-based economy of British Columbia of forty years ago. Finally, and perhaps most significantly, the role of the state in individuals' lives is, on some fronts, receding; individuals are expected to take on more responsibility for their own social and economic well-being in a context of competition for resources. Thus literacy is viewed as a mechanism through which people can take on more responsibility for their own well-being and depend less on the state.

Literature Review

Given that views of literacy shift with changing policies, economies and social values, it is important in the context of this analysis of community planning and community development approaches to literacy, to examine how policies and practices are taken up in different domains: early literacy; adolescent literacy, and adult literacy. These domains of policy and practice form the core of community literacy work, that is, literacy work outside of the K – 12 school setting, in British Columbia and elsewhere.

Early literacy

Although E.B. Huey (1908) proposed in his book that children's literacy began at home prior to formal schooling, conventional wisdom until the middle of the 20th century was that children were not ready to learn to read until they had reached a mental age of 6 (Teale & Sulzby, 1986). Then, two influential studies by Dolores Durkin (1966) in the United States and Margaret Clarke (1976) in Scotland demonstrated that children were quite capable of learning about print in the preschool years and without the benefit of formal instruction. A plethora of studies, many by parent academics (e.g., Baghban, 1984 ; Bissex, 1980) followed, confirming the precocity of children in learning about and engaging in print literacy in the preschool years. Piagetian scholars such as Ferrerio and Teberosky (1982) saw the child as a constructor of his or her own literacy and indeed, some educators claimed that learning to read and write were "natural" processes (Goodman & Goodman, 1979), like learning oral language. However, in her landmark study in three different communities in the Piedmont area of the United States, Heath (1983) found that although preschoolers in all three communities were exposed to literate practices and printed texts of some sort were available in all of their homes, only the middle class white children (Townspople) were successful as they progressed through school; children from the working class white community (Trackton) and the African Ameri-

can community (Roadville) encountered difficulties. That there are significant differences in children's early literacy experiences at home was confirmed by Purcell-Gates (1995) in her classic study with 20 families from different ethnic and socio-economic backgrounds. Furthermore, these differences appear to affect children's literacy learning at school. These studies lend support to the notion that, while most children in western societies experience literacy in their homes and in communities, learning to read and write, unlike learning one's oral language, are not "natural" (Luke, 1992) and require more than simply being immersed in an environment where literacy is practiced.

In North America, a great deal of attention in early literacy has centered on the debate around how much instruction or support children need in order to learn the alphabetic code (e.g., Chall, 1967; Adams, 1990). This debate has recently subsided somewhat, with most educators agreeing that while some children need more systematic teaching, balanced instruction is needed so that children from early on have the opportunity to learn and engage in different aspects and forms of literacy (e.g., Pressley, 2006). Over the past several decades, the focus on young children learning about print has shifted somewhat and there is increasing recognition that there are many facets to children's literacy development. For example, researchers such as Dickinson and Tabors (2001) have shown a strong relationship between young children's oral language development and learning to read and write. Furthermore, children need to have developed phonemic awareness—the ability to detect individual phonemes or sounds in the speech stream—before they benefit from formal instruction in symbol-sound relationships, or phonics (Ehri & Nunes, 2002). As well, there is increasing recognition that children draw on various cognitive and linguistic resources when learning to read and write (Kress, 1997; Marsh, 2006), not just their knowledge of print.

Literature Review

The recognition of the connections between young children's phonemic awareness and knowledge of print conventions, to the later take-up of school literacies, has spurred the development of the early and family literacy movement, as evidenced in the growth of family literacy programs in libraries, schools and community settings, and in inter-agency and community collaborations within the Literacy Now initiative in British Columbia, the Early Years initiatives in Ontario, to similar project across Canada. Less evident as yet within these broad-based initiatives, is a systematic attention to discovering and building upon the cultural and linguistic resources children bring to school learning, as suggested by the work of Heath (1983), Kress (1997) Marsh (2006) and others.

Adolescent literacy

In the literature, adolescence is usually thought of as ages 10 to 18 (Moje, Overby, Tysvoer, & Morris, 2008) and research in adolescent literacy typically involves students in grades 4 through the end of high school. Chall (1983) hypothesized different stages in reading and believed that until about grade four, children were *learning to read*, after which they were expected to *read to learn*. Although this dichotomous perspective has been debunked somewhat in that it is now recognized young children are *reading to learn* from an early age and most people continue to *learn to read* new textual forms and practices across the life span, Chall's notion of a "fourth grade slump" wherein children who appear to be learning literacy successfully in the primary grades begin to experience difficulty once they enter grade four, continues to hold.

Traditionally, the change from an almost exclusive emphasis on narrative texts in the primary grades to more complex informational and expository texts was posited as an explanation for the fourth grade slump and the difficulties

that adolescents encountered in reading and writing. Consequently, until the last decade or so, much of the focus in adolescent literacy was on finding ways to support adolescents reading and writing of texts across the curriculum (e.g., Heber, 1978) and for example, *content area reading and language across the curriculum* courses were typically required of all prospective teachers intending to work with this age group. Indeed, contemporary researchers such as Elizabeth Moje recognize that the demands on adolescent learners in school are significant and growing, in that successful students need to be able to draw on stored background knowledge, integrate knowledge across texts, critically evaluate information in texts, and report on that knowledge in *disciplinary specific ways* that call upon particularized knowledge of text structure and genres (Moje et al, 2008).

More recently however, researchers have begun to investigate the out of school literacy practices of adolescents. For example, Moje, a leading scholar in this area, and her colleagues (2008) reported on a study that examined the out of school literacy practices of adolescents and the relationship of these practices to students' achievement in school. Moje concluded that adolescent literacy is closely associated with issues of identity and social inclusion, and that a stronger alignment is required between contemporary adolescent outside-school literacy practices, and the texts and reading practices that are valued and taught inside schools.

Concerns about adolescent literacy have been evident for some time, yet as Luke and Luke (2001) point out, the effort given to supporting adolescents in their literacy learning pales in comparison to the efforts to support young children's early literacy development. They claim this emphasis on early intervention is based on the "inoculation principle", the belief that investing effort and money in early childhood prevents problems and difficulties in future. Whether the Lukes' assertion is cor-

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rect or not, a reading of the literature suggests that adolescent literacy does not receive adequate attention. This should be of concern to all educators, because, although secondary school leaving rates have, on average, declined significantly since the early 1990s (Statistics Canada, 2008), there is a proportionate increase in the rate of young men, as compared to young women, who are dropping out because of reported “disengagement” (ibid, para 8). Proportionately high levels of school leavers are also found among rural residents (Statistics Canada, 2008), and among Aboriginal learners. In British Columbia in 2009, 47 percent of Aboriginal students successfully graduated from Grade 12 with a B.C. Dogwood certificate within six years of entering Grade 8, compared with a graduation rate of more than 75 percent for non-Aboriginal students (Heslop, 2009, p. 4). School leaving rates are also higher among low income English Language Learners (ELL) in B.C. than their higher income ELL and native English speaking counterparts (Toohey & Derwing, 2008). It is unknown to what extent an undetected learning disability plays a role in school leaving statistics (Learning Disabilities Association of Canada, 2009), though this is a significant factor reported by adult literacy programs for reading difficulties among adults (Movement for Canadian Literacy, 2006).

Indeed, these school leaving rates, in addition to fluctuating economic opportunities within communities, directly shape the work of adult literacy education.

Adult literacy

The field of adult literacy education in B.C. and Canada has followed a distinct trajectory from that of early literacy and adolescent literacy described above. Adult literacy education has a long history in Canada and around the world (at least formally) linked to 19th century social movements, including those of worker education, labour activism, nation-building, suffrage

and women’s rights.

The new federal and provincial sources and mechanisms for literacy funding that marked the founding of the National Literacy Secretariat (NLS) in 1998, heralded the development of provincial literacy associations and college-based adult literacy and basic education that remain, despite many policy changes, the backbone of the adult literacy field in B.C.

In spite of its unique roots within social movements, and later, provincial associations with the aim of reducing Canada’s “literacy problem”, contemporary adult literacy policy, practice and theory has shifted and changed in response to the competing philosophies of human capital theory and skills-based discourses on the one hand, and social capital and social practice views of literacy on the other. It should be noted that tensions between these perspectives are not only traceable across time, but within contemporary domains of practice, wherein these competing views often co-exist. Indeed, adult literacy educators are expert in negotiating these competing discourses as they work in local settings, supporting diverse individuals with their learning and life challenges, while also accounting for their progress through assessment and reporting mechanisms developed elsewhere.

When the National Literacy Secretariat was established in the late 1980s (as part of the Canadian Secretary of State’s office), the founders were strongly committed to community development. Their philosophy was based on the premise that infrastructure should be built from the ground up, reflecting the needs of adult learners and instructors. As Hayes (2009) documented, two goals guided the work of NLS in its early years:

1. To increase literacy opportunities and take-up, so people could improve their literacy skills; and

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2. To work toward making Canada's social, economic and political life more accessible to people with weak literacy skills (Hayes, 2009. p. 19).

These goals reflect a capacity building approach to supporting the work of adult literacy groups through research, materials development, pilot model, curricula development and so on. They also demonstrate a democratic citizenship perspective of literacy, based on access and equality of opportunity, with a commitment to responding to adult literacy needs in communities. This "democratic citizenship" and responsive approach has not proven easy to sustain in the face of increasing demands for accountability and for evidence of "success" as measured by pre-determined eligibility criteria. As is elaborated below, the shift from a community development focus to an accountability focus (Hayes, 2009) in adult literacy work reflects a governance shift toward human capital perspectives wherein literacy achievement is measured according to employment status more than engaged citizenship (Hayes, 2009). This shift has brought with it a more standardized approach to relationships between government, community groups and citizens, whereby forms and contribution agreements are used to manage an increasingly diverse field.

Adult literacy education, like early family and adolescent literacy, takes place in a diverse array of settings. Adult literacy and basic education programs are offered by community colleges and the new teaching universities in British Columbia. School boards, which typically receive more stable funding, also offer adult programs and are staffed by trained educators who follow a specific curricula articulated to the adult Dogwood. Working conditions for these educators may vary, but most report limited access to professional development, planning time or up-to-date resources (Smythe, 2010, in press). A large number of adult literacy learners may also be found in community-based settings, such as

neighbourhood houses, churches or schools, in women's centres, homeless shelters and so on. Community-based settings are typically staffed by volunteers with few paid or trained employees; these programs usually rely on community partnerships to sustain their work from year to year, and provincial funding is provided on a short-term, yearly or bi-yearly basis. A few well-established programs may have access to funding from private, non-profit, or corporate entities, though this funding too, is usually in the form of short-term grants. In this context, federal funding in the past has been directed towards local community, charitable, voluntary organizations. This is despite their effort to target employers, academia, unions, etc.¹⁵ This diversity in conditions for teaching and learning make the field both challenging and fascinating. One of the most significant challenges reported by adult literacy programs, apart from sustainable funding, are the barriers to formal literacy learning opportunities for adults.

Barriers to access

As noted above, adult literacy learners are by and large vulnerable to a range of stressors and barriers that include, but are not limited to, literacy difficulties. According to the Movement for Canadian Literacy (2006), as many as 70 percent of adults who seek literacy learning opportunities likely have an undiagnosed learning disability. Jenny Horsman and colleagues (2010) report that a majority of these learners, women and men, are likely to have encountered emotional and physical violence that affects their ability to learn. Indeed, untreated post-traumatic stress is now recognized as a significant barrier to progress in English Language Services for Adults (ELSA) classes (Rogan, 2010). Long & Middleton conducted an earlier comprehensive

15 Retrieved Nov 1, 2010, Formative Evaluation of the Adult Learning, Literacy and Essential Skills Program - May 2010, http://www.hrsdc.gc.ca/eng/publications_resources/evaluation/2010/sp_965_08_10e/page07.shtml

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study that documented barriers to attendance in adult literacy programming. These included (in order of importance): childcare, transit, work responsibilities, lack of awareness and inappropriate instruction (Long and Middleton, 1999).

Second-language learners who want to acquire literacy in English or French often slip through the cracks of literacy policy and provision in Canada because many adults exhaust the financial support provided through federal language training programs before they reach fluency, if they manage to attend these programs at all. Yet, those who are not proficient in English or French and who are not educated to at least Grade 12, overwhelmingly occupy entry-level jobs that cannot sustain a family (Wrigley et al, 2009). It is here that language learning issues become literacy issues; the literacy needs of English and French language learners have important implications for policy, practice and provision.

Defining literacy: Skills or practices?

Human capital theories, as described above, assume direct links between individual literacy levels and the capacity to participate in the nation's economic and social life. The International Adult Literacy and Skills Survey (IALSS) a large-scale, international comparative assessment currently informs human capital policies in many jurisdictions. The IALSS is designed to identify and measure a range of skills linked to the social and economic characteristics of individuals across Canada (Statistics Canada and OECD, 1995; Statistics). A key finding of the International Adult Literacy Survey (IALS) conducted in Canada was that 40 percent of adults who scored at levels 1 and 2 on the survey's five-level scale "do not have the literacy skills to meet the ever increasing demands of our information-based economy and society" (Human Resources and Skills Development Canada and Statistics Canada 2005; Statistics Canada

2008). In reaction to these findings, much of the energy and activity within the adult literacy sector in Canada is directed toward raising these literacy levels. The logic of the IALS study is that adults at Level 1 and 2 cannot and do not participate fully in the economic and social life of their communities, and of the country as a whole. The implication is that adults need to seek out adult literacy programs that would raise their literacy to Level 3 or 4, from which they could access job training and education opportunities with viable employment prospects (Jackson, 2006). The IALSS survey results are an important metric for shaping adult literacy funding and an important touchstone for those dedicated to improving the lives of adults who are socially and economically marginalized.

The IALSS notion of "basic skills" or "low skills" as an absolute descriptor of a person's literacy abilities is a contested concept. Hamilton, (2009) argues that it does not capture the complex learning histories or typically "spiky profiles" that characterize adults as learners. Taylor, Ayala, and & Pinsent-Johnson (2009), found the notion of basic skills limiting for purposes of workplace training (p. 10).

There is an assumption that adults with limited literacy need to build basic and foundational skills such as reading text, document use and writing before achieving skills that are more complex. However, the trainees in this study brought to the forefront the importance of learning computer skills, oral communication and continuous learning strategies, and not the more basic or foundational skills of reading or numeracy.

In addition to a limited IALSS skills perspective, many adult educators do not want to evoke a "deficit" perspective of basic skills for fear of scaring or shaming people; the result of this

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tension has been a discursive shift away from the notion of basic skills, or “skills deficits” within the adult literacy field, to one of empowerment and community building. It is here that social capital perspectives of adult literacy come to rest uncomfortably alongside human capital policies and initiatives.

Community development and literacy

Faris and Peterson (2000) define community development as “action by people locally to enhance the social, cultural, environmental and economic conditions of their community” (p. 17). They list the six major purposes as follows: “citizenship/civic; health promotion; economic development; environmental/ecological sustainability; rural/urban development; and social development/planning” (p. 17). Faris and Peterson maintain that these are interrelated and that a learning based approach can inform and be included in all of them.

According to Van Der Veen (2003), community development is “essentially a learning process” (p. 580). In developing countries in particular, community development has been seen as an alternate route for people to become literate and to acquire an education. Van Der Veen identifies three forms of education within a community development framework: education as training local leadership and on the job training; education as consciousness raising as in the tradition of Paulo Freire and others; and education as service delivery such as providing an adult literacy program. Obviously, these three forms of education are not necessarily mutually exclusive and can share attributes. Subban (2007) suggests four orientations to literacy within a community development perspective: functional literacy; cultural literacy; critical literacy; and participatory literacy. According to Subban, the *functional literacy* perspective has traditionally been dominant in adult and community education in North America. Functional literacy focuses on basic

skills “required to read, write and do calculations” (p. 70). A teacher-centered approach is usually assumed and issues of context, culture and power relationships are generally not considered. Subban contends that “the underlying structural issues that result in low-level literacy are ignored” from within a functional literacy perspective and thus “functional literacy is thought to provide a band-aid approach to issues of low-level literacy” (p. 70). Inherent in a *cultural literacy* framework is the notion that culture impacts on all that we do and how we come to understand and know the world. Programs that reflect this orientation aim to situate “literacy practices within the broader set of social relations that govern teachers and learners” (p.71). Literacy skills are taught in ways that allow learners to make sense of what is being taught by drawing on their repertoire of cultural knowledge or resources. Subban cautions that some proponents of a cultural literacy perspective advocate nurturing the dominant or mainstream culture, implicitly encouraging learners to abandon their own. She maintains that such a perspective is hegemonic in perpetuating the marginalization and disempowerment of groups outside the mainstream and instead argues for a *pluralist cultural literacy* that values “the cultural information that learners bring to the classroom as important constituents of learning, and considers culture essential to the construction of knowledge” (p. 71). While advocates of *critical literacy* acknowledge the importance of basic skills such as decoding print, they also stress the centrality of addressing “the relationship between the literacy experiences of individuals and communities and the power relations that govern them” (p. 71). Usually linked to the foundational work of Paulo Freire (e.g., Freire & Macedo, 1987), critical literacy has as its core, the emancipation and empowerment of the learners. In *participatory literacy*, functional literacy skills are the focus but learners assume control over the learning as they “identify their needs and interests and shape the content and direction

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of their literacy experiences by participating in the design, implementation, and evaluation of the program” (Subban, 2007, p.71). That is, unlike traditional functional literacy approaches, it is the learners who have agency. Subban contends that community based literacy initiatives need to be guided by a participatory literacy framework and that there is “a general concern that literacy not only builds individual capacities, but also enhances the community” (p. 71).

Traditionally, in Canada, we have tended to conceptualize literacy as individuals acquiring a specific set of cognitive and linguistic skills. Merrifield, White, and Bingman (1994) point out, “In this country, we have long defined literacy in terms of individual skills. We test individual skills, we measure advancement in individual terms, we count numbers and grade level gains” (p. 302). Beder (1997) similarly argues that adult literacy has been seen as individualistic, or what Street (1985) refers to as the *autonomous view* of literacy.

However, Merrifield, White and Bingman (1994) point out that,

[in] other parts of the world, most notably in the Third World, a very different conception of literacy is commonplace—literacy in a social and community role. We recognize this viewpoint a little when we acknowledge that literacy has implications beyond individual outcomes, when we link a competitive economy with more literate workers. Literacy from a social perspective focuses on this capacity of individuals to transform themselves and their communities. Progress is measured not in individual skills, but also in social impacts. (pp. 302-303).

Interestingly, Merrifield et al. report that “evaluation of literacy programs in developing na-

tions is measured by such things as number of water wells drilled in a village, health clinics established, income generating projects initiated, or improvement in infant mortality rates or family nutrition” (p.303). Literacy per se is not evaluated; the good, or the development of the improvement that results from literacy, is the benchmark against which the success of a particular initiative is measured. As Beder indicates, “The presumption is that if through collective action a community is able to solve the problems that create poverty, poor health, and oppressive conditions, all individuals will benefit” (p. 1).

Hinsdale, Lewis, and Waller (1995) present an interesting example of a community development approach that integrates community development and literacy. In their case study, they document the efforts of the community of Ivanhoe, Virginia when the town lost its industrial base and was confronted with immense poverty. Using ethnographic methods in a participatory research project, Hinsdale, Lewis, and Waller worked with the Ivanhoe Civic League to attract new industry to the town. Although these efforts were not successful, the town revitalized itself, and the cornerstone of this revitalization was adult literacy education. In an overview of the Ivanhoe project, Subban (2007) also comments that concomitant with the focus on education and literacy was a “strong commitment to community organizing and mobilizing, a genuine concern for participatory development and a willingness to understand and confront the social, political and economic constraints on development” (p.84). Larson (1997) reports similar findings from a case study in a rural area of the United States.

Some caution is called for in interpreting the literature on community development and literacy in the B.C. context in that much of it is informed by experiences in developing areas, led by organizations such as *United Nations Educational, Scientific and Cultural Organization*

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(UNESCO). There is relatively little literature in this regard conducted in more developed Organization of Economic Cooperation and Development (OECD) nations, such as Canada. Some educators express concern about the practice of transposing innovations and strategies from one context to another without thinking critically about context and culture, naming the phenomenon, *cultural cargo* (Johnson, 2000; Wall, 2006).

In their case study, Kral and Falk (2004) document efforts of an indigenous community in the Northern Territory of Australia to develop a training and development model that would reflect “existing tribal authority structures and processes and be integrated into the social and cultural schema of the community, rather than be imposed from the outside” (p. 7). Kral and Falk maintain that many training programs do not work because they fail to take into account the cultural and social realities of community. The project aimed to employ what they call a “both ways” model- maintaining the cultural ways of the community while preparing a literate and skilled workforce. Somewhat disappointingly, the project was seen by critics (e.g., Hudson, 2008) as unsuccessful and is being reformed to reflect more mainstream notions of what community development should look like.

Learning Communities

Faris defines learning communities as:

neighbourhoods, villages, towns, cities and regions in which the concept of lifelong learning is explicitly used as an organizing principle and social goal as the learning resources of every one of the five sectors of the community – civic, economic (private-cooperative enterprise), public (e.g., libraries, museums, health and social agencies), education and

voluntary are mobilized to foster environmentally sustainable economic development and social inclusion (Faris, 2003, p.1).

He reasons that with the shift from a resource-based to a service and knowledge-based economy as has been happening in British Columbia, learning-based community development is necessary. For example, Faris and Peterson (2000) argue that globalization, rapid expansion of information and communication technologies and an “explosion of new knowledge require values associated with knowledge based economies” (p. 6) and suggest that one way that communities can face the challenges associated with these shifts is to become *learning communities*. They elaborate that in these learning communities, “formal and non-formal lifelong learning opportunities for individuals and groups enable sustainable economic development, promote social inclusion and cohesion and foster full civic and social participation” (p.6).

Yamit (2000) identifies best practices for learning communities based on a survey conducted in the United Kingdom. These are: family learning; basic skills of literacy and numeracy; community engagement/citizenship skills; employment; learning center networks; and sustainable schools and communities. Although a learning communities perspective has informed practice in OECD countries for more than two decades, there appears to be a limited amount of research as to the efficacy of this approach. However, Faris (2006) reviews a number of case studies of successful learning communities in Australia and Britain. Illustrative of these is the case of Birmingham, “a gradually decaying industrial and commercial center of the West Midlands-the old “smokestack” city threatened by the tsunami of the knowledge based economy and society” (p.19). Led by the Birmingham Core Skills Development Partnership, the initiative has resulted in a dramatic

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increase in the “Books for Babies” program in libraries; an increase in parental involvement in schools; an increase from 30 to 70 percent of 11 year olds with good academic skills, and a 25 percent reduction in the number of adults with poor basic skills (Faris, 2006, pp.20-21). These results are promising, although the impact on such factors as employment, civic engagement, and health are not known. The other case studies surveyed by Faris were more descriptive, detailing the strategies that the various initiatives employed. In general, there is little evidence in the literature of the impact of learning communities on the areas that proponents of the approach have suggested the initiative is intended to address.

Although a community is usually conceived along geographic lines, some authors have argued for a broader conceptualization. A 1998 Human Resource Development Canada (HRDC) report for example argued for a “community of interest” conception as opposed to a particular geographic one. That report highlighted networking as a key component, indicating that technology could play a key role. The writers note the “usefulness of ...technology as a tool for mobilizing a cross section of people, creating networks, and indentifying underutilized resource” (p.2).

Duke (2004) argues that adult and lifelong learning are best “grounded in experience” and reflect a “community and place-based” orientation. However, he raises concerns about the appropriation of the discourse around the concepts of learning communities. Duke writes that those involved directly or indirectly in programs constitute only part of the community (p.24). When conceptualizing learning communities, we also need to include “organizations, associations, networks and social structures” (p.24). He comments, “The current ‘busy’ learning terms-learning city, learning community and social capital among others have fast sprung into public use all over the world”

(p.24). Duke argues that *community learning*, like community self-determination before it, could be seen as making poor communities do for themselves what rich communities get done for free (p.24).

Lifelong learning

Allan Thomas, a Canadian adult educator is usually attributed with developing the idea of lifelong learning (Faris, 2004). In a paper titled “Learning Society”, Thomas (1963) argues that learning, not education, should become the central concern of adult education. Subsequently, others have embraced the notion of “cradle to grave” learning. Central to the concept of lifelong learning is the notion that human beings are learning all the time in all contexts. Such learning occurs in homes, communities and workplaces because people need to acquire new knowledge and skills in these places. This informal learning tends not to be well understood, valued or recognized.

The concept of *lifelong learning* is an integral feature in learning communities where there is acknowledgement that while learning obviously occurs in formal institutions such as schools, colleges and universities, considerable learning also occurs in informal contexts (e.g., Faris, 2006). Indeed, Faris (2003) claims that lifelong learning is “explicitly used as the organizing principle and social goal” of learning communities (p.1), and as a “tool for community development” (Faris, 2006, p.2). This theme is fairly common in the literature. For example, the 1996 OECD report, *Lifelong learning for all*, views “lifelong learning for all as the guiding principle for strategies ... to improve the capacities of individuals, families, workplaces and communities to adapt and renew” (p. 95). The report continues,

this view of learning embraces individual and social development of all kinds in all settings – formally, in

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schools, at home, at work and in the community. The approach is system-wide; it focuses on the standard of knowledge and skills needed by all, regardless of age. It emphasizes the need to prepare and motivate all children at an early age for learning over a lifetime and directs efforts to ensure that all adults, employed and unemployed, who need to retrain or upgrade their skills, are provided with opportunities to do so. As such, it is geared to serve several objectives: to foster personal development, including the use of time outside of work (including retirement); to strengthen democratic values; to cultivate community life; to maintain social cohesion; and to promote innovation, productivity and economic growth (OECD, 1996, p. 95).

It is important to point out that while individual and social well-being are seen as important within the conceptualization of lifelong learning, economic productivity and employment are also seen as central goals as well.

Community Literacy Planning

This section draws upon some of the literature documenting the experiences of others in this process.

The Pennsylvania State Coalition for Adult Literacy Building Communities for Literacy Project (Sherow, 1998) was designed to improve the delivery of adult and basic education programs through interagency collaboration and local community based planning (p. iii). Initially, five sites were awarded grants and provided training and assistance. Sherow reports that “interagency collaboration and program planning efforts have improved the delivery of services; clients are entering programs quickly, can navigate among services easily, and are having

many needs met through a range of coordinated services” (p. iii).

Although not specifically related to literacy planning, Gorman (2006) describes the lessons learned for an initiative titled *Action for Neighborhood Change*, designed to engage community groups with government entities in policy discussions and planning. Her conclusions include: 1) the initiative must be locally led; 2) community development is a complex process and transformational change on the part of stakeholders is necessary; 3) government structures are required over the long term to support community development; and 4) collaboration involves more than cooperation as it entails a sharing of power (p.1).

Barton’s (1994) “literacy ecology” framework is also useful for further understanding the wider socio-cultural context in which literacy is situated. He describes the ecological metaphor as being useful because it takes as its starting-point an interaction between individuals and their environments (Barton, 1994, p. 29.) The ecological model is also a useful allegory in that it recognises multiple languages and literacies and also accounts for institutional policies and practices.

Gadsby and Cliff-Marks (2003) trace the evolution of the community literacy planning process in the Columbia Basin area of British Columbia. That area has a long history of adult literacy programs and also of community activism and involvement. As they indicate, the seeds for such an approach were sown in the 1989 Provincial Literacy Advisory Committee report to the Ministry of Advanced Education. They cite the following recommendation from that report:

each college would be required to have a Regional Literacy Coordinator working with a community-based advisory committee to develop active

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partnerships of business, labour, libraries, volunteer organizations, educational institutions, and other agencies for the coordinated planning and provision of adult literacy opportunities in the communities of each college region.

In the mid-1990s when communities in the Columbia Basin identified family literacy as an area that needed further development, they employed organizational consultant Gavin Perryman to assist with developing a framework. The following framework resulted:

Step 1: Identify community strengths and issues

Step 2: Build relationships among community groups

Step 3: Map literacy assets

Step 4: Create a community vision for literacy

Step 5: Identify priorities and opportunities

Step 6: Develop a focused and manageable literacy action plan

(Smythe, Gadsby, & Malcolmson, 2005, p. 14)

The pioneering work of the Columbia Basin Alliance for Literacy informed the national Weaving Literacy project which is described below.

Smythe, Gadsby and Malcolmson (2005) report on a national project sponsored by the Canadian Association of Family Resource Programs and funded by the National Literacy Secretariat. The project used the six step approach to community literacy planning that was used by the

Columbia Basin Alliance for Literacy (CBAL). A central precept of the project was that “[an] integrated, community-building approach to literacy education is one in which literacy learning is valued both inside and outside formal school, and is seen as embedded in socially and culturally meaningful activity” (p.5). Twenty three communities representing the diversity of Canada (e.g., rural, urban, Francophone, immigrant) participated in the project that entailed initial training through regional workshops, ongoing support, and the provision of \$3,000 to each community for locally determined initiatives. Smythe et al. indicate that because of ongoing internal issues that could not be resolved, one of the initial participating communities withdrew. Although three others communities experienced difficulties with the community literacy planning process in the beginning stages, they persevered and were able to overcome the difficulties. The authors also identified the following factors that affect community literacy planning: the history of interagency collaboration within communities; the geography and size of the community in that collaborations were easier to forge in smaller centers, but staff turnover and travel issues arise there; the level of commitment and capacity of each participating organization to work collaboratively; the funding available to the various agencies/organizations; rules and restrictions around funding; and the role of the personalities of the individuals and the need for clearly defined principles of collaborating (p. 21). Smythe et al. raise several issues around community literacy planning, especially in terms of the sustainability and the gendered nature of the work. They state:

If the fruits of community-building work are considered worthwhile, the work of planning and collaboration that produces these all important “deliverables” cannot depend on the benevolence of community workers, most of whom are women with mul-

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multiple job roles, family responsibilities and salaries that in many cases are below what is considered a “living wage.” (p. 23).

Conclusion to the Literature Review

The literature review demonstrates that this field offers up multiple theories, different definitions of problems, and different solutions. Many authors problematize literacy theories and some writers offer solutions.

Human capital and social capital theories are key concepts in the context of CLPP. AS Falk (2000) noted human capital includes the skills and knowledge we gather in formal and informal learning; while social capital facilitates the learning and use of these skills and knowledge. Adult educators see social capital and human capital as key ideas for the understanding and promotion of active and sustainable learning.

While literacy is most commonly identified at the individual level in the literature, notions such as family literacy and community literacy are treated as equally important. The literature also reflects on the different ways that literacy can be acquired in community, workplace or in educational settings, the different skills that are needed, and the different ways in which they are used. Given our evolving understanding of literacy and the theoretical and empirical literature reviewed in this paper, the Legacies Now initiative of involving communities in planning their own literacy initiatives is both important and timely.

Community and School District Literacy Plans and Reports

Community and School District Literacy Plans and Reports

Together, the Literacy Now Community Literacy Planning program and the Ministry of Education's School District Literacy planning process identify and document local literacy needs, and create and implement literacy action plans. The research team undertook a review of school and community reports in order to situate the study in the context of the work completed or under way in various communities. The team also identified initiatives, challenges, strategies and collaborations employed by the six communities in this study, and the planning process overall. This work assisted the research team in developing research questions for the field work and the subsequent online survey.

Literacy Now Community 2009 Implementation Reports

Community Literacy Plans are documented annually, reporting progress and identifying work that still needs to be done to address the literacy needs of the community. Literacy Now amalgamates these plans into an annual province-wide implementation report. A content analysis of the Literacy Now 2009 implementation report revealed key themes across multiple communities/task groups. Below is a summary of the key concepts identified from all reporting communities/task groups (n=51).

Collaborations

There is strong evidence that task groups collaborated to support service and event delivery in 2008-09. Each of the 51 communities that reported on their collaborations in 2008-09 had, on average, collaborated with 12 other organizations to provide literacy services.

Some communities, such as North Okanagan-Shuswap, Oceanside (Parksville-Qualicum), Abbotsford and Tricities, reported collaborating that involved more than 25 different organizations. The Abbotsford community report comments on the importance of collaborations as follows:

"We can happily report that literacy is a discussion item on almost all agendas across the community including the Chamber of Commerce and that we have highlighted the importance of beginning to integrate literacy into the fabric of community planning and consultation."

Abbotsford

New initiatives

Thirty-seven communities reported engaging in 211 new initiatives in 2008-09, for an average of almost six new literacy initiatives per community. The new initiatives include different age groupings - from babies to seniors, as well as involvement of other communities, such as First Nations, immigrants and people needing employment skills. The range of initiatives demonstrates the creativity that is being applied to embed literacy training into other community initiatives. Some examples are as follows:

- Comox has a new money skills course for parents and teens offered through the Adult Learning Centre.

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- Fort St. James has initiatives titled “Learn About Quilting”, “Sushi Making” and “Grandparents Tea”.
- Story telling workshops and events with a strong involvement from First Nations groups are featured among the new initiatives in Powell River and Haida Gwaii.
- Several communities have also celebrated and raised awareness about literacy by incorporating a literacy theme into community festivals (e.g., Abbotsford, Chilliwack, Fort St. James, Fraser Cascade, Princeton, and Tahsis).
- Workshops on plain language were mentioned among the new initiatives of Dawson Creek, New Westminster, Powell River, and Prince George.
- New workplace Essential Skills programs were developed by the Chilliwack, Dawson Creek, and Hazelton communities.
- To promote community awareness of literacy issues and a shared response to literacy challenges, one of Chilliwack’s new initiatives was a forum titled, “Weaving Literacy into Programs and Services”.

In addition to these new initiatives, the *Literacy Now Communities Program: Implementation Report Compilation For 2008-2009*, identifies 149 initiatives that were sustained in 2008-09 from previous years (30 communities reporting). Twenty-six communities reported that 28 literacy initiatives ceased to exist in 2008-09.

Challenges and Opportunities

A content analysis was performed on the challenges documented by 54 communities in the *Literacy Now Communities Program: Implementation Report Compilation For 2008-2009*.

The most common challenges reported by communities are summarized in the table below and detail is provided on the nature of the responses for the top four themes identified.

- Nine community groups mentioned challenges relating to **establishing and maintaining stable and diverse task groups**. Those from smaller communities mentioned that there are very few people with the skills needed to be task group members and many who have the skills are already volunteering on other committees. Others mentioned challenges around ensuring that the *right* people are at the table and that they are interested and committed enough to remain on the committee. One community mentioned that personnel changes in key organizations tend to result in a lack of continuity in task group membership. As well, achieving diversity on the task group requires a shift in the perception of literacy, so that more community groups see it as part of their mandate.
- The second most common challenge, mentioned by 7 communities, related to overcoming **barriers to participation**. The North Okanagan-Shuswap, South Okanagan, and Vanderhoof, communities specifically mentioned that geography and the distance between communities make it difficult to connect with all communities. The Mt. Pleasant community

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reported that that there are also perceptual barriers. For instance, their Literacy Outreach Coordinator’s office is located in a university and this is considered to be a barrier because many potential literacy clients are intimidated by a formal educational setting. Fort Nelson indicated that poverty, a lack of child care and public transportation, and long, cold winters are barriers to participation in that region.

- Six communities made specific reference to challenges associated with **finding the time to accomplish tasks “off the side of the desk”** and guarding against burning out volunteers. Chilliwack reported that even “enthusiastic and committed people struggle to accomplish the myriad tasks off the side of their desks.” The issue is that this work takes time away from direct service delivery and the time demands are particularly difficult for small agencies to absorb.
- Six communities mentioned challenges related to a **lack of consistent, on-going funding to support implementation**. The concern is that it is difficult to find funding sources to ensure the medium- and long-term viability of literacy initiatives that are now established.

Table 3 below summarizes all themes that were mentioned by at least three communities.

Table 3: Challenge themes identified in 2009 Implementation Report

	# Communities
Establishing and maintaining a stable and diverse task group	9
Overcoming barriers to participation	7
Finding time to accomplish tasks off the side of the desk	6
Lack of consistent, on-going funding to support implementation	6
Engaging the Aboriginal community in literacy programs	4
Engaging the business community in literacy programs	4
Engaging young adults in literacy programs	4
Successfully promoting literacy events/connecting with those in need	4
Finding volunteers	3
Aligning goals with school districts experiencing personnel changes and budget cuts	3

Solutions Proposed and/or Pursued

For many communities, the Literacy Outreach Coordinator (LOC), funded through 2010 Legacies Now, has gone a significant way to addressing many of the challenges described above. Below are a few quotes illustrating the general sentiment reflecting the contribution of LOCs.

“We would be nowhere near as far along without this vital position. Long term funding for this position would maximize local efforts and ensure local success.”
Chilliwack

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“The LOC is critical to continuing a community-based approach to literacy.”

Comox/Courtenay

“A committed group of volunteers can accomplish a great deal but with the assistance of an employee, even one that is part-time, can accomplish even more.”

Tahsis

Below is a table summarizing the results of a content analysis of community responses to the question of how the LOC position has enhanced literacy work in the community. The most-often mentioned contribution (18 communities) was the LOC’s role in the development of relationships and connections in the community to support collaboration and coordination in the delivery of literacy services. The LOC’s role in reaching out to the community is reflected in the number of community tables/regularly scheduled meetings they attend (excluding literacy task group meetings). With 18 regions reporting, the average number of community meetings attended by LOCs was 42, and this number ranged across the communities that provided data from nine in Mt. Pleasant to 89 in Windermere Valley. Examples of what is included in this count are meetings with school districts, library boards, Ready Set Learn, parent advisory committees, teachers, and other community groups and service providers.

Twelve communities also mentioned the critical role that the LOC plays in the day-to-day implementation of initiatives. The Delta community provides an example:

“The Literacy Coordinator is able to take a good idea from the Steering Committee and quickly turn it around into action. For example, within one

week of a Committee meeting, the list of literacy quotes was created and distributed to all Delta schools, several community agencies and shared with other literacy coordinators. Also, the book drive came up at the November Steering Committee meeting and was actioned within a week.”

Delta

Eight communities mentioned that the LOC had specifically assisted in fund-raising and particularly in identifying funding opportunities and coordinating responses on behalf of multiple partners. The LOC lightens the workload of task group members, allowing them to focus on the big picture and to guide the implementation of the action plan.

Table 4: Themes for Contribution of Literacy Outreach Worker/Coordinator

Theme of Contribution for LOC	# Communities
Networking/outreach/relationship building	18
Implementation of action plans and administrative support	12
Identification of and response to funding opportunities	8
Consistent voice and point of contact	7

Evaluation

When asked to comment on areas of concern that were identified through initiatives that were evaluated, many communities instead commented on the challenges inherent in evaluating literacy initiatives. Themes identified in

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these responses include:

- It often takes a long time for literacy programs to achieve “results” and it is difficult to link specific actions to intended outcomes. Fraser Cascade reports: “the benefits of literacy programs will not be known for years (splash and ripple effect)”.
- Attendance is a poor measure of success because it is difficult to measure attendance at some events and a well-attended program is not necessarily of higher quality than a program with lower attendance.
- Written evaluations are sometimes difficult to obtain from clients with low literacy levels and oral evaluations tend to be general in nature (e.g., “that was great”).

Some strategies reported by communities to successfully evaluate programs included: using feedback forms, reviewing progress at the task group level against the work plan, using a contracted evaluator for a specific, defined program (e.g., Workplace Essential Skills) and collecting anecdotal feedback from participants through outreach.

Those communities that did identify areas of concern based on evaluation tended to focus on:

- Reaching members of the community who are traditionally hard to reach.
- Increasing program attendance, and related issues of time and location of program offerings.

:

- Finding sustainable funding to ensure demand can be met in the long term, including continued funding for the LOC position.
- Time is a constraint to participation on the Task Group for some community groups.

Lessons Learned

Communities were asked to report on what they have learned about the community development process and what assistance is needed in general and specifically from 2010 Legacies Now. Twenty of the 36 communities that reported noted the paramount importance of collaborations and partnerships to success in community development. The same number of communities noted that community development, rooted as it is in relationships and the building of trust, takes time and often occurs in small steps. As one participant noted:

“[It] takes time. Perhaps one additional student enrolling in a program or a mom reading her first book to her child...this is a significant achievement for the individual concerned. From these small steps, we can build programs that genuinely meet the needs of the communities we serve.”

Vanderhoof

Other themes focused on the importance of communication among stakeholders to sustain momentum and also the importance of listening to feedback and adapting programs to meet community needs. Some communities found that their own ideas about what could be done and the needs of the community exceeded their capacity to deliver, making it necessary to be realistic and selective about which initiatives to pursue in a given year.

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Table 5: Themes for What Was Learned

# Communities	
Community development/relationship building takes time	20
Collaboration and partnerships are key to success in community development	20
# Communities	
Effective communication is important to progress	7
Need to listen to the community/ accept feedback and adapt to their needs	5
There are more ideas and needs than capacity, therefore, important to be selective	4

Where Assistance is Needed

When asked about areas where assistance is needed, many of the 30 communities that reported commented on the excellent service they already receive from 2010 Legacies Now. Some examples of their comments are below:

The support of the 2010 Legacies Now has been essential to the work we have accomplished to date. Without this financial support, there is no doubt that Tri-Cities community could not have achieved the level of success we have had in exploring, expanding and enhancing literacy services in our community.
Tricities

We have appreciated the support of [particular group] and the team at 2010 Literacy Now. We appreciate the regional approach to this project as well as your commitment to encour-

age us to find a "Made in Tahsis" approach to program delivery.

Tahsis

The CoP website is great!

New Westminster

Thank you for your ongoing support of community organizing. This is a critical piece for our community- and it is excellent to work with a funder who knows what literacy looks like 'on the ground'.

Hazelton

In terms of assistance, 20 communities mentioned a need for sustainable funding and/or information about funding options. Other common themes, noted by 11 communities, included a need for professional development and/or networking opportunities and a forum for the sharing of ideas from across the province. Five communities mentioned that the loss of the Regional Literacy Coordinators is significant and four said they would like more assistance with promotion of literacy in the mainstream media.

Table 6: Themes for What Is Required

Themes for What Assistance is Required	# Communities
Continued support and funding (e.g., LOC position)	20
Professional development and/or networking opportunities	11
Sharing of ideas about successful programs/models from across the province	11
Regional Literacy Coordinators	5
Assistance with promotion of literacy in the mainstream media	4

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The Community Literacy Planning Guide and the District Literacy Planning Guide offered tailored prescriptions about monitoring and reporting. The District guide stated that the fundamental success measure for the District Literacy Plan is demonstrated when implementation is underway, so that the goals of the plan are being met over time. The Community Literacy Planning Guide suggests that task groups/communities reflect on the planning process and evaluation. Monitoring and reporting publicly on progress and performance in delivering literacy services is an ongoing and challenging activity in the education/community/voluntary sectors. Our research indicates that the existing Literacy Now and School Districts reporting regimes answer the questions - what did the task group community/district intend to do and what did they accomplish?

Both programs have progressed and matured so that it should be time to add an impact assessment regime to their monitoring reporting repertoires.

School District Literacy Plans

A second content analysis focus for the research was the School District literacy plans. District Literacy plans provide a way for each school district to work with community partners to improve literacy locally.

The Ministry of Education expects school districts to develop working relationships within the community and work in partnership with their communities to create district literacy plans. School districts were to take on the challenge of helping communities assess and build local literacy among students and the larger population. The Ministry of Education has articulated a vision for district literacy planning and District Literacy Plans where there would be only one process of broad-based literacy planning in communities or in the district (geographic area) and essentially one document

(that encompasses the original community literacy plan and iterations of it).

The *British Columbia School Act* (81.1) states that a Board of Education must, on or before July 15th 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 geographic area of the school district. The District Literacy Plan is intended to describe the partnerships, trends in programming, issues, barriers, goals and strategies related to literacy throughout the entire community. Through the processes of creating and implementing the plan, the school district and the community are intended to work together to build positive, effective relationships and partnerships and to align goals and initiatives to support and promote literacy in the community.

There is no single template or format for District Literacy Plans and, consequently, the content and level of detail varies substantially across districts. Some district plans almost mirror the Community Literacy Plan for the same area, while others do not. This section provides a sketch of the content of the District Literacy Plans for the six school districts that overlap the six study communities:

- Kootenay-Columbia (Castlegar), School District 20
- Chilliwack, School District 33
- Southeast Kootenay (Elk Valley), School District 5
- Fort Nelson, School District 81
- Powell River, School District 47, and
- Surrey, School District 36

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Challenges

Of the six school districts, Powell River and Surrey provided the most detailed demographic and educational profiles of their local populations and the particular challenges they pose from a literacy perspective. The comparison of these two districts highlights the different challenges facing communities in different geographical locations in the province, as well as differing social, economic, cultural profiles.

Powell River

- The highest grade 12 provincial English exam non-completion rate in the province (PRRD: 47.0%; B.C.: 22.9%; Source: B.C. stats, average of 2005/06 and 2007/09 scholastic years).
- An above-average percentage of 25- to 54-year-olds without completed post-secondary education (PRRD: 43.1%, B.C.: 37.2%; Source: B.C. stats, 2008).
- A below-average percentage of regional residents 20 or older with a university degree (PRRD: 13.8%; B.C.: 24.1%; Source: B.C. stats, 2008).
- Relatively high proportion of seniors.
- Historically, high paying jobs have been available through the mill to an adult population with low education. This has led to a culture or belief that good employment does not depend on literacy.
- On five Early Development Instrument (EDI) scales, the Powell River region was in the second most vulnerable quintile, and on the other

scale, the School District was in the most vulnerable quintile.

- Transportation is an issue. Approximately one third of the population lives outside the City of Powell River and has to travel to most services.

Surrey

- Immigrants make up one-third of Surrey's population; English and French are not the mother tongue of 43.9 percent of the population.
- 25 percent of children entering kindergarten are vulnerable as learners, based on the multiple scales of the 2006 Early Development Instrument (EDI) results.
- 12 percent of children entering school had language and communication skills in the lowest percentile as measured by the EDI.
- Surrey is experiencing rapid growth.
- Surrey has a high crime rate.

Representation and Collaboration

Collaboration and broad representation from a variety of groups is a cornerstone of the community literacy planning process. Examples below of membership on Community Planning Task Groups illustrate this broad range of representation.

Kootenay-Columbia (Castlegar)

School District 20, Success by Six, Understanding the Early Years, Strong Start, Aboriginal representatives, Children First, municipalities and regional districts, Interior Health Author-

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ity, public libraries, youth outreach, Family and Individual Resources (FAIR), Kootenay Family Place, seniors, parents, teachers, Selkirk College, employment agencies, community schools, and the Columbia Basin Alliance for Literacy.

Southeast Kootenay (Elk Valley)

School District 5, College, Columbia Basin Alliance for Literacy, Cranbrook public library, District Parent Advisory Committee, Early Childhood Development Team Contact, Enhancement Agreement Facilitator, Job Seekers, Ktunaxa Kinbasket Child and Family Services Society, Make Children First, and One to One Reading.

Powell River

School District 47, Educare Learning Centre, I Act, International Peace-Poem Walkers' Society, Powell River Employment Program Society, Powell River Family Place, Powell River Live Poets' Guild, Powell River Living Magazine, Powell River Public Library, community members, Vancouver Island University, Sliammon First Nation, Success by Six, Powell River City Council, Powell River Community Health, Canadian Union of Public Employees, and Community Adult Literacy and Learning (CALL) program.

Surrey

School District 36, representatives from Surrey Board of Trade, Federation of University Women, DIVERSEcity Community Resource Society, Options, Kla-how-eya Aboriginal Centre, community groups, Kwantlen Polytechnic University, Surrey Public Library, and the City of Surrey. The Chair is the Chief Librarian of the Surrey Public Library.

Literacy Collaborations, Initiatives and Programs

The planning process representation, to a certain extent, is reflected in the initiatives that have been identified in the district plans. For example, there was evidence of the development of new partnerships and collaborations, e.g., between the district and the business community (South East Kootenay) and in others the expansion of existing programs into other sites in the community (e.g., Strong Start in Chilliwack). Below is a summary of key initiatives identified in the District Literacy Plans.

Kootenay-Columbia

- The school district 20 website is linked to other community literacy provider websites.
- Community literacy programs continue to be offered in every school, public library, and Selkirk College campus in school district 20.
- Inter-agency groups cooperate and coordinate activities. A two day event for parents/caregivers and professionals called "Love Grows Brains" was held in May.
- Community partnerships have been strengthened and new partnerships have emerged.
- Community literacy programs were enhanced and / or expanded.
- Increased awareness of the broader definition of literacy.

Chilliwack

- Held joint school district/Chilliwack Youth Commission Professional

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Development Day to focus on restorative practices.

- Increased the number of sites offering the Strong Start program. This is a parent-child program to improve literacy and school readiness.
- Offered Power to Parent workshops.
- Oral language action research projects in 14 schools.
- Primary reading intervention in two schools.
- Youth Literacy Task Force created.
- Apprenticeship programs expanded.

Southeast Kootenay

- Strengthened partnerships amongst community partners.
- The opening of the Isabella Dickens Strong Start Centre in Fernie.
- The Early Childhood Development Teams continue to provide strong programming (e.g.,) in all communities and demonstrate progressive leadership.
- Establishment of an active Cranbrook Working Committee to address Young Parent literacy needs.
- Provision of accessible, quality early learning opportunities for children under 5.
- Identification of vulnerable families to enable them to participate in programs.

- Provision of supports (e.g.,) for youth between the ages of 12 and 18 in and out of school.

- Creation of partnerships with business to build greater awareness of the connections between literacy and economic development.

Fort Nelson

- LOC has increased collaboration and built on existing principles.
- The literacy programs offered on-site at Prophet River First Nations are promoting family literacy and increasing literacy opportunities for vulnerable learners.
- Participation in community meetings has increased and has expanded knowledge of what literacy programs are taking place through other organizations.
- Celebrated Family Literacy Day – attempted to achieve Guinness Book of World Record for most children reading with an adult (multiple locations).

Powell River

The School District No. 47 undertakes initiatives specific to improving the literacy skills of Aboriginal students, as well as programs for the general population. For example:

- To improve student achievement in all areas of literacy – guided reading program, early intervention for identified at-risk kindergarten students, summer school, PALS program at Chi-chuy afternoon kindergarten, leveled reading program, district

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reading teacher provides training to intervention teachers, integration of First Nations cultural elements into kindergarten programs, etc. For writing - use the balanced writing framework, offer additional intervention instruction to targeted students, have school wide writes, broaden opportunities for presentation and recognition of student writing.

- To improve student achievement in numeracy – after school tutoring, use assessment results to inform instruction, focus on improving problem solving skills in grades 4 through 7, focus on statistics and probability in grade 8, grade group meeting so colleagues can discuss and share strategies.
- Sliammon First Nations representatives look for ways to increase student participation at the higher grade levels in the Klah ah men Language Program.
- School district 47 has opened two Strong Start Centres, one of which serves the Sliammon First Nation.

Surrey

- The school district provides many programs and services for families of preschool-aged children: StrongStart Centres; Parents as Literacy Supporters (PALS); Welcome to Kindergarten; Ready, Set, Learn; and space for private preschools.
- Workshops, in-service programs, inquiry and study groups support teachers in differentiating instruction to meet the learning needs of all students. Each school has a Learner Support Team to plan and implement cur-

ricular adaptations and programs for individual learners.

- Welcome Centre provides support and services to families who are new to Canada.
- Continuing Education courses offer remedial literacy programs for students K-12.
- SD collaborations with the public library – Books for Babies program, annual book drive to provide gently used books to inner-city schools, Surrey Reads Family Literacy Day, Reading Buddies.
- School district collaborates with Kwantlen Polytechnic University, SFU, Surrey, UBC, Klah-ah-men and the local First Nations to provide its programs to Aboriginal students.
- School district collaborates with servants Anonymous Society to provide academic upgrading to Grade 12 students.
- School district collaborates with Kwantlen to offer SPARK program to increase number of Aboriginal and multicultural communities who graduate from high school and go on to post-secondary.

Outcomes and Outputs

Based on the contents of the District Literacy Plans, evaluation of outcomes¹⁶ from District Literacy Plans appears to be limited. This may reflect an early stage of implementation. Many

¹⁶ We define outcomes as a change resulting from an output. For example if an output is a computer literacy program, the outcome might be the number of participants with improved computer literacy skills.

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community planning stakeholders report that it is difficult to measure the outcomes of community literacy initiatives because a significant amount of time is required before change is noticeable. However, it is evident from our review that outcome indicators may be attainable but have not been collected. For example there may be more people accessing libraries, graduating from high school, attending post-secondary education institutions, voting in municipal/provincial/federal elections, or participating in leisure, recreation or sports activities. Clearly such measures would not be easily obtained and could not be attributed directly to the community literacy planning process, but they would show if literacy in general is changing in the community. As well, as was the case with Fort Nelson, the district literacy plan appears to reflect the aims of the community literacy plan.

Implementation Challenges

As seen in the analysis of community literacy plans, challenges vary across districts. Rural areas, such as Powell River and Fort Nelson, struggle with maintaining participation levels during winter months and with attracting residents from outlying areas to participate at a central location. Urban areas, by contrast, tend to have different types of barriers related to diverse culture and language. Some communities struggle to find the time to devote to implementing the plan and some have encountered staffing issues.

Kootenay-Columbia (Castlegar)

- Time is the most challenging part of the planning process.
- Scheduling and staffing issues.
- Projects sometimes take more time and energy than originally anticipated.

- Limited capacity to effectively implement the Community Literacy Benchmarks.

Chilliwack

- Time for Board, task group members and partners to do all the work associated with implementing the Community/District Literacy Plan.

East Kootenay

- Developing Adult and Workspace literacy programming and support.
- Youth literacy programming and supports.
- Sustainable funding.
- General awareness of literacy and building a 'learning community'.
- Need more childcare spaces, and more librarians and early childhood educators.

Fort Nelson

- Increasing participation, especially during winter months.
- Retaining staff for consistency and trust with a relatively transient population.

Powell River

- Developing materials and publicity campaigns.
- Developing initiatives for underserved populations.

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- Creating and establishing sustained connections with the Aboriginal community.
- Overcoming barriers to participation (e.g., lack of accessibility due to remote environment).

Surrey

- A lot of coordination and attention is required to ensure that all representatives of the community are fully informed in a timely fashion.
- Ongoing communication is required to ensure that the district and the community are building effective, trusting relationships, respectful of the different mandates.
- Barriers to participation – shame about low literacy, some potential clients will not enter a library, and lack of time and money.

The District Literacy Plans do not have a section that focuses on solutions. However, in some plans they are implicit. In Powell River, for example, regular work plan updates are provided to Task group members to review and revise program direction on an ongoing basis. In Surrey, the LOC facilitates communications with all partners and supports all of the work towards the goals and objectives outlined in the Community Literacy Plan. Overall, the Task Groups are very positive about the support of the LOC and the contribution this position makes to implementing the plan and keeping things on track. Indeed, from the perspective of the researchers based on what we heard, maintaining this position is key to ensuring continuity of what has been achieved in the CLPP.

Measures of Success

Evident in district literacy plans were some, though limited, concrete measures of success. Below are examples of some data collection initiatives that are underway and plans for the measurement of the success of different initiatives.

Chilliwack

- EDI data shows growth in the language and cognitive development domain.
- K-12 results reported in District Achievement Contract.
- Longitudinal data collected at one Strong Start site (McCammon Elementary).

Southeast Kootenay (Elk Valley)

Southeast Kootenay has identified the Composite Learning Index (CLI) as a useful tool for measuring change. The CLI is the first index of its kind in the world, measuring Canada's progress in lifelong learning and is compiled annually. It is based on statistical indicators that reflect the many ways Canadians learn, whether in school, in the home, at work or within the community.

Fort Nelson

Fort Nelson uses participation rates along with Community and Adult Learning Program Benchmarks to measure success. Schools use a combination of provincial, district and school data that includes: Benchmarks, Developmental Reading Assessment, Yopp-Singer Test of Phone-

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mic Segmentation, Foundation Skills Assessment and Provincial exam results, Smart Writing and Great Leaps data.

Powell River

A Human Early Learning Project (HELP) report on the School District 47 suggests that a focus on early literacy supports in the community have been effective (e.g., school district early literacy, library services, Mother Goose, “Raise a Reader” parent education.

Program developments will be tracked and monitored and program statistics collected to identify changes in literacy program access and usage.

Monitoring and reporting publicly on progress and performance in delivering community literacy services is an ongoing and challenging activity in the education/community/voluntary sectors. Our research indicates that the existing Literacy Now and School Districts reporting regimes answer the questions - what are the community/district plans and what did they accomplish? Answers to questions such as how well was it done or what differences did it make are not often posed or answered.

Comparison of School District Literacy Plans and Community Literacy Plans

A comparison of District Literacy Plans and Community Literacy Plans in the six communities shows that there is a wide range in approach to the structure and content of the two types of plans. Some school districts adopt the Community Literacy Plan as the District Literacy Plan with little or no modification, while others prepare a plan that is very different from the Community Literacy Plan.

To determine the degree of collaboration between the Community and School District in terms of literacy, the Community Literacy Plans were compared to the District Plans¹⁷. The District Plan for each available year (2008, 2009 and 2010) was read and compared to the available Community Plan for signs of cooperation and collaboration between the Community Literacy Advisory Committees and the School Districts. The following table shows both the year the Community Literacy Plan was published as well as the level of apparent collaboration between the Community and School District.

Castlegar:

There are two Community Literacy Advisory Committees in the Kootenay-Columbia one in the Greater Trail Area and one in the Castlegar Area. These are working committees and each creates a Community Literacy Plan with funding from Literacy Now. These plans are integral to the development of the Community-District Literacy Plan, which is submitted to the Ministry of Education.

The Castlegar community literacy plan was published in 2005 while the School District plans was published in 2008. One can find evidence of collaboration within the District literacy plans themselves. The Literacy Plan Development Process is described in the 2008 Community-District Literacy Plan. Castlegar is one of six communities which, together, were represented by fifty people from various businesses, schools and community organizations. These fifty people came up with a set of goals and priorities that go well beyond the realm of school, such that, of the 8 priorities listed, only one of them relates to school. Overall, there has clearly been a great deal of cooperation and interaction between the school district and the community overall.

¹⁷ Both www.2010legaciesnow.com/literacy_now_community_plans/ and www.readnowbc.ca/communities/district_literacy_plans.php respectively.

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Chilliwack:

The Chilliwack school district and Chilliwack Learning Communities Initiative have worked together to create a literacy plan for Chilliwack. As the foreword to the December 2007 Edition of a *Community Literacy Plan for Chilliwack*, prepared by the School District states: “The involvement of the Chilliwack School District has been and continues to be integral to the discussions and actions related to the Community Literacy Plan... In several locations, there is a seamless melding of school- and community-based strategies...” (ii) The School District claims that their “intention is to gradually search for ways to apply the assets of the school district to the strategies that form the framework of *A Community Literacy Plan for Chilliwack*.” (ii) As time has progressed this relationship appears to have grown stronger as in 2009 and 2010 the School District has adopted “A Community/District Literacy Plan for Chilliwack”, again, demonstrating the desire of both the School District and the Chilliwack Learning Communities Initiative to work in tandem.

Elk Valley

There are two Community Literacy Task Groups in South East Kootney – one representing the community of Cranbrook and the other representing the Elk Valley area. These groups write community plans and submit these plans to the District Planning Committee. The District Literacy Planning Committee reports to the Ministry of Education through the District Board of Education. This committee takes a district-wide view and receives and collates information from the Community Planning Committees.

The Elk Valley Community Literacy Plan was written in 2005 and was followed three years later by the District Literacy Plan, for SD5, which encompasses Elk Valley as well as Cranbrook. The District Literacy Plan “builds upon progress made from the 2005 literacy plans created for

the Elk Valley and Cranbrook regions.” (10, District 2008) The 2005 Community Literacy goals were quite vague, e.g., “involving more of the community in program delivery.” (18, 2005) Whereas the 2008 District goals are much more specific e.g., “to build and revitalize youth relationships with libraries in order to enhance and encourage lifelong learning” (16 2008) All of the 2008 District goals are also followed up with detailed and specific action plans. As such, it is not surprising that the 2008 district goals are significantly different than the 2005 Community Goals. That being said, the District Plan is explicitly focused on the community as a whole, rather than on the academic world, demonstrating a significant degree of collaboration between the School District and community.

Fort Nelson

The School District Literacy Plans in Fort Nelson have changed significantly between 2008 and 2010. In the 2008 report, the Community Literacy Plan was mentioned and then attached as an appendix but the focus of the report was the Accountability Contract. The 2010 report is structured in the opposite manner, in that it is focused almost exclusively on the community and there is not even a specific mention of the Accountability Contract. Instead, the 2010 report lists the successes, challenges and plans of the Fort Nelson community. It is clear from this document that the Fort Nelson School District has taken an active role in community literacy.

Powell River

The Powell River Community Literacy Plan was submitted in 2007. In the three years following, the School District Reports have essentially been updated versions of the 2007 Community Literacy Plan. The only significant departure that would suggest a divergence between the two plans is the addition of a specific school district literacy plan in appendix D. Other than this

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appendix, the Powell River School District Literacy Plans submitted between 2008 and 2010, are iterative updated versions of the original Community Literacy Plan.

Surrey

The Surrey School District appears to have made every effort to work with the Community Literacy Plan. In the words of Surrey's Community Literacy Plan, the "Surrey School District has been involved with the Community Literacy Plan since its launch." (11, 2008) The importance of collaboration is brought up repeatedly in all the School District Reports for Surrey. As one such report states "our role is to work collaboratively with community partners and agencies to promote the community planning process, supporting implementation of the goals and objectives of the community literacy plan." (1, 2009) In addition to "talking the talk," Surrey appears to have "walked the walk." The

School District Reports are essentially Community Literacy Plan updates, with assets, priorities, successes and more updated on a yearly basis. The Surrey School District has lived up to the motto which begins their reports, "Collaborating for our Community."

Community and District Plan Alignment

The Elk Valley and Castlegar community planning processes present good examples of communities and districts developing common goals and common areas of focus over time.

Tables 7 and 8 below illustrate the initial goals of Community Literacy Plans and District Literacy Plans that were initially different (the CLP being looked at was 4 years old). The communities (including the School Districts) have done a lot of work over the last few years and the goals have changed. The community and district alignments are now reflected in their current community/district literacy plans.

Table 7: Community and District Area of Focus, Castlegar

Community Areas of Focus	District Areas of Focus	2010 -11 District Literacy Plan Goals
Continue to support and grow the community literacy work already being done and assure sustainability of programming.	Enhance, promote, coordinate and communicate existing program information.	Enhance, promote, coordinate and communicate information on existing programs.
Ensure accessibility of literacy programming and increase awareness of programming available.	Ensure accessibility to programs.	Ensure accessibility to programs; remove barriers to 'personal success' and provide community literacy programs within each community in the district.

Continued on next page

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Create strong connections and partnerships across different circles of people and organizations working to promote learning and literacy.	Cooperate, collaborate, coordinate, integrate and communicate among all agencies.	Cooperate, collaborate, coordinate, integrate and communicate among all agencies to reduce gaps and duplication in order to deliver services suited to clients literacy needs from birth to elder.
	Ensure effective transition programs from birth to adult, secondary to post-secondary, and/or world of work.	
Address youth literacy needs, develop relationship with the youth community, and ensure that youth in our community know they need to be literate and graduate from high school to get work.		
Coordinate information about literacy services and make available throughout the community.		Coordinate funding to promote flexible use of funding and pooled resources to maximize community literacy services.
Tell the positive story about what is already being done to promote learning and literacy within the community and expand the marketing of existing literacy programming.		
Complete our Community Literacy Plan and submit it to Literacy Now!		

Table 8: Community and District Literacy Plan Goals, Elk Valley

Community Literacy Plan Goals	District Literacy Plan Goals	The 2010-2011 Elk Valley and Electoral District 'A' community/ district Literacy Plan goals
Make the issues surrounding literacy more known to people in authority and make communities more "literacy friendly".	Identify services available to peoples of Aboriginal descent and connect with service providers where appropriate (Elk Valley and Electoral District A).	To identify services available to peoples of Aboriginal descent and connect with service providers where appropriate. <i>Continued on next page</i>

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Involve more of the community in program delivery.	Provide and maintain current levels of literacy programming available for 0-6 year olds (Elk Valley and Electoral District A).	To provide and maintain current levels of literacy programming available for 0-6 year olds.
Programs would be delivered where people live, work and play (outreach and delivery where people are)	Build and revitalize youth relationships with libraries in order to enhance and encourage lifelong learning (Elk Valley and Electoral District A).	To engage youth in extra-curricular literacy programming in response to their interests.
Have a transportation system.	To have programs and services that support literacy development for persons who have English as a second language (Elk Valley and Electoral District A).	To provide ESL services and programs in Elkford, Sparwood and Fernie.
A simple community system for identifying people requiring attention and assistance.	To understand senior literacy learning needs (Elk Valley and Electoral District A).	To provide literacy programming that is designed to address the interests of seniors as well as their barriers to education.
Graduates from grade 12 and others have the skills they need.	To identify adult learning needs in order to develop an adult literacy plan (Elk Valley and Electoral District A).	To meet adult literacy needs through programs and services delivered in partnership by employers, college (educational institutions) and community agencies.
	Strengthen communication and collaboration between Ktunaxa and the District Literacy Planning Committee (Cranbrook and Electoral District B).	
	Increase outreach to parents about Early Childhood Development (ECD) programs and EDI research (Cranbrook and Electoral District B).	
	Identify new services required for youth no longer in school with a priority of services targeting young men and boys (Cranbrook and Electoral District B).	

Continued on next page

Community and School District Literacy Plans and Reports

	Promote better understanding and awareness of the importance of literacy (Cranbrook and Electoral District B).	
	Provide workplace literacy programs in small workplace venues attracting employees with low literacy skills (Cranbrook and Electoral District B).	
	Provide literacy services for seniors (Cranbrook and Electoral District B).	
	Review annual goals and create a five-year plan (Cranbrook and Electoral District B).	

Summary

Our review of the district and community literacy plans shows that there is significant diversity across jurisdictions in terms of the content and detail in plans. Some district and community plan goals are more aligned than others, but overall there is evidence of collaboration and involvement of district and community literacy partners. Further, there is evidence of the broadening of the literacy definition and mandate to address the needs of constituents to a more holistic approach, reaching out to groups that fall outside of the typical K-12 school age.

The quality of school district working relationships within the community and their work in partnership with their communities to create district literacy plans appears uneven. New models of goal setting, outcome measures, solutions and models of evaluations are beginning to emerge through the work of 2010 Literacy Now. The new partnerships with districts create opportunities for improving outcome reporting and sharing knowledge resulting from their partnership.

Focus Groups

Focus Groups

Focus Groups and Interviews

Focus group sessions and/or one-on-one interviews were conducted with members of six selected task groups/communities from across the province. Technical Note 3 provides a full description of the methodology used to select six of the 104 communities participating in the Literacy Now Planning process to participate in this part of the field research. The selection of communities considered maturity of the program, diversity (population density, ethnicity, and Aboriginal communities), and geographical location within the province. In order that participants could comment on their experiences with the community planning process throughout the project life-cycle, only mature projects (those that had been in place for at least three years) were eligible for selection.

The communities selected were Castlegar, Chilliwack, Elk Valley, Fort Nelson, Powell River, and Surrey. Focus groups were conducted in all communities except Surrey, where one-on-one interviews were conducted. A total of 45 community members participated in the focus groups with between 6 and 11 participants in each group; focus groups lasted approximately 1.5 to 2 hours and were conducted at a location within the community convenient for participants (e.g., school, community centre, etc.). Two members of the research team were present at each focus group session. Three telephone interviews were conducted with Surrey task group members, two with Chilliwack and Fort Nelson members and one with a task group member from Elk Valley.

Table 9: Focus Group and Interview Summary

Community	# One-on-one interviews	Date of focus group	Participants	Groups represented at focus group
Castlegar		June 11	11	School District Mother Goose program CBAL Literacy Advisory Committee Robson Community School (2) Blueberry Community Resource Centre Public Health Town Council Regional District Community Literacy Coordinators (2)
Powell River		May 20	8	Library School district (2) Vancouver Island University Task group (2), Powell River Family Place and Literacy Outreach Coordinator

Continued on next page

Focus Groups

Community	# One-on-one interviews	Date of focus group	Participants	Groups represented at focus group
Chilliwack	2 interviews	June 17	10	Sto:lo First Nation School District Library Mental Health Services B.C. Corrections Employment program counsellors (2) Ministry of Housing and Social Development, Employment and Labour Market Services Division University of the Fraser Valley Workplace Essential Skills Coordinator Chilliwack Community Literacy Coordinator
Elk Valley	1 interview with school district	June 10	10	Libraries (4 employees from two local libraries - Fernie & Sparwood) Public Health (2) College of the Rockies (3 – campus manager and two ABE instructors) Community Literacy Coordinator
Fort Nelson	2 - one with the school district and one with Northern Lights Community College	June 16	6	Fort Nelson Community Literacy Society (3) Northern Lights Community College, and Employment Services (2)
Surrey	3 interviews	n/a	n/a	n/a

Background

The focus group communities (Elk Valley and Castlegar) from the Columbia Basin Trust area of the province had significant experience with a community development approach to literacy prior to the introduction of Literacy Now in 2004. These communities started to plan collaboratively for literacy programming in the year 2000 under the guidance of the Columbia Basin Alliance for Literacy's (CBAL) Community Literacy Advisory group. Other communities, such as Chilliwack, Fort Nelson and Powell

River, also began working collaboratively on literacy issues prior to the introduction of Literacy Now. Although many communities were working actively on literacy issues prior to the start of Literacy Now, a strong theme emerged from the focus groups that Literacy Now brought a legitimacy, planning structure, focus and funding to their activities that took them to a new level in their efforts to address literacy issues in their communities.

Focus Groups

Challenges Prior to Literacy Now

Focus group participants were asked to think back to the time before the Literacy Now Community Literacy Planning Process started and to describe the literacy challenges in their community at that time. A summary of the common themes identified across communities is presented below. In general, the communities paint a consistent picture of a fractured collection of literacy services offered mainly in institutional settings. The overall concept of literacy was relatively narrow, focusing on reading, writing and numeracy, and there was a commonly held view that literacy was the responsibility of the formal education system. In some communities, a history of well-paid, resource sector employment that did not require particular educational qualifications contributed to a culture where literacy was less valued.

Lack of Coordination and Collaboration

All communities noted that prior to the introduction of the Literacy Now CLPP there was much less collaboration and coordination between all stakeholders in the literacy system (e.g., libraries, K-12 schools, colleges, community service agencies, employers, etc.). Participants from Castlegar described the literacy landscape as a series of “little islands” with little communication and coordination between them. A variety of factors made it difficult to engage people in a collaborative approach to literacy development. These included: competition between stakeholders for limited funds, a lack of trust, fear of losing “territory”, and challenges with communication as stakeholder groups working in isolation had created their own distinctive jargon for the same literacy issues.

Employment counsellors from Chilliwack noted that an outcome of this lack of coordination was that clients often became confused and

either fell through the cracks or became tired of doing the same training program again, but with a different agency. Other outcomes of this lack of coordination were gaps and overlaps in literacy services. For example, Elk Valley reported having a plethora of programs serving young children (ages 0-3 years), but programming for older children (i.e., teens) was insufficient. In Fort Nelson, early childhood educators were concerned about the lack of programming for young children in the community prior to Literacy Now.

Employment Outcomes not Related to Literacy in Resource-Based Economy

Focus group participants in Fort Nelson and Powell River explained that there was a general acceptance of low literacy levels in their communities because well-paid jobs that did not require education were available through local mills. Generations of community members had been well remunerated in spite of low literacy levels. With the closure of the mills in both communities, people were confronted with the reality that they needed additional literacy skills to re-enter the job market. Powell River participants noted that their relatively remote geographical location meant that people tended to stay in the area when the mill closed and neighbouring communities could not be relied upon for employment or literacy opportunities. These factors combined to increase the pressure to both restructure the community’s economic base and retrain its workforce.

Narrow Definition of Literacy

Several communities mentioned that prior to Literacy Now and the introduction of a formal literacy planning process, the definition of literacy, as understood by the community at large, was relatively narrow. Literacy was equated with reading, writing, and arithmetic and seen as an issue to be addressed by schools. There was a perceived division between what should happen

Focus Groups

at school and what should happen at home. As a consequence, many children came to school with a low language level.

Hard-to-Reach People Often Have Greatest Need

An issue that several communities struggled with at the outset (and many continue to work on) is that the groups in greatest need of assistance are often the most difficult to reach. For example, people with literacy challenges may resist seeking help due to embarrassment or fear. Surrey finds that people in need of English language training may not access programs and resources due to cultural and language barriers.

Lack of Training Opportunities Outside Institutional Setting

Several communities mentioned that formal, educational settings, such as those provided by a college campus, are barriers to participation for many adults in need of literacy upgrading. Most task groups reported that there were very few or no opportunities for adults to improve their skills in a community setting. Powell River participants mentioned that it has even been challenging to engage adults in literacy programming in a community setting because of the stigma associated with low literacy.

Lack of Workplace Skills

Chilliwack noted that, even among young people who completed high school or post-secondary, employers were finding that they were lacking basic reading, writing, and numeracy skills required for the workplace. Some of these issues were rooted in young people not understanding the language of a workplace, and in some cases, young people were experiencing challenges translating their academic skills into use in a practical setting.

Doing Literacy Work “Off the side of the Desk”

Some communities reported that prior to Literacy Now and funding for the Literacy Outreach Coordinator, council members had little time to invest in literacy initiatives. Everyone had another job and it was hard to achieve results. As one Powell River participant explained:

“There was no paid literacy coordinator. All of the original members of the Council had other jobs and had to do the literacy work off the side of the desk. Many different agencies were concerned about low literacy levels – not just the schools and colleges – but the groups were not working together.”

Influx of Resource-Sector Workers

In Fort Nelson, the downturn in the forestry sector has been followed by the discovery of natural gas and the area is once again experiencing an economic boom. Similarly, Elk Valley is experiencing a period of in-migration due to growth in the mining sector. One of the Fort Nelson participants indicated that there currently are “15,000 men” [sic] living in work camps in the area. It anticipated that the activity associated with the oil and gas industry will lead to an influx of people into the area, and so a social planning process, similar to the Community Literacy Planning Process, has started to address the anticipated needs in that area in terms of housing, public transportation, counselling, drug and alcohol services. Elk Valley participants mentioned that there is an expectation on the part of young families moving to the area that the community will offer early childhood education programs. There was a sense that it is difficult for these communities to keep up with the sudden increase in demands for literacy services associated with expansions in the resource sector.

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Literacy Planning Process

Participants were asked to provide the researchers with information about the planning process introduced by Literacy Now and how it is enacted in their communities. They indicated that the task groups established to undertake the Literacy Now Planning process meet about three to four times a year. The groups begin by preparing a literacy plan for their community that is based on an examination of assets and identification of gaps, priorities and strategies to achieve the priorities. These priorities and strategies are often translated into the work plan for the Literacy Outreach Coordinator. (LOC)

Two communities (Chilliwack and Powell River) indicated that their task groups work on a consensus decision making model. Chilliwack participants explained how this works: when the group decided on its areas of focus, everyone needed to understand why, agree, and buy in. This approach was challenging at times because individuals tended to have different and often competing interests. In the end, opportunities were identified through research and discussion.

Some groups explained that the plan itself is very helpful, but so too is the process of developing the plan. The process brings people with various interests and perspectives together and helps everyone to expand their view of literacy and understand the big picture. The process also allows for change to be incorporated as goals are revisited on a regular cycle. The reporting deadlines and the requirement to document accomplishments provide motivation to make progress. The monthly meetings, the longer term cyclical review of the plan, the preparation of the LOC report, are all seen as valuable exercises.

Several themes emerged regarding the value and impact of the Community Literacy Planning

Process. The specific themes are explained in detail below, but at a high level, communities reported that there is now broader awareness, participation and ownership of literacy in their communities. Focus group participants linked these outcomes to the introduction of the formal Literacy Now planning process, funding, and the push for greater participation, particularly by school districts, in the planning process.

Legitimacy and Structure

Several communities mentioned that Literacy Now lent a sense of legitimacy to their efforts, while structuring and focusing their approach. The Literacy Now Planning process was introduced with funding from 2010 Legacies Now and support from the two provincial education ministries. That resulted in more parties from a variety of sectors coming to the table and participating in the process (e.g., school districts). The planning process structured the efforts of the task groups and formalized the articulation of their needs and next steps identification processes.

A participant from Powell River, who admitted to not being naturally inclined toward planning, offered the following comment about the value of the planning process:

“The process of developing and then following the Community Literacy Plan forces you to understand how the pieces fit together to make a larger whole. It really impacts the way you do your work. The plan provides helpful guidance and helps everyone to see the big picture.”

Chilliwack participants explained that literacy stakeholders came from different “cultures of learning” and the planning process helped to bridge those differences and highlight areas

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of common interest. As a consequence, the system is more coordinated and streamlined and the programs work together. When employment counsellors refer clients they are confident that they will get the services they need and will have opportunities to ladder into other programs. This improvement in the coordination of the literacy services system has improved clients' self-esteem and confidence because they are learning how to learn and to realize success.

Castlegar participants said it took a "leap of faith" to come together to plan together and they chose to use some Literacy Now money to hire an external person to assist with planning. The process created a context that promoted open dialogue and a sense of trust developed as a result. Reflecting on the planning process, Castlegar participants describe its impact as follows:

"Dramatic...huge catalyst for growth, made our plan directed and reflecting priorities of the community."

Increased Participation

A comment that was shared by all communities was that the Literacy Now planning process resulted in stronger and wider participation from a variety of community groups.

Fort Nelson participants spoke of the assistance provided by a Literacy Now representative who identified that they did not have representation from the school district or the public health sector in the planning group. By the time of the launch of their plan, Fort Nelson had 26 key players, representing a broad spectrum of the community involved in putting the plan together. One Fort Nelson participant appeared to express surprise at the breadth of interest in literacy that the process drew out:

Examples from Elk Valley of What Happens When Participation Increases

Example 1

At an advisory committee meeting, libraries indicate that they need support in assisting community members with resume preparation.

College of the Rockies seeks funding for an itinerant instructor to provide support to community libraries.

Example 2

Libraries report they are receiving funding to purchase legal resources and consider aloud which groups might benefit from access and the need for a resource person to assist the users.

Group members provide the name of a paralegal who could come to the library to work with the client group. Discussion about the readability of the resources leads to College of the Rockies instructors stating that such resources would be very helpful to a number of their students. In addition, a health worker points to another colleague whose upcoming workshop would likely be of interest to the libraries.

In summary, as one participant said "together the advisory group is able to set and meet goals, access resources, and fill in gaps in each other's organizations." Members are able to give notice to other members regarding resources and needs and as a result "goals are richer now, less narrow".

Focus Groups

“There are more people interested in literacy than I had anticipated. Not just school and college people but many others in the community..”

The benefits of broad participation were made clear by many of the groups. According to Chilliwack participants, with a range of perspectives at the table, one person mentions an issue, another adds what they are doing, and then they pool resources to make the situation better. When the right groups are represented, this type of interchange can accomplish a lot, especially when a planning infrastructure is in place. Examples of this interchange process leading to solutions was provided by Elk Valley – see side bar on next page.

Another benefit of wider participation is that literacy initiatives reach out into non-traditional settings. As a Powell River participant explains:

“The Council is much more out in the community now, we are getting into every little pocket, every little event.”

Relationship Building

Echoing the findings from the review of implementation reports, focus group participants discussed the value of the relationships that have developed as a result of the Literacy Now Planning process. Chilliwack participants said that by coming together through the formal planning process, the various stakeholders realized that they had more in common than they initially thought. This recognition of common goals made it easier to move forward.

Castlegar participants summed the point up as follows:

“The Literacy Now planning process builds relationships

and stuff happens as a result of relationships.”

A Chilliwack participant described how that group works to develop relationships with organizations to extend the reach of literacy into the community. For example, a connection may range in intensity from putting some literacy materials on an employer’s reading rack, to providing one-on-one tutoring to clients. The group recognizes, for instance, that not everyone can commit to be a tutor once a week, but they might be willing to talk about literacy in a staff meeting, or to distribute some book marks. The key is to find the level of commitment that each stakeholder can make and then to develop and nurture the connections. A participant likened the process to the “sales funnel” used by the business community, where sales prospects eventually move down the funnel and become paying customers. As literacy connections move down the funnel, they become relationships characterized by increasing levels of commitment to literacy and willingness to invest more time and money. Group members do not worry if employers and other stakeholders are not at the bottom of the funnel right away, the idea is to bring them in, nurture them, and trust that they will move down the funnel with time.

The impact of relationship building on literacy plan goals is explained by Castlegar participants:

“Our goals started out very focused and “small”, but they have become progressively more ambitious as we build credibility and relationships in the community. For example, recent goals include addressing smooth transitions to kindergarten and into secondary school.”

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Greater Awareness of Literacy

Chilliwack and Powell River participants have noticed greater overall awareness and ownership of literacy issues in their community, as well as a broadening of the definition of literacy. Both groups explained that, as councils, they have been trying to embed literacy in community activities to show that it encompasses a range of skills that are integral to many parts of life, not just reading and writing. Chilliwack participants reported that they are observing more conversations about literacy among more people. In Elk Valley, promoting broader conceptions of literacy is also an ongoing aspect of their work. They are working on educating people regarding all that literacy encompasses (e.g., filling out resumes for employment, health literacy, computer literacy, legal literacy). Powell River attributes part of its success in expanding the generally held conception of literacy to their emphasis on storytelling, the idea being that when community members tell their own stories, they participate on a very personal level in literacy and this brings the community together.

Gives the Big Picture

Some communities commented that it helps that Literacy Now is a province-wide initiative and not just happening in one community. Group members find it helpful to access a wider pool of ideas from around the province and some mentioned that the Regional Literacy Coordinators were very helpful in bringing innovation to the regions they served. For example, Powell River participants said the Regional Literacy Coordinator helped them make connections to what was happening elsewhere and helped Powell River to feel less isolated. While there is no regional coordinator position now, the Literacy Outreach Coordinator for Powell River had recently attended a provincial meeting of coordinators in Vancouver and found that to be a very effective opportunity for network-

ing and sharing ideas. It was seen as helping communities to identify new issues and to look at the same issues in different ways. Furthermore, it was felt that even though the situation in each community/task group is unique, the sharing of information is critical. The on-line forum for coordinators through LegaciesNow is also considered to be helpful in this regard.

Chilliwack participants mentioned that when literacy is discussed at provincial or regional events there can be an impact at the community level. For example, the B.C. Chamber of Commerce discussed literacy policies in a recent meeting and this raised the profile of literacy in the member Chambers throughout the province. Having a formal plan was also seen as a way of raising the profile of local literacy issues. Chilliwack mentioned that having a plan caused an increased range of stakeholders to take notice. For example, the Ministry of Public Safety and Solicitor General, Corrections Branch are interested in what is happening with literacy in Chilliwack and inter-ministerial committees have been created to discuss literacy issues.

Better Programming

All communities were eager to talk about the particular literacy initiatives that have developed out of collaborations nurtured through the Literacy Now planning process. While a discussion of individual initiatives is beyond the scope of this report, it is evident that groups have identified areas of need, often reflecting a lifecycle approach, and are working with a diverse range of stakeholders to meet the identified needs on a priority basis. Discussions in Elk Valley suggest that, even in the face of cutbacks in some areas, collaborations have permitted programs to continue and new initiatives to be launched. Participants explained how the distinctive needs of each community are reflected in their particular blend of literacy initiatives, and what is successful in one community may not prove successful in another.

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As was mentioned previously, School Districts tended not to have formal evaluation statistics to demonstrate the success of particular programs in terms of outcomes. Community reporting was also anecdotal in nature – for example, adults are ladder from community-based programs to university or college campuses, early reading levels are rising, as indicated by the Early Development Instrument (EDI), thousands of books have been distributed, participation levels in a variety of programs are increasing, etc.

Literacy Outreach Coordinator

The Literacy Outreach Coordinators were unanimously seen as a valuable asset to the planning process. Participants in all focus groups pointed to the value of having a key person to oversee the process and enable the cross pollination that occurs through gathering people from different backgrounds and different communities. Many task group members are employed in various capacities and feel that the coordinator is essential to look after the day-to-day activities and to provide a valuable communication link. As a participant from Chilliwack explains:

“When the Province started to provide funding for a Literacy Coordinator, the pace of change really seemed to increase. Now the literacy movement in Chilliwack is going very strong.”

Elk Valley participants added that continuity in the role is also important and a person needs to be in the position long enough to get a sense of the community and its needs and strengths. Powell River participants pointed out that the documentation provided by the literacy plan and its associated work plan assisted a new Literacy Outreach Coordinator to come up to speed very quickly in that community.

Current Challenges

With at least three years involvement in the planning process, the focus groups were able to identify some common areas of challenge as they implement the Literacy Now planning process. Some of the challenges relate to the process itself, for example filling gaps in participation, funding and program continuity and measuring outcomes. Others relate to the challenges inherent in providing literacy services – making services accessible and connecting with hard-to-reach groups, such as the poor, youth, seniors, First Nations communities and immigrants.

Gaps in Participation

While there was strong consensus that the Literacy Now planning process increased overall participation in the planning process, some communities indicated that they are still working to get representation from certain groups. Fort Nelson, for instance, would like to increase representation from industry and faith groups. Chilliwack participants noted that members of the youth community are not at the table and it is difficult to plan for this segment of society that has such a strong culture rooted in electronics, computers and social networking without their direct input.

Powell River participants explained that filling gaps in representation is central to reaching a critical mass necessary to really make an impact on literacy:

“The Council needs a cohesive message and needs to undertake it in a big way. We are doing our best to be a bigger group, but we need a certain level of saturation to really have an impact. Powell River is a big group, but it needs to

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get bigger – to get more participation from some under-represented groups – local businesses, First Nations, church groups, the medical community, regional governments, credit unions, etc.”

In some cases the groups explained that they are looking for the next level of involvement from particular stakeholders. For instance, in Fort Nelson, the oil and gas industry has been supportive, but the group is looking for ways to involve industry more directly in literacy planning, beyond one-time funding of projects. As one person explained:

“Industry doesn’t realize the adult challenges present in the community. Industry could use help to frame the kind of literacy requirements connected to work in the oil and gas industry and this would then help us to respond with programming.”

Continuity of Funding

Participants shared a general sense of concern with the continuity of funding. This theme often arose with respect to the Literacy Outreach Coordinator, who is seen as critical to continued success by all groups.

In addition, many communities mentioned a need for more long-term and non-specific funding. As a Powell River participant explains:

“We would rather see long-term funding instead of short-term, program-specific funding. It is inefficient to spend time to develop and implement a program, gain public confidence, and then the funding

ends. This constant shifting of gears wears out the service providers and does not help the clients.”

The idea is that interest in a program takes time to build. As one group described, “the committed come first, but it can take a long time for marginalized groups to come. Funding seems to end too often just as a program is getting established and building momentum.” If participant numbers are initially low, it is not necessarily a sign that the program is unsuccessful.

Groups expressed concern that potential funding cuts could undermine what has been accomplished through community literacy planning. As an Elk Valley participant explains,

“Funding and financial issues underlie many of the challenges, such as insufficient program funding or competition for limited funds to support the programs, transportation expenses of the participants which in turn limits their ability to attend, and advertising costs as barriers to making the programs more widely known and inviting. We can’t do what we do without support.”

Measuring Outcomes

In terms of literacy outcomes, there was agreement that it is hard to measure impacts, and the groups do not generally conduct formal assessments to tie increases in literacy levels to their specific interventions. An exception is in Adult Basic Education where students participate in a provincially-funded outcomes survey that yields formal indications of further education and job outcomes. The groups are aware, however, of participation rates and these are generally increasing.

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However, as Castlegar participants made clear at the end of the day “we can’t say, well, literacy rates or reading rates have gone up by this amount as a result of these initiatives. There are other things going on too that affect families, such as the closure of the mill, the amount of families coming and going.” Chilliwack participants make the following point:

“It is also important to recognize that it is not as much about the number of people who go through various programs as it is about what is happening inside people. Their personal value is increasing in the community. By taking a course or talking to an instructor, their own intrinsic value has increased. And now they are talking to friends and co-workers and encouraging them to do the same.”

Physical Accessibility

B.C. is a large and geographically diverse province and the focus groups tapped into a range of urban and rural experiences. A general theme among participants in rural areas, such as Castlegar, Elk Valley, Powell River and Fort Nelson, is that transit options are minimal and it is difficult for potential clients, particularly those of lower socio-economic status, to access centralized programs.

“Castlegar’s transit is terrible and the community is laid out basically along a highway with one bus in the morning and one in the afternoon. We have to locate programs near families without transit and even then, accessibility is a huge issue.”

Powell River has closed several small commu-

nity branches of the library. Now there is one central municipal library to serve a geographically dispersed population. To add to this, much of the population is relatively poor and cannot afford transportation to get to centralized resources. Elk Valley participants recognize that transportation is an issue for many mature students who might attend programs at the College of the Rockies. A solution might be to offer decentralized services directly in communities, but funding is an issue.

Hard-to-Reach People Often Have Greatest Need

One of the original challenges faced by many communities was also mentioned as an ongoing challenge. For a variety of reasons (e.g., fear, shame, lack of awareness, lack of desire, etc.), many people who would benefit from literacy programs simply do not access the services that are made available. Participants from Fort Nelson indicated that people can be particularly reluctant to access literacy services in small towns. Powell River participants tied this ongoing issue to the economic base of the community that has traditionally not required or valued advanced literacy skills.

Several groups of society were identified by the focus groups participants as not responding to literacy programs as hoped: youth, seniors, immigrants, First Nations communities, mothers and the poor. Many of these groups face challenges associated with shame, fear, physical accessibility of services, time, etc. Issues related to the youth segment were quite distinct. Chilliwack participants expressed concern that if literacy program providers do not find a way to connect with teenagers before they become adults, an opportunity will be lost. In the context of the library, a challenge is that the library policy is to block social networking sites, such as Facebook, from their public-use terminals. Some members of the focus group thought it was important to connect with this generation

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by changing these types of policies and offering the services that engage them in a supportive, but controlled environment.

Participants from Elk Valley spoke of the important role of facilitators in being sensitive to and supportive of members of marginalized groups so that their initial visits to programs are comfortable. For instance, one program coordinator finds ways to help participants feel useful, such as assisting with clean-up. Others said how they have other group members welcome new members and take them “under their wing”.

Lessons Learned

In terms of lessons learned, the six communities shared the following ideas:

- Set realistic, achievable goals. If it is not achievable, do not even list it.
- Think broadly around what learning is and have a strong sense of the ultimate vision of where the process is heading – imagine your community with a strong culture around literacy. With this in mind, the process should be designed to leave room for people to bring their own unique gifts, talents, and ideas to the initiative. This is about trying to impact the culture of the community on the broadest scale. To do this, relationships and connections are what it is all about.
- The process has set a foundation for a different view of learning. The lines are beginning to blur between institutional learning and community learning (employers, library, etc.).
- There is a need to situate learning within the employment skills that people need to be successful in the workplace. For example, institutional learning may produce students who can do

calculus, but can't calculate the amount of gravel needed to make a road. There needs to be a stronger connection between school and the real world. It can't continue to be “two different worlds divided by prom.”

- It is important to have an integrated system of literacy services that can take clients from where they are to employment through a “single window approach.”
- Remember that as a task group, you should be committed to having fun – the process is about joy and celebration.
- Continued funding for the Literacy Outreach Coordinator is critical.
- Ensure that the work plan for the Literacy Outreach Coordinator is driven by the Community Literacy Plan and items that have been identified as priorities.
- “We are not just trying to deal with the crisis cases anymore. We recognize that the more literate everyone is, the stronger the community is.”
- Persistence is important – the process takes time to get things going.
- Consistency is important – less starting and stopping.
- Without a plan, things don't happen.
- Long-term funding is more effective than short-term, program-specific funding.
- Sharing of information between communities is valuable.

Online Survey Results

Online Survey Results

The final component of the research methodology consisted of an online survey exploring respondents' experiences with the planning process in their community, including their role and level of involvement with the process, their views about achievements, challenges and successes, and their ideas about areas for improvement. Both closed-ended and short answer questions were included.

Respondents were asked to indicate the extent to which they were involved in the Literacy Now Community Literacy Planning Process. Those who indicated they were not involved were skipped to a thank you page and the survey terminated. This was the case for 19 respondents.

Most respondents indicated they were either involved in the process to a great (36%) or to a moderate extent (33%); just over 25 percent indicated they were involved to a small extent. To control for those who were only minimally involved in the planning process in the analyses that follows, we include only those respondents who indicated they were involved to a great or moderate extent (n=244).

Table 10 shows that, among the more engaged group, the largest proportion of responses were received from Literacy Outreach Coordinators (18%), school district representatives (17%), and library representatives (12.5%)¹⁸.

Table 10: Who did you represent in the Community Literacy Planning Process

	Count	%
Literacy Outreach Coordinator	40	17.9%
School district	39	17.4%
Library	28	12.5%
Post-secondary institution	8	3.6%
K-12 school	10	4.5%
Private Literacy service provider (e.g., Read Society)	8	3.6%
Aboriginal community	5	2.2%
Public Health	3	1.3%
Local government	5	2.2%
Business community	4	1.8%
Church group	1	0.4%
Other, please specify	73	32.6%

The "Other" category was selected by those whose affiliation did not fit the given categories. Table 11 shows the wide range of different affiliations among these respondents. The largest group within the "other" category was "community organization", which includes representatives of non-profit legal advocacy, non-profit social services, after-school recreation programs, and media activists. Also in the "other" category were corrections services personnel, teacher volunteers, writers and artists, multicultural organizations and interested citizens.

¹⁸ See Appendices 7 through 11 for frequency tables

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Table 11: Who do you represent in the Community Literacy Planning Process

	Count	%
Community Organization	29	40%
Literacy Outreach Coordinator/Facilitator	7	10%
Private Literacy service provider (e.g., Read Society)	6	8%
Infant/early childhood	5	7%
Aboriginal affiliation	3	4%
Family Service	3	4%
Multicultural/Immigrant	3	4%
Arts	2	3%
Health	2	3%
K-12 school	2	3%
School district	2	3%
Business Community	1	1%
Chamber of Commerce/Business Assoc	1	1%
Citizen	1	1%
Employment-Job Services	1	1%
Post Secondary Education	1	1%
Women's Group	1	1%
Other	3	4%
Grand Total	73	100%

Given the importance of the school districts in the Community Literacy Planning Process and the large number of respondents who identified a school district as their affiliation in answering the questionnaire, a further analysis was done comparing those who represented a school district (n=39) and all other respondents (n=205)¹⁹. Likewise, given the early and leading role of the Columbia Basin Trust in literacy work in British Columbia, further analysis was done to compare the responses of those who indicated they were from Columbia Basin communities (n=26) with all those who were not (n=218). Table 12 shows the number of respondents and the label used in this report for each group.

¹⁹ Totals vary because not all respondents answered all questions. Again, this analysis includes only those engaged to a moderate or great extent.

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Table 12: Summary of Number of Respondents by Group and Engagement Level

	Label	Number of Respondents
All Respondents (great or moderate engagement)	All	244
Columbia Basin (great or moderate engagement)	Basin	26
Other than Columbia Basin (great or moderate engagement)	OBasin	218
School District (great or moderate engagement)	SD	39
Other than School District (great or moderate engagement)	OSD	205

In the sections that follow, the overall results for the most engaged respondents (n=244) are presented and when there are notable differences in results for the Basin/OBasin and SD/OSD groups, they are also highlighted²⁰.

Planning Process Involvement and Representation

In addition to examining the distribution of responses across communities and organizations, the online survey was a useful tool in determining which groups were perceived by respondents to be more or less involved in the planning process and whether there were gaps in community representation. As shown in table 13, (below) there were clear patterns. The business community (47%), local government (37%), church groups (32%), Aboriginal communities (29%), and public health representatives (29%) were identified as groups that were involved to a small extent. It is perhaps not surprising that school districts (69%), libraries (56%) and non-profit service providers (55%) tended to be involved to a great extent. Interestingly, those in the SD group were more likely (54%) to indicate that K-12 schools were involved to a moderate extent compared to the OSD group (35%), whereas the OSD group respondents were more likely to indicate that they were involved to a great extent compared to the SD respondents (40% vs. 28%). There were also minor differences when comparing Basin and Other than Columbia Basin respondents on this question. Those in the OBasin group were slightly more likely to indicate that the business community was involved in the Community Literacy Planning Process than were those in the Basin group. Those in the Basin group were slightly more likely to identify public health representatives as participating in the process.

²⁰ Given the small number of respondents in the Basin and School District groups, any comparisons should be made with caution.

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Table 13: To what extent were the following groups involved in the Community Literacy Planning Process

	To a Great Extent	To a moderate extent	To a small extent	Not at all	Don't know	Count
Local Government	18 (7.7%)	65 (27.7%)	87 (37.0%)	40 (17.0%)	25 (10.6%)	235
K-12 schools	89 (38.0%)	90 (38.5%)	33 (14.1%)	10 (4.3%)	12 (5.1%)	234
Church groups	4 (1.7%)	16 (6.9%)	74 (31.9%)	95 (40.9%)	43 (18.5%)	232
Libraries	134 (55.6%)	78 (32.4%)	22 (9.1%)	4 (1.7%)	3 (1.2%)	241
Business community	15 (6.3%)	49 (20.5%)	113 (47.3%)	37 (15.5%)	25 (10.5%)	239
Non-profit service provider (e.g., Read Society)	132 (55.0%)	53 (22.1%)	24 (10.0%)	9 (3.8%)	22 (9.2%)	240
Aboriginal communities	37 (15.5%)	81 (33.9%)	70 (29.3%)	28 (11.7%)	23 (9.6%)	239
Public Health representatives	30 (12.4%)	71 (29.5%)	70 (29.0%)	37 (15.4%)	33 (13.7%)	241
Other	39 (32.5%)	26 (21.7%)	12 (10.0%)	4 (3.3%)	39 (32.5%)	120

Community Literacy Planning Process Satisfaction

Overall, there was a high degree of satisfaction among respondents with what the Community Literacy Planning Process had achieved in their communities. Just under 85 percent were either satisfied (43%) or very satisfied (42%). Another 12 percent were neutral.

Table 14: Satisfaction with what the Community Literacy Planning Process has achieved

	Count	%
Very satisfied	102	42.1%
Satisfied	103	42.6%
Neither satisfied nor dissatisfied	28	11.6%
Dissatisfied	4	1.7%
Very dissatisfied	5	2.1%
Total Responses:	242	100%

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Changes as a Result of the Community Literacy Planning Process

Respondents were asked to indicate the extent to which they had seen change in their community as a result of the Community Literacy Planning Process. This question was posed with respect to community members, service providers, local literacy opportunities, and with respect to the overall community.

The overall results (Table 15) show that respondents reported increased participation in literacy programs. Specifically, over 47 percent indicated this occurred to a moderate extent and 24 percent indicated this occurred to a great extent. A fairly large percentage of respondents (9%) did not know whether there was increased participation of community members in literacy programs.

Table 15: Changes with respect to community members

A. Increased participation in literacy programs		
	Count	%
To a great extent	58	24.1%
To a moderate extent	114	47.3%
To a small extent	41	17.0%
Not at all	7	2.9%
Do not know	21	8.7%
Total Responses:	241	100%

B. Improved employability prospects for program participants		
	Count	%
To a great extent	10	4.2%
To a moderate extent	53	22.2%
To a small extent	72	30.1%
Not at all	22	9.2%
Do not know	82	34.3%
Total Responses:	239	100%

C. Increased knowledge about literacy programs that are available in the community		
	Count	%
To a great extent	95	39.1%
To a moderate extent	108	44.4%
To a small extent	31	12.8%
Not at all	4	1.6%
Do not know	5	2.1%
Total Responses:	243	100%

Fewer respondents were of the view that there were improved employability prospects for program participants. Many respondents (34%) simply did not know if this was the case. Approximately 26 percent thought employability prospects improved to a moderate (22%) or great (4%) extent. When comparing the SD and OSD groups, there were differences on this item. Twenty eight percent of the OSD group indicated employability prospects improved to a moderate (23%) or great (5%) extent compared to 21 percent of the SD group (18% moderate and 3% great extent). (See Technical Notes 8 and 9 for the data tables.)

There was little difference between the two groups when looking at increased knowledge about literacy programs available in the community. Overall, 83.5 percent of respondents thought community members had increased knowledge about literacy programs to a great (39%) or moderate (44%) extent.

Respondents were asked about changes in their community with respect to service providers in three areas: increased collaboration and information sharing, increased partnerships that improve literacy opportunities, and improved inter-agency project coordination (Table 16).

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Table 16: Changes with respect to service providers

D. Increased collaboration and information sharing		
	Count	%
To a great extent	141	58.0%
To a moderate extent	70	28.8%
To a small extent	25	10.3%
Not at all	2	0.8%
Do not know	5	2.1%
Total Responses:	243	100%

E. Partnerships between agencies that improve literacy opportunities		
	Count	%
To a great extent	127	52.5%
To a moderate extent	74	30.6%
To a small extent	34	14.0%
Not at all	2	0.8%
Do not know	5	2.1%
Total Responses:	242	100%

F. Improved inter-agency project coordination		
	Count	%
To a great extent	105	43.6%
To a moderate extent	78	32.4%
To a small extent	36	14.9%
Not at all	7	2.9%
Do not know	15	6.2%
Total Responses:	241	100%

Well over four-fifths of respondents (87%) thought there had been increased collaboration and information sharing to a great (58%) or moderate (29%) extent among literacy ser-

vice providers. Just over 2 percent thought that this had not occurred at all. Similarly high percentages were found with regard to the extent to which partnerships between agencies that improve literacy opportunities had occurred. Fifty-three percent indicated a great extent and 31 percent a moderate extent. There were no noticeable differences between the SD and OSD groups.

With regard to improved inter-agency project coordination, however, there were differences between the SD and OSD groups. The OSD group was more likely to indicate that inter-agency coordination had improved to a great (46.5%) or moderate (29%) extent, whereas the school district group reversed the emphasis, with more indicating a moderate extent (51%) and a lower percentage indicating a great extent (28%).

The next block of items was related to changes with respect to local literacy opportunities (Table 17). Again, there were slight differences between the SD and OSD groups of respondents. For each item, the SD respondents were less likely to select the “great extent” option compared to the OSD group. With respect to improved access to local literacy opportunities, overall respondents indicated there was improved access to a great (30%) or moderate (48%) extent.

When it came to improved quality of literacy programming, again, the SD group was slightly more likely to select a moderate extent compared with the OSD group (49% vs. 39%), and the OSD group was more likely to select a great extent than the SD group (28% vs. 20.5%). The overall numbers show that over 67 percent either reported the quality of literacy programming had improved to a moderate (41%) or great (26%) extent.

When asked about the extent to which there was a better match between local needs and lit-

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eracy programming, overall, 37 percent thought this was the case to a great extent and 41 percent to a moderate extent. There were significant differences between the SD and OSD groups, however. The SD group was more likely compared with the OSD group to indicate that this was the case to a moderate extent (54% vs. 39%).

The final item in this set was about the development of non-traditional learning opportunities and/or innovative learning models. The OSD group was more likely to see this as a development than was the SD group. Of the OSD group, 31 percent indicated non-traditional learning opportunities and innovative learning models were developed to a great extent compared with 15 percent of the SD group.

Table 17: Changes with respect to local literacy opportunities

G. Improved access to local literacy opportunities		
	Count	%
To a great extent	72	29.8%
To a moderate extent	116	47.9%
To a small extent	37	15.3%
Not at all	8	3.3%
Do not know	9	3.7%
Total Responses:	242	100%

H. Improved quality of literacy programming		
	Count	%
To a great extent	64	26.4%
To a moderate extent	99	40.9%
To a small extent	41	16.9%
Not at all	12	5.0%
Do not know	26	10.7%
Total Responses:	242	100%

I. A better match between local needs and literacy programming		
	Count	%
To a great extent	89	36.9%
To a moderate extent	99	41.1%
To a small extent	33	13.7%
Not at all	7	2.9%
Do not know	13	5.4%
Total Responses:	241	100%

J. The development of non-traditional learning opportunities and/or innovative learning models		
	Count	%
To a great extent	70	28.8%
To a moderate extent	93	38.3%
To a small extent	42	17.3%
Not at all	17	7.0%
Do not know	21	8.6%
Total Responses:	243	100%

Finally, respondents were asked about changes with respect to the overall community. When asked about the extent of the improved overall quality of life, over one-quarter of the respondents said they did not know (26%). This was less likely to be the case when asked about the extent to which they thought there was a better appreciation for the relationship between literacy and quality of life: 12 percent did not know.

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Table 18: Changes with respect to overall community

K. Improved overall quality of life		
	Count	%
To a great extent	11	4.6%
To a moderate extent	92	38.3%
To a small extent	61	25.4%
Not at all	13	5.4%
Do not know	63	26.3%
Total Responses:	240	100%

Three Specific Achievements

Survey respondents were asked to write about three specific achievements from their Community Literacy Planning Process. Respondents were not asked to rank-order their responses, so all comments were collapsed into one table of coded responses.

As shown in Table 19, one of the most frequently identified achievements was the development of a new or innovative program. The range of programs was extensive and included such things as adapting an existing program that had been implemented in another community; reaching out to previously underserved cultural or ethnic groups; responding to identified emerging needs; or re-introducing a program that had been in the community but was discontinued. The following examples are illustrative:

“An initiative called [particular program] designed to build relationships with adults who may not have many important resources at their fingertips to help them live fulfilled lives. It is hosted by [community group]. They meet twice a week to engage in creative endeavours. It

was through this group that the adults in need of tutoring made connections with the tutors. The group is comprised of First Nations and focuses on First Nations adults.”

“The [particular project] project is the first program for African youth in [particular community] area and was an innovative program run by youth, involving theatre to create community and enhance literacy skills. This project was made possible with funding from the first year of the Plan’s implementation, along with ... other projects that benefited learners from First Nations, people with learning disabilities, new Canadians and other learners.”

“There was a need and interest in computer skills for adults. Last year, we offered three sessions that were well attended and we already have enrolment for fall computer courses.”

“We are hoping to resurrect an adult literacy program in [particular community], which used to be run by one of the former mines here.”

Increased coordination among service providers and community partners was also a frequently identified achievement of the Community Literacy Planning Process. While many respondents simply mentioned that this had been achieved, others provided details about what this meant in their community.

“Increased communication across organizations in the community.”

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“Has brought all the community groups together to discuss what each group is doing so that there is no duplication of services in our small community.”

“Link between the job creation agencies and the literacy/education providers has been significantly increased simply by having them all at the table.”

“Increased coordination among service providers on literacy needs and realities by several organizations that serve local low income families.”

“Much greater awareness of services and programs among agencies and service providers through [particular group] meetings and meetings arranged by the school district.”

Increased community awareness	11
Initial steps	7
Better results for literacy participants	4
Calendar of literacy events	3
Increase community awareness	3
Increased community involvement	3
New learning model	3
Community input	2
New partners	2
No follow-up to process planning	1
N/A	13
Total	276

Increased accessibility to literacy services and resources was also a frequently identified theme. In some instances, this referred to coordinated promotional material, electronic services (web site), or reaching out to specific groups.

Table 19: Achievements from your Community Literacy Planning Process, coded categories

	Total Comments
New program	84
Increased coordination among service providers/community partners	68
Improve/strengthen existing Program	21
Increased accessibility	18
Better awareness of community needs	11

“Development of web based information that allows users to access information on literacy programs that is done in partnership with [particular community group]. First time that all the literacy information has been collated in one place.”

“We have been able to reach some previously “hard to reach” populations through different non-profit agencies e.g., marginalized teens through [particular community group] and immigrant women through the [particular community group].”

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“Wider access in the community to Adult, ESL, and literacy classes.”

As seen in Table 19, 13 comments were coded as N/A; this is because the respondents either said they did not have enough information to answer, that it was too early to say, or in one case, the respondent made a comment not related to the question.

Emerging Needs and Priorities of the Communities

In response to the question about emerging needs and priorities many of the respondents referred to the changing priorities as laid out in the literacy plans but did not mention specific programs or initiatives. This response is typical:

“The community is consulted at every step of the way on an on-going basis. The Literacy Plan is a living document and can change throughout the year given feedback from community.”

“We re-evaluate every year. Mark our successes and try to move our gaps into the forefront. One need only look year in year out at the adapting programming to know the needs are being re-evaluated constantly and the programming adapted to match.”

“Committee is very receptive to needs as they arise and how to prioritize those needs.”

“The Process allowed us to identify needs that we didn’t even know we had.”

Other respondents, however, identified specific needs and explained how the community responded. For example, in one community, the committee identified as a priority the:

“Low percentage of children who are school ready. [The] response was to increase [particular story time program] to include 3 more communities, bus families in from outlying areas, including surrounding reserves. Many seniors need help with computers: students from high school used volunteer hours to teach seniors on computers [and we implemented] computer workshops in rural areas.”

Likewise, in this community,

“There is evidence that some single parent families struggle with child care costs and as a result their children are at risk. ... [Particular person] was able to identify families in need and connect them with the [particular program]. With support from the [particular program] and Literacy Now the families were able to apply for subsidies and Literacy Now covered some of the expenses for summer field trips for these children.”

In other cases, respondents indicated that they undertook research to identify needs, and then implemented strategies to address them. For example,

“Research was done to find out what was keeping participants from attending programs with-

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in their community. The vast majority reported lack of child care and transportation, as well as knowledge of programs as being the major factors keeping them from participating Immediately, talks were begun about making programs more widely known ..., and about the challenges of transportation and childcare for attending families.”

“1. Residents and local service providers participated in focus group discussions to explore and identify community needs and priorities. 2. Representatives / community leaders from various organizations met and shared information, knowledge and insights of the community as they relate to literacy.”

A large number of respondents discussed a new or improved literacy program or event. Some were explicit that the initiative was a response to emerging needs, while others simply mentioned the activity. For example,

“A program for seniors has been launched with an outreach worker answering a need identified in the CLPP. Also, a program with the [particular community group] drop-in centre for people who have trust and access issues with larger institutions has been launched.”

“Five new programs have been initiated in our community as a result of an analysis of literacy gaps e.g. hard to reach populations. These pilot projects have been successful and will

continue to build on this experience.”

“New programs set up for new immigrant famil[ies].”

“There is a good collaboration with the programs that have Literacy as one focus. We are a small population with minimal resources, including but not limited to: human, financial, venue and materials. These partnerships have improved all the working programs. The children and families seem to be accessing services on a more regular basis.”

Increased participation in events was also noted. Respondents did not quantify the increase but did mention specific programs and groups with increased participation. For example,

“The turnout for any organized literacy events with this regard are growing steadily.”

“Attendance at literacy events and activities are strong, and people are experiencing the development of programs and events based on their priorities identified in the Literacy Plan. As a result, more ideas are being passed on to the LOC.”

“Good turnout to workshops; strong parent participation in school-based literacy events (most of our parents are from a low-socio-economic background and are traditionally reluctant with school involvement), improved engagement from students in literacy events

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and in library/book usage, increased reading levels from students, reports from Aboriginal children and families that they feel programming is relevant and of interest to them.”

Table 20: Evidence seen that the Community Literacy Planning Process is responsive to emerging needs and priorities of the community, coded categories

	Total Comments
Goals created or modified according to needs/Greater awareness of community needs	95
New stakeholders involved or more coordination between existing stakeholders	83
New or improved literacy programs or events	72
Increased Participation in events or programs	24
Increased accessibility	14
Literacy has taken a larger role in the community (being incorporated into programs or general awareness.)	13
No/little responsiveness	9
Better literacy outcomes for participants	8
Increased citizen participation in planning process	8
In the community, there is more awareness of literacy opportunities.	7
Good planning team or process	7
Goals met	1
N/A	16
Total	359

Increased accessibility refers primarily to strategies to “get the message out” so there is “greater visibility and coordinated access” to programs. Several respondents identified the use of Web 2.0 technologies that assisted with this and others noted the importance of the literacy coordinator in this role:

“Our community literacy group has a new Literacy Coordinator who has been busy planning new projects and also getting the message out to others; she has a regular column in a local newspaper and communicates well with community partners and members of the Literacy Alliance.”

“Developing a website has been an important shift in meeting the needs of the communities. The high number of hits, duration of hits and return users of the literacy website is evidence of a positive response to community priorities.”

“There is a good Facebook presence especially important to reach the youth, one of our target groups. Programs and events are planned and attended.”

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“In our efforts to connect residents, we wanted to strengthen outreach using and expanding community assets ... , identify and remove barriers to participation and create a safe and welcoming environment that encourages residents to acknowledge and share their gifts and needs. We have made it our priority to work with local [particular community groups], who have the language abilities and the trust to reach out to and consult with different cultural groups.”

It was also noted that the planning process itself increased access and opportunities for involvement for community members.

“Many varied community members were involved in the process and there were many opportunities for the community to have a voice in the needs of the community and to prioritize the plan.”

Increased opportunities and increased role and awareness of literacy in the community were also discussed.

“Higher profile for literacy issues; more connections between literacy related agencies; more advocacy.”

“Increased programming and thought being placed on including ‘literacy’ as an integral part of other programs.”

“There is a clear intent to be inclusive and to reach out to users more than providers, as well as to create non-traditional paths for participation. This allows quick responsiveness to the concerns of community members and an adaptability to emerging needs.”

Finally, a number of respondents noted that there was “little or none” or that “it does not feel/appear as if much is happening”. There were 9 such comments.

District Literacy Plans

Respondents were asked about the extent to which the Community Literacy Plan impacted the District Literacy Plan. Table 21 below shows that overall, respondents indicated that there was a greater impact on two of the four items (understanding of various perspectives; alignment of initiatives) and slightly less of an impact although still considerable, on the other two (formal and informal learning inter-relationships; building on what has already been developed). This question yielded interesting differences between the SD and OSD grouped respondents. Respondents in the SD group were more likely to indicate they had seen an impact to a great extent than did the OSD respondents.

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Table 21: To what extent have you seen Community Literacy planning impact the District Literacy Plan

	To a great extent	To a moderate extent	To a small extent	Not at all	Don't know	Count
School districts gained a stronger understanding of the various perspectives on literacy throughout the community.	114 (47.1%)	77 (31.8%)	22 (9.1%)	5 (2.1%)	24 (9.9%)	242
School districts promote community alignment of literacy initiatives.	96 (39.7%)	74 (30.6%)	33 (13.6%)	8 (3.3%)	31 (12.8%)	242
School districts make explicit the inter-relationships among community members and the links between formal and informal learning systems.	74 (30.7%)	77 (32.0%)	43 (17.8%)	10 (4.1%)	37 (15.4%)	241
School districts build on what has already been developed and identify each partner's contribution	81 (33.9%)	72 (30.1%)	42 (17.6%)	8 (3.3%)	36 (15.1%)	239

Literacy Services Delivery Challenges

The most frequently identified challenges to the delivery of literacy services were related to funding. The two most frequently identified challenges were lack of continuity in funding (checked by 178 respondents) and insufficient funding (145 respondents selected this option).

Table 22: What challenges to the delivery of literacy services, if any, were identified through the Community Literacy Planning Process

	Count	%
Lack of continuity in funding	178	21.9%
Insufficient funding for the provision of literacy services	145	17.8%
Achieving broad representation on the Literacy Task Groups from a variety of community groups	103	12.7%
Difficult for community members to access centralized literacy services	97	11.9%
Lack of appreciation for the importance of literacy to overall quality of life	81	10.0%
Lack of coordination among literacy service providers	74	9.1%

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	Count	%
Not enough supply of literacy opportunities in the community	63	7.7%
Existing programming not relevant to literacy needs	19	2.3%
Other, please specify: [View responses on sheet Q10_responses]	53	6.5%
Total Responses:	813	100%

Other top challenges related to achieving broad representation on task groups (13%) and difficulty accessing centralized literacy services (12%). There were no significant differences between the SD and OSD groups.

Respondents were asked to comment on the challenges they identified, if any, through the Community Literacy Planning Process. It is interesting that only 49 respondents answered this question, writing 59 coded comments. As show in Table 23 below, while the overall number of identified barriers was small, respondents identified a wide range of issues. The most frequently identified barriers are discussed in more detail below.

The most frequently identified challenge was related to funding and resources, and this was mentioned seven times. Comments were coded as “insufficient funding or resources” because often the resource shortage had financial implications. An example of the financial implications of a resource concern is the following comment:

“I think that the predominant issue in our community is capacity. Our Adult Learning Centre is beyond capacity. The LOC has 16 hours but really could be working 30 hours. In other words, it feels that we need more literacy practitioners in our community.”

Other respondents were more explicit about funding such as this comment about space: “*lack of affordable space for literacy programming*”. Similarly, funding as a barrier for a large community was noted by this respondent:

“In a community the size of [particular community], the funding was not adequate to create the kind of impact that is implied in the process.”

The second most frequently identified challenge was related to attracting participants. As one respondent noted, they had “*difficulty getting people with low literacy to come forward to join programs and activities*” and another responded noted that “*providing services to those who most need it, transportation and finances are stumbling blocks for people.*”

Ensuring that existing programming was relevant to literacy needs was the third most frequently identified barrier:

“Lack of culturally relevant curriculum.”

“Sometimes there is an over-supply of preschool programs at the community level in [particular community].”

“Gaps in services for certain demographics.”

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Table 23: Challenges to the Community Literacy Planning Process, coded categories

	Count
Insufficient funding or resources for the provision of literacy services	7
Trouble attracting participants	6
Existing programming not relevant to literacy needs	5
Geographic challenges	5
Lack of coordination among literacy service providers	5
Difficulty implementing literacy plan	4
Immigrant barriers, ESL, legal etc.	4
Lack of continuity in funding	4
Trouble engaging Aboriginal community	4
Lack of appreciation for the importance of literacy to overall quality of life	3
Literacy not seen as a priority	3
Achieving broad representation on the Literacy Task Groups from a variety of community groups	2
Not enough supply of literacy opportunities in the community	2
Stigma attached to low literacy	2
Trouble engaging business community	2
Difficult for community members to access centralized literacy services	1
Total	59

Geographic challenges were also mentioned (n=5). Most often this was related to communications and delivery of services in large rural areas:

“Geographical spread of rural areas make delivery challenging.”

“Communication - broadly spaced communities.”

“Lack of innovative approaches to delivering literacy programs in rural areas and to non-band land Aboriginal community members.”

Finally, among the most frequently identified barriers was a lack of coordination among literacy service providers.

“Sharing of information from agencies, groups, and other stake holders.”

“Laying aside territorial attitudes to funding and instead building on ways to be innovative and creative with the current resources.”

It should be noted that although coordination was identified as a challenge by five respondents, it was identified in an earlier questionnaire item as a significant achievement by sixty-eight respondents, the second most frequently identified achievement (see Table 18).

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Lessons Learned

Respondents were asked to reflect on their experiences by identifying the lessons learned from the Community Literacy Planning Process and if there was anything they would do differently if they were to do it again. Overall, respondents provided 207 comments that were coded into eighteen categories (excluding N/A).

Table 24: Lessons learned from the Community Literacy Planning Process

	Total Comments
Importance of coordination	33
Changes to or difficulties with the planning process	23
Broader representation	23
Process takes significant time	21
Human Resources (more people/hours, hiring the right people, importance of a position etc.)	21
Strength/importance of the planning process	16
Very happy with process or result	11
School District issues	11
The need for literacy	9
Strength or resources of community	9
More community input	7
More funding	7
More research (to start, or to re assess.)	5
Learning groups missed. (Gaps.)	5
More democratic participation model	2
Process did not work in my community.	2
Difficulties getting broad representation	1
Specific literacy plan improvement.	1
N/A	20
Total	227

The importance of coordination was the most frequently identified theme. This theme included understanding the importance of communication, teamwork and collaboration; including a wide variety of “stakeholders” in the process; the importance of the whole community taking “ownership” of literacy problems; and the constantly changing nature of needs and processes.

“The most valuable experience has been the opportunity to network, coordinate, and educate other groups/service providers in the community, bringing about a better understanding of existing services and programs.”

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“Literacy issues are a community problem to be addressed by a community as a whole.”

“Communication is very important between service providers. Learning different teaching techniques and having on-going support is very helpful to both tutors and learners.”

“Importance of collaboration and relationship building. If we were to do it again, more participation of the business community in the planning stage.”

“I learned that it is about building community and connections, and allowing everyone to be heard. If I were to do this again, I would spend more time travelling around the area and getting to know who the major players are. We thought we had it right, but it is very fluid, and needs to be worked on constantly.”

What has been coded as “changes to or difficulties with the planning process” encompasses a variety of lessons learned and ideas. Some respondents commented on learning new strategies for accomplishing specific tasks:

“I quickly learned that it is difficult to bring people together in a small town when there are already many meetings for people to attend. I soon learned to tack our meetings on to existing ones in order to make it manageable for people.”

“At the very beginning the group was too big and too di-

verse for a focused conversation - with focused results. Everyone just wanting more for their own programs. In the end - a very small group meets regularly with only limited representation from the community.”

Other respondents discussed strategies related to communications and skills:

“The process of community development is organic. ... the need to keep lines of communication open between the initiative and the various orgs at the table [is essential]. Doing this again, I would develop a communication strategy earlier on in the process, to ensure that issues arising, needs and responses were clearly understood by multiple levels of the organizations represented on the board and working committees.”

“Different stages of our developing plan have required different skills and we have added to our own skill set while becoming more and more aware of the needed skills we would like to provide access to.”

“I learned about the importance of having a clear mandate Even though we wrote and passed our terms of reference, we lacked the experience to know how to lead effectively. That ended up causing some problems around roles, purpose, and making the most of the talented people we had around our table.”

Online Survey Results

Goal setting and priorities were sometimes a challenge for communities:

“The facilitation tool that we used to gather information for the first draft of the plan jumped too quickly to goal setting before fully identifying both gaps and visions. It didn’t narrow the focus enough before setting goals so we had goals identified in too many areas. I would choose key areas to focus on first and then do goals and revisit gaps later once the first most urgent goals were well in process.”

“Provide more structure, job descriptions, must do lists, and not leave it up to the communities to decide how to proceed.”

It was recognized by many that the planning process takes time and is an iterative process.

“I think the second year will provide more information regarding the overall process. ... we’ll be able to determine whether the perceived barriers to participation (literacy, misconceptions, fear, stigma, etc) were in fact the actual barriers. Also, because it’s our first year, the results of the literacy audits have not been fully implemented.”

“The Community Literacy Planning Process is a community development process. It is messy, slow and sometimes frustrating. However, over time and given enough time, things do

start to come together. Awareness grows, relationships are developed and capacity is built. Relationships are key. Getting a broad representation at the planning and implementation stage is key.”

“Have a long term view of the process - the process is extremely important and requires significant resources to adequately reflect the true community needs.”

“One key finding was the length of time required to gather meaningful information from such a diverse community and to devise a plan of actions that will strategically and effectively address the identified needs. This challenge is compounded by the changing membership of the Steering Committee and the lack of cohesiveness in this large geographical region.”

Finding the right people for literacy work, including at the various levels of government and in the community was another challenge identified by respondents.

“I think that engaging a key, on-going contact person at the municipal government level is a critical factor that has so far eluded us.”

“Recruiting tutors should be much more of a priority.”

“It’s so hard to say in retrospect. We have a real lack of capacity among practitioners in our community. There is a range of skills, knowledge and

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confidence for program delivery and collaboration. Even in terms of hiring LOCs - we struggled to find staff who understood literacy and had the skill set for community development work.”

“I saw how absolutely necessary it is to have a full-time paid Literacy Coordinator.”

“We are very fortunate to have a diverse range of community partners interested, engaged and committed to this process. Collaborations and partnerships are essential to the success of our work.”

Two closely related themes were the strength of the planning process and respondents satisfaction with it. As one respondent noted, “teamwork works best” and another noted that the process is valuable in that “when a community gets together and discusses what our needs are you get to know your community.” Other examples of respondent feedback concerning the process included:

“The planning process brought together people from all sectors of the community to work on a common goal and was a valuable exercise as well as a great opportunity for networking and getting to know others.”

“That this was a necessary, valuable and rewarding process. I might suggest minor changes, but there were really no problems we had. It was a very well implemented planning process that has lead to

an effective coalition doing good work to enhance literacy in the region.”

“The process is a critical piece to the success of the plan. The time we took together chewing over our findings and ideas were critical and exciting in generating the energy to carry out the plan.”

Several respondents commented on the challenges of integrating and working with school districts as part of the Community Literacy Planning Process, both from the point of view of the district and from a non-district perspective.

“The melding of the Community and District Literacy Plans went well in [particular community], in the sense that there were no issues in bringing the two groups together. The School District was well represented on the Task Force. However, the District and Community literacy plans still tend to exist separately, with the School District Achievement Contract comprising the K-12 section of the plan. “Weaving” the school district plan into the community plan is still a challenge.”

“The community literacy planning process was a key activity in evolving the culture of the way we do things in [particular community]. As a school district representative, I did not understand the full potential impact of true collaboration with community agencies. School dis-

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tricts can be very isolated, self sufficient organizations within the larger community. Now, as a community volunteer, I see that the school district is much more open to finding opportunities to collaborate and place a greater value on the work of community agencies. The coming together of agencies takes time, persistence and patience. When we first approached the Community Planning Process, it seemed that the end in mind was 'the plan'. A plan came from the process, but more important was the relationships that grew and continue to grow. It seems that it is the relationships that enable the actions and innovations to continue beyond the planning process."

"I learnt that working with the SD brings a whole lot of strong staff and a whole new level of complication."

Comments about the Community Literacy Planning Process

The final question on the survey asked respondents to provide any further comments about the Community Literacy Planning Process that they thought would be helpful to this evaluation. One hundred and twenty eight respondents provided over 150 coded comments. The most frequently identified comments related to funding. Some respondents discussed the importance of funding for program continuity and sustainability, and others noted that spending priorities differ based on community size, geographic dispersion, and needs.

"To be sustainable, funding must continue for coordination & support for programming."

"Continuity of funding is a very important issue. To make programs most effective I feel it is important to have long term plans and goals. This allows for better training and retention of staff and volunteers and gives more continuity to programs. It also instills confidence in learners to know that their support system will be in place as they complete their learning."

"To give enough funding for the communities that do not have close access to many facilities or teaching etc. Our community has a hard time getting people to come up. And when we do it costs so much. That takes away from our funding."

Some respondents commented on the planning process overall and the benefits that resulted.

"The Community Literacy Planning process allowed us to start moving forward with looking at the whole community rather than agencies or organizations working independently in silos. There is more sharing, more referrals, more support and more opportunities to work together."

"It concerns me that if this initiative were to stop - the meeting of providers would stop. It gives us a forum and a" legitimate reason" to take the time to attend and meet."

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Many comments related to having a long-term vision that acknowledged literacy planning and initiatives required time to develop and mature.

“As a community developer I feel any change in attitudes takes a long time. It is important to have a person/voice in the community that is consistently pushing the agenda so that literacy (or other issues) do not fall off the table. It takes a great deal of time to develop relationships between service organizations, small actions can make a big difference and sometimes the largest shifts are not measurable but subtle changes in the way organizations or individuals speak or act. Please continue to support a person/voice to represent literacy in the community.”

“Keep going - it is a big issue and requires an ongoing commitment by all.”

“The process needs time and stability to grow and mature. Support and direction from Literacy Now at the provincial level is important in order to more clearly define the process and to keep everyone focused on what needs to be done.”

A large number of respondents noted that the Literacy Now staff, as well as local coordinators, were very helpful and supportive. These comments

were often linked directly with the usefulness of the planning process itself. Respondents talked about the value of the guide, the website, staff, and the process framework. These comments capture many of the sentiments:

“Being involved in the CLP process was my first real foray into community planning. I was pretty green, but the Guide along with support from my supervisors, helped me along. I am so impressed that Literacy Now 1) had the vision to set up this grass roots process that has worked to embed literacy into our community and 2) could communicate how to do it in a guide. Amazing! and well done! Thank you to all involved in making that happen. It was one of the most exciting experiences in my professional life.”

“I think the process is user friendly and appreciated the fact that there was good communication between our community and Literacy Now. The fact that representatives came out to attend sessions and meetings helped us to develop a plan that is realistic and flexible enough to evolve with changing community needs.”

Additional comment codes are presented in Table 25, showing a wide range of additional comments.

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Table 25: Further comments helpful to this evaluation, coded categories

	Total Comments
More funding would help	31
The process was beneficial	25
Want long term vision	20
LiteracyNow/Legacies staff / coordinators very helpful.	14
Planning process/framework was useful	14
Benefits of broad representation	8
Planning guide issues	7
School District issues	7
Positive School District influence	5
Task group cohesion was beneficial	5
Employment Concerns (More people or hours, hiring the right people, importance of a position etc)	3
Need to increase awareness of process	3
Need for innovative literacy strategies	2
New review methods useful	2
Would like more guidance from other communities, LOCs etc.	2
Employment Concerns (More people or hours, hiring the right people)	1
More focus on learners.	1
Local geography complicated process.	1
Total	151

Literacy Now Planning Guide

Several questions related specifically to the Literacy Now planning guide. The first question was simply about whether or not the respondent was familiar with the guide. If they answered “No” or “Don’t know”, they were skipped past the two additional questions about the guide. The next question asked whether their task group used the guide in the planning process. Those who answered “No” were asked a follow-up question about why they did not use the planning guide.

Table 26: Are you familiar with the Literacy Now planning guide produced by Legacies Now

	Count	%
Yes	198	81.5%
No	119	11.9%
Don't know	16	6.6%
Total Responses:	243	100%

Over 80% of respondents were familiar with the guide, but, keeping in mind these are responses from those who were more engaged with the process, a significant percentage of respondents were not (12%, Table 26 above).

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Those from the SD group (92%) were more likely to be familiar with the Literacy Now planning guide than those from the OSD (78%).

Among those who were familiar with the guide, the vast majority (89%) said the guide was used in their community for literacy planning (Table 27). Only 1% said it was not used and 10% did not know.

Table 27: Was the Literacy Now planning guide used in your community for the purpose of Community Literacy Planning

	Count	%
Yes	176	88.9%
No	2	1.0%
Don't know	20	10.1%
Total Responses:	198	100%

Over 68% of respondents indicated that the guide met their needs either completely (17%) or to a large extent (52%).

Table 28: How well did the Literacy Now planning guide meet your needs

	Count	%
Completely met	29	16.6%
Met to a large extent	91	52.0%
Met to a moderate extent	37	21.1%
Met to a small extent	6	3.4%
Not met at all	1	0.6%
Don't know	11	6.3%
Total Responses:	175	100%

The survey results show that overall, the Community Literacy Planning Process has been very successful, with a high degree of satisfaction among respondents with what the process had achieved in their communities. The planning guide was a key document in shaping that success. Nonetheless, challenges, particularly of funding and continuity, as well as engaging a broad representation of participants remain.

Conclusions and Implications

Conclusions and Implications

The conclusions and implications of this study are drawn from document reviews, data analyses, interviews with key managers, focus group sessions with, and an on-line survey of, people who are/were directly involved in the Community Literacy Planning Process. With this methodology, we believe the results have important theoretical, practical, and policy level implications.

The literature review offers important perspectives that inform the reports conclusions. It presents the reader's understandings and interpretations of community planning and community development approaches to literacy. A brief selection of ideas from the literature review is set out below:

- Human capital and social capital theories are key concepts in the context of Community Literacy Planning Process. As Falk (2000) noted human capital includes the skills and knowledge we gather in formal and informal learning, while social capital facilitates the learning and use of these skills and knowledge. Adult educators see social capital and human capital as key ideas for the understanding and promotion of active and sustainable learning.
- Early literacy studies lend support to the notion that, while most children in western societies experience literacy in their homes and in communities, learning to read and write, unlike learning one's oral language, are not "natural" (Luke, 1992) and require more than simply being immersed in an environment where literacy is practiced.
- A reading of the literature suggests that adolescent literacy does not receive adequate attention. Although secondary school leaving rates have, on average, declined significantly since the early 1990s (Statistics Canada, 2008), there is a proportionate increase in the rate of young men, as compared to young women, who are dropping out because of reported "disengagement".
- Adult literacy learners are by and large vulnerable to a range of stressors and barriers that include, but are not limited to, literacy difficulties. Long and Middleton study documented barriers to attendance in adult literacy programming. These included (in order of importance): childcare, transit, work responsibilities, lack of awareness and inappropriate instruction (Long and Middleton, 1999).
- Second-language learners who want to acquire literacy in English or French often slip through the cracks of literacy policy and provision in Canada because many adults exhaust the financial support provided through federal language training programs before they reach fluency. It is here that language learning issues become literacy issues; the literacy needs of English and French language learners have important implications for policy, practice and provision (Wrigley et al, 2009).
- Traditionally, in Canada, we have tended to conceptualize literacy as individuals acquiring a specific set of

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cognitive and linguistic skills. Merrifield, White, and Bingman (1994) point out, "In this country, we have long defined literacy in terms of individual skills. We test individual skills, we measure advancement in individual terms, and we count numbers and grade level gains. Beder (1997) similarly argues that adult literacy has been seen as individualistic. We recognize literacy in a social and community role a little when we acknowledge that literacy has implications beyond individual outcomes, when we link a competitive economy with more literate workers. Literacy from a social perspective focuses on this capacity of individuals to transform themselves and their communities. Progress is measured not in individual skills, but also in social impacts.

- Some educators express concern about the practice of transposing innovations and strategies from one context to another without thinking critically about context and culture, naming the phenomenon, and cultural cargo (Johnson, 2000; Wall, 2006).

- Although a community is usually conceived along geographic lines, some authors have argued for a broader conceptualization. A HRDC report (1998) for example argued for a "community of interest" as opposed to a particular geographic one.

- When conceptualizing learning communities, we also need to include "organizations, associations, networks and social structures". Duke (2004) observes that - "The

current 'busy' learning terms-learning city, learning community and social capital among others have fast sprung into public use all over the world". He argues that community learning, like community self-determination before it, could be seen as making poor communities do for themselves what rich communities get done for free.

- The concept of lifelong learning is an integral feature in learning communities where there is acknowledgement that while learning obviously occurs in formal institutions (e.g., schools, colleges and universities), considerable learning also occurs in informal contexts (e.g., Faris, 2006).

While literacy is most commonly identified at the individual level in the literature, notions such as family literacy and community literacy are treated as equally important. The literature also reflects on the different ways that literacy can be acquired in community, workplace or in educational settings, the different skills that are needed, and the different ways in which they are used. Given our evolving understanding of literacy and the theoretical and empirical literature reviewed in this paper, the Legacies Now initiative of involving communities in planning their own literacy initiatives is both important and timely.

The research indicates that the Literacy Now Community Literacy Planning Process has been very effective in the loosely coupled setting that characterizes the literacy services sector of B.C. While Task Group participants and school districts in many cases may have had only informal relationships in the past, with the introduction of the Community Literacy Planning Process, and District Literacy plans task groups have demonstrated in many communities an ability

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to increase collaboration, enhance coordination, form partnerships, and to work together to reach out and provide rationalized and relevant services across their communities. Table 29 Summarizes Literacy Now goals and our research observations.

Table 29: Community Literacy Planning Process Goals and Research Team Observations

Effectiveness	Goals	Observations
vvv	Supports communities to build community networks, partnerships, and relationships to enhance literacy programming.	2010 Legacies Now, CBAL, and Literacy Outreach Coordinators have accomplished this work with the support of a small effective program staff.
v	Assists communities to pool and build financial and human resources to address literacy issues.	This was most visible in communities within the Columbia Basin Alliance for Literacy, supported by Columbia Basin Trust.
vvv	Identifies a network of community leaders across the province that can support communities to focus on literacy support.	The study shows a committed cadre of leaders across the province.
vvv	Provides a provincial overview of emerging issues, trends, and potential solutions.	The Community Literacy Program Implementation Reports and the provincial summary of the reports provide strategic intelligence about emerging issues, trends, and potential solutions.
v	Helps communities to increase and maintain the literacy skills of individual community members.	The Community Literacy Program needs stronger evaluation capacity to demonstrate individual literacy improvements within the community.
vv	Incorporates both planning and implementation.	Program planning and implementation is strong. It would benefit now from adding a focus on impact assessment to its monitoring and reporting repertoire.
vv	Works collaboratively and strategically with school districts.	The Community Literacy Program is building on current good work where it is in place.

Summary of Findings

The community story of Literacy Now is one of people and organizations meeting, planning and making connections to identify opportunities that address their area’s social, economic, and learning literacy challenges. Although the strengths and weaknesses play out somewhat differently in each community (important variations are noted in the report), the conclusions drawn are of general relevance and can be adapted to inform specific action in other contexts.

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The community task groups working with school districts are important platforms for increasing links between the formal and informal learning systems across the province. The principal strengths of the Community Literacy Planning Process fall into two broad categories: greater community engagement, and improvement of program and service delivery. The broad range of organizations and community representatives participating at the community level are seen as conduits of valuable information to ensure that plans and programs are more responsive to community needs and to facilitate access to services and opportunity.

The Community Literacy Planning Process and District Literacy Plans are also making important contributions to reducing tensions among organizations serving the system. These tensions play out as initial apprehension among organizations. For example, respondents identified initial sense of competition among service providers.

More important and difficult than the practical elements of collaboration is the leadership required to simply get it started. It takes uncharacteristic nerve and trust on the part of community participants to enter collaborative enterprises, and even under financial pressures they will not do so easily.

The strengths of the system in each community were seen to be accompanied by a number of challenges. Although the relative emphasis was somewhat different across communities, many of the same issues were stressed. The most frequently cited challenges related to capacity limitations and inadequate resources.

Incomplete representation. Uneven Aboriginal representation was noted by the researchers as an important weakness across many communities. In some communities, business has played only a peripheral role and of course, again, from a community development perspective, it is im-

portant to have all players in the community “at the table”.

Coordination Resources. A second challenge emphasized by many respondents was the issue of coordination resources. All communities noted that prior to the introduction of the Literacy Now program there was much less collaboration and coordination between all stakeholders in the literacy system (e.g., libraries, K-12 schools, colleges, community service agencies, employers, etc.). The literacy landscape was a series of “little islands” with little communication and coordination between them. Community and district literacy planning and the Literacy Outreach Coordinators create an environment and capacity for the development of community relationships and connections to support the delivery of literacy services.

Limited resources. A third weakness, closely related to the issue of coordination capacity, concerns costs and resources. Organizations have limited resources to support core operational functions, outreach, and capacity building.

Study findings show that there was overall a high degree of satisfaction among respondents with what the Community Literacy Planning Process had achieved in their communities. Some very strong themes emerged regarding the value and impact of the Community Literacy Planning Process. Communities reported that there is now broader awareness, participation and ownership of literacy in their community. Focus group participants linked these outcomes to the introduction of the formal Literacy Now Planning Process, funding, and the push for greater participation, particularly by school districts, in the planning process.

Both focus group and survey results show that the planning process led to increased coordination and information sharing, with well over four-fifths of survey respondents indicating there had been increased collaboration and

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information sharing among literacy service providers.

When asked to assess the extent to which the Community Literacy Planning Process had impacted the District Literacy Plan, the school district respondents were more likely to say to a “great extent” than those not from a school district. Both groups reported that the greatest areas of impact of the Community Literacy Planning Process on the District Literacy Plan were in understanding various perspectives and the alignment of initiatives.

The planning process helped structure an approach to literacy planning, establish a vision, and think through how to define literacy. The planning guide was an effective tool for that and helped identify issues and set priorities at the beginning of the process. A large number of respondents talked about the value of the guide, the website, staff, and the process framework. In communities with low awareness of literacy issues in general, the planning process helped to increase community awareness. There seems to be less division now because of the new process. Programs that were operating independently are now better able to coordinate and be comfortable with each other.

In communities where there was a Columbia Basin Alliance for Literacy advisory committee in place prior to Literacy Now, the Literacy Now process was a reason to bring more people to the table. It made the process of needs articulation and next steps more formalized. The Community Literacy Planning Process was seen as a relevant best practice that provided a community based model for working together. Document analysis of the 2008-09 implementation reports show there is strong evidence that task groups collaborated to support service and event delivery.

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 to address literacy and other goals and contribute to their communities in meaningful ways. Little is known about the size and scope of these organizations, the contributions they make to B.C., or the challenges they face in fulfilling their organizational missions. Literacy Now is making an important contribution to building a body of knowledge about community volunteers and this important set of institutions.

Respondents were asked about the extent to which the Community Literacy Plan impacted the District Literacy Plan. Overall, respondents indicated that there was a greater impact on two of the four items (understanding of various perspectives; alignment of initiatives) and slightly less of an impact although still considerable, on the other two (formal and informal learning inter-relationships; building on what has already been developed).

Many stakeholders reported that it was difficult to measure the outcomes of community literacy initiatives because a significant amount of time is required before change is noticeable. Based on the contents of the Community and District Literacy Plans, evaluation of outcomes from both Plans appears to be minimal. This may reflect an early stage of implementation.

Challenges vary across districts. Rural areas, such as Powell River and Fort Nelson, struggle with maintaining participation levels during winter months and with attracting residents from outlying areas to participate at a central location. Urban areas, by contrast, tend to have different types of barriers related more to culture and language. Some communities struggle to find the time to devote to implementing the plan and some have encountered staffing issues.

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Accountability Monitoring

Accountability monitoring is demanded by the public sector bodies charged with funding task group/communities and individual employees, volunteers, donors and service users. Consequently, monitoring and reporting challenges cannot be avoided if performance is to be examined in a valid and robust manner. At the same time there may be no single criterion of performance upon which to rely, nor is there any simple or uncontroversial way to aggregate indicators across domains. The District Literacy Plan guide²¹ describes accountability monitoring and reporting that:

... involves the counting of success measures, or gains, and is unique to each organization. It looks very different in different settings and measures vary from program to program. Evaluation of programs led by colleges, libraries and community groups is designed by their parent organizations and funders. Evaluation of programs led by school districts is defined by the requirements of their Boards of Education and the Ministry of Education. (page 11)

The Community Literacy Planning guide²² describes accountability monitoring as part of a continuous evaluation, determining which activities have been accomplished and poses the questions:

- Does the progress match the timeline?
- Are actions being accomplished?

21 Retrieved Oct 15, 2010, http://www.readnowbc.ca/assets/pdfs/dlp/dlp_guide.pdf

22 Retrieved October 15, 2010, http://www.2010legaciesnow.com/fileadmin/user_upload/Embrace_Learning/PDF/LiteracyNow_Guide.pdf

- If they aren't being accomplished, what needs to be done? Analyze and revisit the plan.
- Do the people responsible for the project have appropriate and sufficient resources? (Page 36)

Literacy Now has collected implementation reports on the Community Literacy Planning Process's progress and performance. School Districts Literacy Plans report on current and future priorities and activities.

Literacy Now's initial start up activities resulted in information about communities and task group formation. Subsequently reporting on Task Group/Communities implementation planning as well as specific funded project information added to the information reported out at the community level. The addition of the District Literacy Plans added important additional information about literacy plans and their implementations.

Monitoring and reporting publicly on progress and performance in delivering literacy services is an ongoing and challenging activity in the education, community and voluntary sectors. Our research indicates that the existing Literacy Now and School Districts reporting regimes answer the questions - what did the Community/District Plan do and what did they do? As a next step, in order to better answer performance questions such as how well was it done or what differences did it make, we suggest:

- updating the accountability monitoring strategy and reporting tools for Task Group/Community Literacy Plans and School District Literacy Plans.
- additional monitoring and reporting information session and perhaps training opportunities for Task

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Groups members, LOC and school district educators.

To evaluate and measure social/literacy impacts on individuals, task groups and School District Plans need to draw on the same creative and critical thinking skills used to launch their plans. It is their vision—so they must define their own success. The basis for success is the outcomes or expected changes that organizations and their programs have on clients, communities, systems or organizations.

The Community Literacy Planning and the District Literacy Planning have progressed and matured so that it should be time to add an impact assessment regime to their monitoring reporting reports. A key feature of the impact regime would be to minimize the workload on communities and districts by implementing a sample versus a census approach for monitoring selected outcomes. A revised accountability and reporting framework would include performance questions such as “How well was it done?” or “What differences did it make?”.

Our experience with data informed decision making suggests that more attention is required in three areas for informing and supporting Community Literacy and District Literacy Plans and implementing and evaluating similar initiatives. These areas are: adoption of a life stages approach, incorporate administrative/assessment data wherever possible that can identify and track at risk or vulnerable populations (not individuals); introduce logic models into community and district literacy plans; and pilot a demonstration project for a province-wide participant panel to track and quantify community impacts and outcomes.

At Risk/Vulnerable Populations

The next generation of Community and District Plans can be improved by adding data stories that incorporate information over time about the vulnerable learner populations in the community.

They can focus on existing vulnerable learners for each school in the province. Three examples of these data stories are primary school screens, high school dropouts and students not meeting reading expectations.

Schools across the province draw on assessment tools for developmental and behavioural screening of young children. An example of a developmental tool is the Peabody Picture Vocabulary (PPVT-III). The PPVT is often described as a test of receptive vocabulary. In 2002/2003, 9.8% of B.C. children aged 4 – 5 years were cored as “delayed” on the PPVT-R²³.

In 2008-2009, 9,892 students or 21% of all students did not graduate within six years from the time they enrolled in Grade 8 in 2002. The overall non-completion school population in 2008-2009 was 9,892.

The number of children in 2010 that did not meet expectations in the Grade 4 Foundations Skills Reading assessment was 7,123 and in the Grade 7 Foundations Skills Reading assessment the number was 8,701²⁴. In 2008-2009, 18,351 student had less than a C+ in the Grade 10 provincial English exam²⁵.

Community Literacy Plans and District Literacy Plans can look at interventions and change over time linking actions/interventions to these or other types of available data.

23 British Columbia, Ministry of Children and Family, Indicators Of Early Childhood Health & Well-Being In British Columbia, Fourth Report, Winter 2008, addendum 2009, Retrieved July 11, 2010, http://www.mcf.gov.bc.ca/early_childhood/pdf/early_indicators_fourth_report.pdf

24 Ministry of Education, FSA Grade 4, February 2010, Province - Public and Independent Schools, Retrieved July 10, 2010, <http://www.bced.gov.bc.ca/reports/pdfs/fsa/prov.pdf>

25 Ministry of Education, Provincial Required Examinations - 2008/09, retrieved, July 10, 2010, <http://www.bced.gov.bc.ca/reports/pdfs/exams/req/prov.pdf>

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Participant Panel

Community initiatives face serious challenges in gathering outcome data. A demonstration project for a centralized community participant outcome tracking tool is needed to take much of this burden off communities and at the same time support the gathering of outcome information. An Initiative Panel would query the same respondents at different times to gauge changing attitude and outcomes. Initiative Participants are invited to become panel members and participate in an online survey at a mid-point of their “program.”

Implications for policy and additional research

The research project’s observations can also be presented as next step options for Literacy Now and provincial ministries. Table 30 below sets out several approaches to enhance community literacy initiatives.

Table 30: Implications for Policy and Research

Goals	Literacy Now	Ministries
Support communities to build community networks, partnerships, and relationships to enhance literacy programming.	Outreach to PSE institutions for demonstration projects perhaps as a starting point for the new B.C. Association of Institutes and Universities Outreach to Aboriginal organizations to jointly review Literacy Now opportunities.	The Read Now BC initiative be reviewed to identify opportunities to connect current multiple supports, initiatives, or opportunities in Literacy Now communities.

This report and the upcoming reviews of the Community Adult Literacy Program and the Aboriginal Post-Secondary Education Strategy and Action Plan present an opportunity for a provincial review.

Goals	Literacy Now	Ministries
Assists communities to pool and build financial and human resources to address literacy issues.	Identify how one can describe and measure the existing capacity.	Community/Voluntary Sector – undertake review to determine how provincial and municipal governments can help to support their community/voluntary sector partners.

Community-based settings are typically staffed by volunteers with few paid or trained employees; these programs usually rely on community partnerships to sustain their work from year to year, and provincial funding is provided on a short-term, yearly or bi-yearly basis. Community groups devote considerable time and resources in the search for information and funding to serve their clients. The central role of voluntary groups in the Literacy Now implementation points to a key dependency for this initiative. Read Now BC Initiatives would gain from reflecting on the role of

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the voluntary sector in community based literacy initiatives.

Goals	Literacy Now	Ministries
Provides a provincial overview of emerging issues, trends, and potential solutions.	Create provincial sample frame and research tools to inform policy and provincial analyses.	Revise accountability and impact reporting framework

Monitoring and reporting publicly on progress and performance of community partnerships in delivering literacy services is an ongoing and challenging activity in the education/community/voluntary sectors. Our research indicates that the existing Literacy Now and School Districts reporting regimes often answer the questions - what did the task group community/district intend to do and what did they accomplish? A revised accountability and reporting framework would add impact questions such as How well was it done? or What differences did it make?

The Community Literacy Planning and the District Literacy Planning have progressed and matured so that it should be time to add an impact assessment regime to their monitoring reporting repertoires.

Community Partnerships have limited staff and research resources. Literacy Now should consider a sample methodology such as a provincial panel for monitoring and reporting selected provincial outcomes and impacts to minimize the reporting burden on task groups/communities.

The Literacy Now model grew out of the important work and achievements of the Columbia Basin Alliance for Literacy (CBAL)²⁶. CBAL was created as a regional network to support literacy development in the communities of the Columbia Basin and Boundary region of south-eastern British Columbia. The Community Literacy Planning Process and the subsequent District Literacy Plans represent an important model for creating partnerships and broadening community engagement around literacy and learning opportunities in communities. The process and activities present the realization of the concept of strengthening partnerships and relationships in communities, where organizational elements including the school districts are increasingly linked, connected, related, or interdependent²⁷. For Literacy Now, community is not just the place or context in which literacy initiatives are to occur, fostering new partnerships is also a central concern. The process of becoming part of an existing social network in order to encourage dialogue and learning is what Literacy Now is nurturing in British Columbia.

²⁶ The Columbia Basin Trust (CBT) has funded by the CBAL since its inception in 2000. Starting with five literacy programs,

²⁷ Weick, K. E. (1976). Educational organizations as loosely coupled systems. *Administrative Science Quarterly*, 21, 1-19.

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Technical Note 1: Collaborations in British Columbia

Technical Note 1: Examples of Collaborative networks in British Columbia

Child Poverty: On January 6-7, 2010, First Nations and Aboriginal organizations in B.C. working on issues relating to children and families gathered together in North Vancouver for a “Reducing Aboriginal Child Poverty Summit” hosted by the First Nations Child and Family Wellness Council (FNCFWC). The purpose of this gathering was to encourage collaboration among the various organizations, and to draw upon their collective expertise to develop recommendations to address a common issue.

<http://fnbc.info/ChildAtTheCentre/about/ourwork/PriorityIssues>

The purpose of the Collaborative Watershed Governance Initiative is to establish and implement a framework for collaborative watershed governance in B.C. The result would be a shift toward ecosystem management in B.C. based on watersheds, using advanced governance arrangements and more local decision-making.

<http://www.waterbucket.ca/wcp/?type=single&sid=44&id=557>

An objective of the BC Nursing Health Services Research Network (NHSRN) is to bring together the academic, practice and policy communities, providing leadership, linkage, critical mass and collaboration to advance nursing health services research in BC.

http://www.mschr.org/special_initiatives/nursing_research_initiative/NHSRN

Need for Increased Partnership/Coordination Between Public Post-Secondary Institutions, Private Aboriginal institutions, Aboriginal Communities, Industry and Other Organizations as a barrier to Aboriginal learners’ participation, persistence and completion of post-secondary education. Success in Aboriginal post-secondary education is greatly influenced by the role that Aboriginal communities and organizations play in the transitioning and bridging of students into public post-secondary institutions and the workforce. Collaboration between Aboriginal institutions, communities and public post-secondary institutions and industry will enhance opportunities for student success.

<http://www.aved.gov.bc.ca/aboriginal/documents/strategy.pdf>

Technical Note 2: Research Background Note

Community Literacy Program: Research Project

Background Note

The B.C. Ministry of Education, Columbia Basin Trust, and 2010 Legacies Now Society are working jointly with a team from the University of British Columbia to research the community development and community literacy processes that form the basis of the Community Literacy Program. The Community Literacy Program is a community development process that:

- supports communities to build community networks, partnerships, and relationships to enhance literacy programming;
- assists communities to pool and build financial and human resources to address literacy issues;
- identifies a network of community leaders across the province who can support communities to focus on literacy support;
- provides a provincial overview of emerging issues, trends, and potential solutions;
- helps communities to increase and maintain the literacy skills of individual community members;
- incorporates both planning and implementation.

The goal of the Community Literacy Program is to develop a flexible community-based system that builds community capacity to increase and maintain the literacy skills of all community members. Using an assets-based approach, the Community Literacy Program focuses on engaging wide community representation and thinking about literacy development for all community members. A common vision of the partners is for literacy and lifelong learning to be integral to the fabric of the community, for all people throughout British Columbia.

The purpose of the research is to enable the partners to understand the impact of the community development and planning process on literacy learning in British Columbia.

The goal of the research is to generate evidence-based knowledge about the relationship between community development and literacy in order to inform strategic planning, policy development, and innovative action within the partner organizations.

The research program will be co-led by Dr. Jim Anderson and Dr. Victor Glickman and will take a collaborative and multi-disciplinary approach that is informed by expertise in the field. The project will be completed in three phases:

- In Phase 1 (Development), the research team will work with the partners to prepare the work plan, review documents, develop a logic model and conceptual map, finalize the research methodology and program plan, and obtain UBC ethics approval. (January – March 2010)
- In Phase 2 (Field Research) the research team will undertake the field research with selected community literacy task groups and will establish an online survey. (March – June 2010)
- In Phase 3 (Synthesis and Reporting) the research team will analyze the information that has been collected and prepare the project's final reports and documents. (July – August 2010)

Technical Note 3: Communities Selection Methodology Background Report

Selection of Literacy Now Projects for Case-Studies

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1.0 Introduction

This document explains the methodology used to select six projects to be used as case studies for the Literacy Now evaluation project. The objective of the selection process is to identify projects that represent the diversity of British Columbia in terms of population density, ethnicity, and Aboriginal status. In addition, there is a requirement that two of the six projects be from the Columbia Basin, which is situated in the south eastern portion of the province. The Columbia Basin corresponds roughly to the Rockies and Selkirk college regions.

Figure 1: Columbia Basin Trust Map

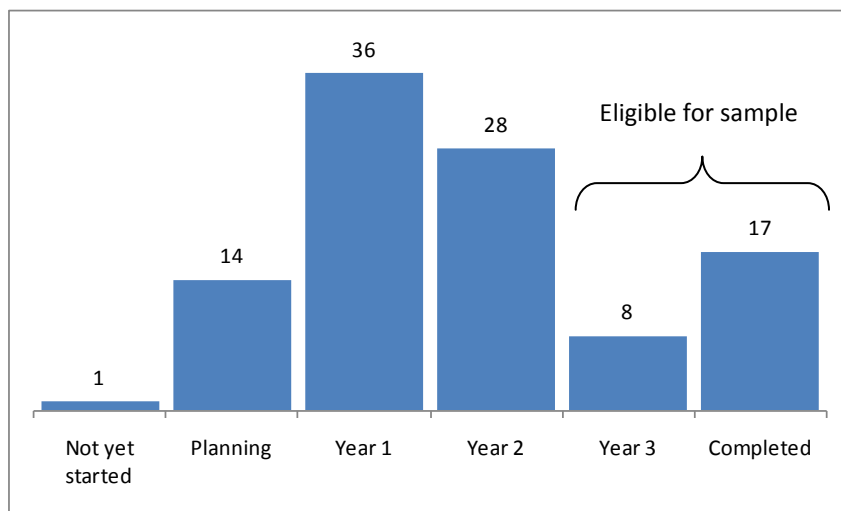


Source: Columbia Basin Trust at www.CBT.org

1.1 Background

As of 2010, there were 104 Literacy Now task forces with projects at various stages of implementation throughout the province (Figure 1). In order to conduct a thorough case study, it is important that the selected projects are either completed or in the final stages of implementation so that project leaders are able to comment on their experiences throughout the project life-cycle. For this reason, only the 25 projects that are considered to be “mature” (i.e., either completed or in the third year of implementation), are eligible.

Figure 1 Distribution of Literacy Now Task Forces/Projects by Stage of Completion



1.2 Terminology

Each Literacy Now project was initiated by a task force that is associated to a single location within the province. The administrative data further identify one or more benefactors for each project, which are towns, cities, communities, and/or reserves that received benefits from the project. The benefactors are categorized as either Aboriginal or non-Aboriginal. For instance, Terrace is the location of a Task Force for a Literacy Now project that included the following benefactors: Terrace (non-Aboriginal benefactor), and the Kitselas First Nation and the Kitsumkalum Nation (both Aboriginal benefactors).

Each Task Force locale is located within a larger area called a college region. Census data is summarized at the college region level of geography to profile the ethnic and Aboriginal composition of the areas where the projects were implemented and the density of the population.

2.0 Sample Selection – Step-by-Step

2.1 Step 1: Identification of College Regions with Mature Projects

The first step in sample selection involves identifying which of the 15 college regions in British Columbia have task forces with “mature” projects. The distribution of Literacy Now task forces by college region is shown in Table 1. While there are Literacy Now task forces in every college region, six regions do not have any mature projects located in them. These regions are greyed-out in the table below because projects located in them are ineligible for inclusion in the sample.

Table 1 Distribution of Literacy Now Task Forces by College Region

College Region	Total Task Forces	Total Task Forces with Mature Projects
01 Camosun	5	0
02 Capilano	5	0
03 Cariboo	14	3
04 Douglas	4	1
05 Rockies	6	6
06 Fraser Valley	4	1
07 Kwantlen	4	0
08 Malaspina	4	1
09 New Caledonia	8	0
10 Northern Lights	7	2
11 North Island	15	0
12 Northwest	8	2
13 Okanagan	4	1
14 Selkirk	8	8
15 Vancouver	8	0
TOTAL	104	25

2.2 Step 2: Selection of College Regions

Focusing on the 9 college regions with task forces with mature projects, Step 2 involves identifying the regions that best satisfy the selection criteria. Table 2 uses 2006 Census data to profile each college region. This information is used to ensure that selected college regions represent different parts of the province and a range in terms of ethnic diversity, Aboriginal concentrations, and degree of urbanization. Table 2 uses shading to illustrate the quartile associated to each college region score for the following Census variables: % Visible Minority, % Aboriginal, and Density. For instance, visible minorities comprise 37.6 percent of the Douglas college region population and this figure is shaded dark purple because it falls above the 75th percentile across all 15 college regions (see Legend).

The column on the far right in Table 2 shows the six college regions selected for the case studies. These include the two regions that are part of the Columbia Basin, as well as regions that represent a broad range of scores across the other variables. For instance, the Douglas region is selected because it is relatively urbanized and ethnically diverse, whereas the Northwest region is selected because it is relatively remote from major urban centres and has a high proportion of Aboriginal peoples.

Table 2 Summary of Selection Criteria by College Region

College Region	% Visible Minority	%Aboriginal	Density (people per km ²)	Columbia Basin	Selected
03 Cariboo	4.7%	13.0%	1.5	x	
04 Douglas	37.6%	1.9%	182.8	x	✓
05 Rockies	2.0%	5.7%	1.6	✓	✓
06 Fraser Valley	15.7%	5.7%	21.1	x	✓
08 Malaspina	5.0%	6.6%	21.5	x	✓
10 Northern Lights	2.4%	13.5%	0.2	x	
12 Northwest	5.2%	29.5%	0.7	x	✓
13 Okanagan	4.4%	4.7%	10.0	x	
14 Selkirk	2.5%	4.1%	2.6	✓	✓

Note: Shading shows which quartile each data point belongs to. Quartiles are calculated using the distribution across all 15 college regions.

Source: %Visible Minority, % Aboriginal, and Density are from BC Stats, Background data for Socio-Economic Profiles, by College Region

Legend

	Quartile 1 (25 th percentile and below)
	Quartile 2 (26 th to 50 th percentile)
	Quartile 3 (51 st to 75 th percentile)
	Quartile 4 (above 75 th percentile)

2.3 Step 3: Selection of Task Forces within College Regions

The next step in the sampling process is the selection of a single task force from within each of the six college regions (see Table 3). For three of the six college regions (Douglas, Fraser Valley, and Malaspina), there is only one task force with a mature project, so the choice is clear.

Task forces were selected from the other college regions as follows:

Northwest: Of the two potential task forces in the Northwest region, the Hazelton task force project was selected because it includes Aboriginal benefactors. The Hazelton task force project has 14 benefactors in total, 11 of which are Aboriginal. As the Northwest region was included in the sample partially due to its relatively high concentration of Aboriginal peoples, it follows that a project involving Aboriginal benefactors should be selected from this region.

Rockies: All else being equal, it is preferable for case studies to include Aboriginal benefactors, especially in areas of High or Med-High Aboriginal concentrations. Of the six task forces in the Rockies region with mature projects, four included Aboriginal benefactors. The Elk Valley task force project was selected at random from among these four. The Elk Valley task force project involved eight benefactors in total, one of which was Aboriginal.

Selkirk: The eight Selkirk task forces were considered equally eligible from a research perspective. The Castlegar community was selected at random.

Options to the selected Task forces are provided in Appendix 1.

Table 3 Selected Task Forces

College Region	% Visible Minority	%Aboriginal	Density	Total Mature Projects	Name of Selected Task Force/Project
04 Douglas	HIGH	LOW	HIGH	1	New Westminster
05 Rockies	LOW	MED-HIGH	LOW	6	Elk Valley
06 Fraser Valley	MED-HIGH	MED-HIGH	MED-HIGH	1	Chilliwack
08 Malaspina	MED-LOW	MED-HIGH	MED-HIGH	1	Powell River
12 Northwest	MED-HIGH	HIGH	LOW	2	Hazelton
14 Selkirk	LOW	MED-LOW	MED-LOW	8	Castlegar
TOTAL				20	

3.0 Profile of Selected Task Force Projects

Table 4 shows the breakdown of benefactors by whether they are non-Aboriginal or Aboriginal. The majority of Aboriginal benefactors are associated with the Hazelton task force.

Table 4 Number of Aboriginal and Non-Aboriginal Benefactors

College Region	Name of Selected Task Force	Number of Non-Aboriginal Benefactors	Number of Aboriginal Benefactors
04 Douglas	New Westminster	1	0
05 Rockies	Elk Valley	7	1
06 Fraser Valley	Chilliwack	1	1
08 Malaspina	Powell River	1	1
12 Northwest	Havelton	3	11
14 Selkirk	Castlegar	2	0
TOTAL		15	14

As illustrated in Table 5, three of the six task forces are finished project implementation and the other three are in Year 3 of implementation. Four of the task forces started in 2004, one started in 2005 and one in 2007.

Table 5 Distribution of Selected Task Forces by Year Started and Stage of Completion

College Region	Name of Selected Task Force	Year Started	Stage of Completion
04 Douglas	New Westminster	2005	Year 3
05 Rockies	Elk Valley	2004	Finished
06 Fraser Valley	Chilliwack	2004	Year 3
08 Malaspina	Powell River	2007	Year 3
12 Northwest	Hazelton	2004	Finished
14 Selkirk	Castlegar	2004	Finished

Appendix 1

Suggested options to the selected Task Forces are as follows:

Remove	Replace with	Rationale
Hazelton, Northwest college region	Smithers, Northwest college region	The Smithers task force is in year 3 of implementation. It was not selected in the first round because it does not have any Aboriginal benefactors.
Hazelton, Northwest college region	Dawson Creek <i>or</i> Fort Nelson, Northern Lights college region	The Northern Lights college region is in the extreme north of the province and has a relatively high Aboriginal concentration, like the Northwest region. The Dawson Creek and Fort Nelson task forces were not included in the first selection because they do not include Aboriginal benefactors. Both task forces are in their third year of implementation.
Castlegar, Selkirk college region	Grand Forks, Kaslo, Nelson, Revelstoke, Salmo, Trail, <i>or</i> Arrow and Slocan Lakes – all in the Selkirk college region	The Castlegar task force was selected at random from among the eight completed projects in the Selkirk college region. All task forces in the Selkirk region are considered to be equal from a research stand-point.
Elk Valley, Rockies college region	Cranbrook, Creston, <i>or</i> Windermere Valley – all in the Rockies college region	Of the six task forces in the Rockies region with mature projects, four included Aboriginal benefactors. The Elk Valley task force project was selected at random from among the four. Any of the other three task forces that include Aboriginal benefactors are considered to be equal from a research perspective.
Powell River, Malaspina college region	100 Mile House, Kamloops, <i>or</i> Lillooet, Cariboo college region	The Cariboo college region has a similar demographic profile to the Malaspina region. It was not selected as part of the first round because it was considered important to have representation from Vancouver Island. If the Cariboo region was used instead, any of the three task forces with mature projects (100 Mile House, Kamloops and Lillooet), would be suitable replacements for Powell River.

Technical Note 4: The University of British Columbia Behavioural Research Ethics Board Documentation

Department of Language & Literacy Education
2125 Main Mall
Vancouver, BC, Canada V6T 1Z4

Tel: (604) 822-5788
Fax: (604) 822-3154

Project Title: Community Literacy Planning Process Evaluation

The BC Ministry of Education, Literacy Now British Columbia, and the Columbia Basins Trust have engaged us, Dr. Jim Anderson and Dr. Victor Glickman, researchers in the Faculty of Education at the University of British Columbia, to evaluate the Community Literacy Planning Process. As part of the evaluation process, we will work with six task groups across the province in order to get feedback from people who have been directly involved in the Community Literacy Planning Process.

We are writing to invite your task group to participate in the evaluation process. If your task group agrees to participate, beneficiaries who have taken part in the Community Literacy Planning Process will be invited to take part in a focus group session of about 2 hours duration at the community centre or similar location. Normal ethical standards of anonymity and confidentiality will be maintained and the data will be synthesized as part of the report to the funding partnership, and possibly in papers presented at scholarly conferences or published in refereed journals

The information gathered in this study will in no way be used to harm or misrepresent participants and they will have the right to refuse to be involved or to withdraw at any time. Such withdrawal or refusal to be involved will not jeopardize the participants and they have not waived any of their legal rights by signing a consent form.

If you have any questions concerning any aspect of this project, the procedures to be used or the nature of your involvement, please contact Dr. Jim Anderson at 604-822-6853 or Dr. Victor Glickman at 604-862-2522.

If you agree to your task group's participation, please confirm in writing to either of us at the address below.

Version 1-April 4, 2010

Community Literacy Planning Process Evaluation
Focus Group Questions - Powell River
20 May 2010

1. Introductions round table - Please introduce yourself and describe your role and involvement in the community literacy planning process in Powell River.
2. Thinking back to the time before the Community Literacy Planning Process started, what do you think were the literacy challenges in your community?
3. Tell us about the literacy planning process in your community. (prompts: How were /are the literacy planning priorities established and pursued in your advisory committee? Who participated? Were there gaps in participation?)
4. How has the Literacy Now Community Literacy Planning Process contributed to the enhancement of literacy learning in your community? (prompt, for example with respect to community members; literacy service providers; local literacy opportunities.)
5. How has the role of the CLPP changed over time in your community?
6. Have literacy levels and/or participation in literacy programs increased as a result of CLLP? If so, give examples. If not, why do you think this is so?
7. Is the planning guide provided by LegaciesNow valid for the purpose of community literacy planning today? (prompts: how did you use the guide; if you did not use it , why not?)
8. Is there evidence that the CLPP is responsive to emerging needs and priorities? Explain.
9. Please describe the main specific achievements from your Community Literacy Planning Process (Prompt: e.g., new programs, changes to existing programs, examples of increased coordination, improved quality of life, etc.)
10. What barriers to the delivery of literacy services, if any, were identified through the Community Literacy Planning process?
11. What lessons did you learn from the Community Literacy Planning Process? Is there anything you would do differently if you were to do this again?
12. Is the Community Literacy Planning Process still relevant in your community? Why/why not?

13. Please tell us about any non-traditional learning opportunities or innovative learning models that your community has developed as a result of the Community Learning Planning Process.
14. To what extent have CLPP activities resulted in the development of non-traditional learning opportunities and innovative learning models?
15. What other things do you think are valuable for the research team to know about?

Department of Language & Literacy Education
2125 Main Mall
Vancouver, BC, Canada V6T 1Z4
Tel: (604) 822-5788
Fax: (604) 822-3154

Community Literacy Planning Process Evaluation Focus Group Consent Form

Study Name: Community Literacy Planning Process

Principal Investigator and Co-Investigators

Dr. Jim Anderson, Professor, Faculty of Education, UBC-Vancouver (604-822-6853)

Dr. Victor Glickman, Director, Edudata Canada, Faculty of Education, UBC-Vancouver (604-822-2338)

Consent

Your participation in this study is entirely voluntary and you may refuse to participate or withdraw from the study at any time without jeopardy to your studies.

Your signature below indicates that you have received a copy of this consent form for your own records.

Your signature indicates that you consent to participate in this study.

I, _____, agree to participate in the study as outlined above.
My participation in this study is voluntary and I understand that I may withdraw at any time.

Participant's Signature

Date

Department of Language & Literacy Education
2125 Main Mall
Vancouver, BC, Canada V6T 1Z4
Tel: (604) 822-5788
Fax: (604) 822-3154

I consent /I do not consent to my participation [name] in the study titled “Community Literacy Planning Process Study.” as described above.

Signature: _____ Date: _____

_____ I would prefer to do an individual interview.

I consent /I do not consent to my home as the setting for the study if I request an interview.

Signature: _____ Date: _____]

I consent /I do not consent to audio taping during the study.

Signature: _____ Date: _____]

PLEASE KEEP THIS LETTER FOR YOUR FILES AND RETURN THE ATTACHED
CONSENT FORM.

PLEASE TEAR AND RETURN THIS CONSENT FORM TO THE RESEARCHER.

I consent /I do not consent to my participation [name] in the study titled “Community Literacy Planning Process Study.” as described above.

Signature: _____ Date: _____

_____ I would prefer to do an individual interview.

I consent /I do not consent to my home as the setting for the study if I request an interview.

Signature: _____ Date: _____]

I consent /I do not consent to audio taping during the study.

Signature: _____ Date: _____]

I acknowledge that I received a copy of the letter and consent form for my own files.

Signature: _____

Version 1-April 4, 2010 (Page 1 of 1)



THE UNIVERSITY OF BRITISH COLUMBIA

Department of Educational Studies
2125 Main Mall
Vancouver, B.C., V6T 1Z4

13 April, 2010

Consent Form - Questionnaire

Community Literacy Planning Process Evaluation Questionnaire

Study Name: Community Literacy Planning Process

Principal Investigator* and Co-Investigators

Dr. Jim Anderson*, Professor, Faculty of Education, UBC-Vancouver (604-822-6853)

Dr. Victor Glickman, Director, Edudata Canada, Faculty of Education, UBC-Vancouver (604-822-2338)

Sponsor

This study is funded by the BC Ministry of Education, the Columbia Basin Alliance for Literacy, and 2010 Legacies Now.

Project Purpose

The purpose of this study is to evaluate the Community Literacy Planning Process. As part of the evaluation process, we are working with six task groups across the province in order to get feedback from people who have been directly involved in the community literacy planning process.

We invite you to participate in this survey because you have been a beneficiary in one of the task groups and have participated in the literacy planning process. The questions will ask about your experiences with the planning process in your community including your role and level of involvement with the process, the achievements, challenges and successes, and your ideas about areas for improvement.

Survey Procedures

You are being asked to complete an online questionnaire that explores your experiences as a participant in the community planning process. To access the questionnaire, type **www.clp.edudata.ca/survey** into your web browser, or click

on this link: **www.clp.edudata.ca/survey** . It will take approximately 20-30 minutes to complete the questionnaire.

Confidentiality

The identities of all those who participate in the study will be kept confidential. It will not be possible to identify any individual from any reports or publications resulting from survey data analysis.

The online survey will reside on the secure server located at Edudata Canada in the Faculty of Education at the University of British Columbia. During data collection, data will be downloaded to the Edudata secure server. Data will be stored on a password protected computer and documents will be stored in a locked filing cabinet. The information you provide will be used only for the purposes of this study and will be accessed only by the researchers and research assistants identified above.

Potential Benefits

The results of this study will be used to improve the community literacy planning process.

Remuneration/Compensation

We greatly appreciate your contribution to this study, however, we are not able to offer remuneration or compensation for completing this questionnaire.

Contact for Information about this study

If you have any questions or would like further information about the questionnaire or the study, you may contact Dr. Jim Anderson at 604-822-6853 or by email at jim.anderson@ubc.ca .

Contact for concerns about the rights of survey participants

If you have any concerns about your treatment or rights as a research participant, you may contact the Research Subject Information Line in the UBC Office of Research Services at 604-822-8598 or if long distance e-mail to RSIL@ors.ubc.ca.

Consent

Your participation is entirely voluntary and you may refuse to participate or withdraw from the study at any time.

Your consent to participate in this project is assumed once you have completed the questionnaire. We recommend that you print a copy of this consent for your records.

Technical Note 5: Online Questionnaire

Literacy Now Community Literacy Planning Process Questionnaire

Introduction

This survey is part of a larger research project contracted by the BC Ministry of Education, the Columbia Basin Trust, and 2010 Legacies Now to evaluate the Community Literacy Planning Process. As part of the evaluation process, we are working with participants across the province in order to get feedback from people who have been directly involved in the community literacy planning process. The survey will take approximately 30 minutes. This information will only be used for analysis purposes; there will be no identification of individuals in any reports or publications.

Eligibility

1. To what extent were you involved in the Literacy Now Community Literacy Planning Process?

- To a great extent
- To a moderate extent
- To a small extent
- Not involved

Background

2. Please enter the name of your community in the space below.

3. Who did you represent in the Community Literacy Planning Process?

Select one

- Local government
- School district
- Post-secondary institution
- K-12 school
- Church Group
- Library
- Business Community
- Private Literacy service provider (e.g., Read Society)
- Aboriginal community

Literacy Outreach Coordinator

Public Health

Other, please specify

4. To what extent have you seen the following in your community as a result of the Community Literacy Planning Process?

With respect to community members...

	To a great extent	To a moderate extent	To a small extent	Not at all	Do not know
a. Increased participation in literacy programs					
b. Improved employability prospects for program participants					
c. Increased knowledge about literacy programs that are available in the community					

With respect to service providers...

	To a great extent	To a moderate extent	To a small extent	Not at all	Do not know
d. Increased collaboration and information sharing					
e. Partnerships between agencies that improve literacy opportunities					
f. Improved inter-agency project coordination					

With respect to local literacy opportunities...

	To a great extent	To a moderate extent	To a small extent	Not at all	Do not know
g. Improved access to local literacy opportunities					
h. Improved quality of literacy programming					
i. A better match between local needs and literacy programming					
j. The development of non-traditional learning opportunities and/or innovative learning models					

With respect to the overall community...

	To a great extent	To a moderate extent	To a small extent	Not at all	Do not know
k. Improved overall quality of life					
l. A better appreciation for the relationship between literacy and quality of life (social, economic and political)					

5. To what extent were the following groups involved in the Community Literacy

Planning process?

	To a great extent	To a moderate extent	To a small extent	Not at all	Do not know
Local government					
School district					
Post-secondary institutions					
K-12 schools					
Church groups					
Libraries					
Business community					
Non-profit service providers (e.g., Read Society)					
Aboriginal communities					
Public health representatives					
Other					

If 'Other' selected, please identify:

6. What evidence do you see that the Community Literacy Planning Process is responsive to emerging needs and priorities of the communities?

7. To what extent have you seen Community Literacy planning impact the District Literacy Plan?

To a great extent	To a moderate extent	To a small extent	Not at all	Do not know
-------------------	----------------------	-------------------	------------	-------------

School districts gained a stronger understanding of the various perspectives on literacy throughout the community.

School districts promote community alignment of literacy initiatives.

School districts make explicit the inter-relationships among community members and the links between formal and informal learning systems.

School districts build on what has already been developed and identify each partner's contribution

8. Please use the space below to tell us about three specific achievements from your Community Literacy Planning Process (e.g., new or innovative learning models, changes to existing programs, examples of increased coordination, improved quality of life, etc.)

1)

2)

3)

9. Overall, how satisfied are you with what the Community Literacy Planning Process has achieved in your community?

Very satisfied

Satisfied

Neither satisfied nor dissatisfied

Dissatisfied

Very dissatisfied

10. What challenges to the delivery of literacy services, if any, were identified through the Community Literacy Planning process?

Lack of continuity in funding

Achieving broad representation on the Literacy Task Groups from a variety of community groups

Not enough supply of literacy opportunities in the community

Existing programming not relevant to literacy needs

Lack of coordination among literacy service providers

Lack of appreciation for the importance of literacy to overall quality of life

Insufficient funding for the provision of literacy services

Difficult for community members to access centralized literacy services

Other, please specify

11. What lessons did you learn from the Community Literacy Planning Process? Is there anything you would do differently if you were to do this again?

12. Are you familiar with the Literacy Now planning guide produced by LegaciesNow?

Yes

No

Don't know

Literacy Now Community Literacy Planning Process Questionnaire

13. Was the Literacy Now planning guide used in your community for the purpose of Community Literacy Planning?

Yes

No

Don't know

Literacy Now Community Literacy Planning Process Questionnaire

14. How well did the Literacy Now planning guide meet your needs?

Completely met

Met to a large extent

Met to a moderate extent

Met to a small extent

Not met at all

Don't know

Literacy Now Community Literacy Planning Process Questionnaire

15. Please explain why you did not use the Literacy Now Planning guide in your Community Literacy Planning Process.

Literacy Now Community Literacy Planning Process Questionnaire

16. Please use the space below to provide any further comments about the Community Literacy Planning process that you think would be helpful to the evaluation.

Appendix 6 List of communities with one or more CCLP survey respondents

List of communities with one or more CCLP survey respondents

Community	Represented in Survey Data
Bamfield	Yes
Bella Coola	Yes
Dawson Creek	Yes
Delta	Yes
Salt Spring	Yes
Gold River	Yes
Tri Cities - Adult Literacy	Yes
Cariboo Chilcotin	Yes
Clearwater	Yes
Prince George	Yes
Sunshine Coast	Yes
Westshore	Yes
Surrey/White Rock	Yes
Comox - Steering	Yes
Tri Cities - Family Literacy	Yes
Campbell River	Yes
Castlegar	Yes
Chetwynd	Yes
Cranbrook	Yes
Fort St. Johnn	Yes
Sooke	Yes
South Okanagan-Similkameen	Yes
Cortes Island	Yes
Kaslo	Yes
Tri Cities - Steering	Yes
North Coast	Yes
Revelstoke	Yes
Lower North Thompson	Yes
Lillooet	Yes
Princeton	Yes
Saanich	Yes
Tahsis	Yes
Tri Cities - Essential Skills	Yes
Nelson	Yes
Hazelton	Yes
Langley	Yes
Revelstoke - Associate member	Yes
Cowichan	Yes
Grandforks/West Boundary	Yes
Kamloops	Yes

Tri Cities - ESL	Yes
Valemont	Yes
Victoria	Yes
Quadra Island	Yes
100 Mile House	Yes
Vancouver - Kitsilano	Yes
Central Okanagan	Yes
Fort Nelson	Yes
Haida Gwaii	Yes
Logan Lake	Yes
Greater Trail	Yes
Chilliwack	Yes
North Okanagan-Shuswap	Yes
Bowen Island	Yes
Burnaby	Yes
Comox - Stakeholder	Yes
Powell River	Yes
Vancouver - Cedar Cottage/Kensington	Yes
Sayward	Yes
Maple Ridge	Yes
Golden	Yes
Lakes District (Burns Lake)	Yes
Lytton	Yes
Ashcroft	Yes
Fraser Cascade	Yes
Vancouver - South	Yes
Vernon	Yes
Abbotsford	Yes
Renfrew Collingwood	Yes
Richmond	Yes
Creston	Yes
Kimberley	Yes
Mission	Yes
Oceanside Participant	Yes
Vancouver Downtown Eastside	Yes
Terrace	Yes
Oceanside Mobilization Partner	Yes
Vanderhoof & Fraser Lakes	Yes
Mount Waddington North	Yes
Oceanside new partners	Yes
Abbotsford - Aboriginal Sub Committee	No
Arrow and Slocan Lakes	No
Atlin	No

Bella Coola - Community Partner	No
Clinton	No
Elk Valley	No
Houston	No
Merritt	No
Rocky Mountain/Windemere Zone	No
Slocan Valley	No
Smithers	No
Smithers - Irregular attendance	No
Smithers - New	No
Tumbler Ridge	No
Valemont Advisory	No

Technical Note 7: Online Survey Frequency Tables: All Respondents, engaged to a moderate or great extent

Community Literacy Planning Process Questionnaire

Frequency Tables

All those who indicated they were engaged to a great or moderate extent

1. To what extent were you involved in the Literacy Now Community Literacy Planning Process?

	Count	%
To a great extent	127	52.0%
To a moderate extent	117	48.0%
To a small extent	0	0.0%
Not involved	0	0.0%
Total Responses:	244	100%

2. Please enter the name of your community in the space below.

Responses

Total Responses:

3. Who did you represent in the Community Literacy Planning Process?

	Count	%
Local government	5	2.2%
School district	39	17.4%
Post-secondary institution	8	3.6%
K-12 school	10	4.5%
Church group	1	0.4%
Library	28	12.5%
Business community	4	1.8%
Private Literacy service provider (e.g., Read Society)	8	3.6%
Aboriginal community	5	2.2%
Literacy Outreach Coordinator	40	17.9%
Public Health	3	1.3%
Other. Please specify: [see sheet Q3_other]	73	32.6%
Total Responses:	224	100%

4. To what extent have you seen the following in your community as a result of the Community Literacy Planning Process?

With respect to community members...

A. Increased participation in literacy programs

	Count	%
To a great extent	58	24.1%
To a moderate extent	114	47.3%
To a small extent	41	17.0%
Not at all	7	2.9%
Do not know	21	8.7%
Total Responses:	241	100%

B. Improved employability prospects for program participants

	Count	%
To a great extent	10	4.2%
To a moderate extent	53	22.2%
To a small extent	72	30.1%
Not at all	22	9.2%
Do not know	82	34.3%
Total Responses:	239	100%

C. Increased knowledge about literacy programs that are available in the community

	Count	%
To a great extent	95	39.1%
To a moderate extent	108	44.4%
To a small extent	31	12.8%
Not at all	4	1.6%
Do not know	5	2.1%
Total Responses:	243	100%

With respect to service providers...**D. Increased collaboration and information sharing**

	Count	%
To a great extent	141	58.0%
To a moderate extent	70	28.8%
To a small extent	25	10.3%
Not at all	2	0.8%
Do not know	5	2.1%
Total Responses:	243	100%

E. Partnerships between agencies that improve literacy opportunities

	Count	%
To a great extent	127	52.5%
To a moderate extent	74	30.6%
To a small extent	34	14.0%
Not at all	2	0.8%
Do not know	5	2.1%
Total Responses:	242	100%

F. Improved inter-agency project coordination

	Count	%
To a great extent	105	43.6%
To a moderate extent	78	32.4%
To a small extent	36	14.9%
Not at all	7	2.9%
Do not know	15	6.2%
Total Responses:	241	100%

With respect to local literacy opportunities...

G. Improved access to local literacy opportunities

	Count	%
To a great extent	72	29.8%
To a moderate extent	116	47.9%
To a small extent	37	15.3%
Not at all	8	3.3%
Do not know	9	3.7%
Total Responses:	242	100%

H. Improved quality of literacy programming

	Count	%
To a great extent	64	26.4%
To a moderate extent	99	40.9%
To a small extent	41	16.9%
Not at all	12	5.0%
Do not know	26	10.7%
Total Responses:	242	100%

I. A better match between local needs and literacy programming

	Count	%
To a great extent	89	36.9%
To a moderate extent	99	41.1%
To a small extent	33	13.7%
Not at all	7	2.9%
Do not know	13	5.4%
Total Responses:	241	100%

J. The development of non-traditional learning opportunities and/or innovative learning models

	Count	%
To a great extent	70	28.8%
To a moderate extent	93	38.3%
To a small extent	42	17.3%
Not at all	17	7.0%
Do not know	21	8.6%
Total Responses:	243	100%

With respect to overall community...**K. Improved overall quality of life**

	Count	%
To a great extent	11	4.6%
To a moderate extent	92	38.3%
To a small extent	61	25.4%
Not at all	13	5.4%
Do not know	63	26.3%
Total Responses:	240	100%

L. A better appreciation for the relationship between literacy and quality of life (social, economic and political)

	Count	%
To a great extent	37	15.4%
To a moderate extent	110	45.6%
To a small extent	54	22.4%
Not at all	11	4.6%
Do not know	29	12.0%
Total Responses:	241	100%

5. To what extent were the following groups involved in the Community Literacy Planning process?

	To a great extent	To a moderate extent	To a small extent	Not at all	Don't know	Count
Local Government	18 (7.7%)	65 (27.7%)	87 (37.0%)	40 (17.0%)	25 (10.6%)	235 (100%)
School District	169 (69.3%)	58 (23.8%)	13 (5.3%)	1 (0.4%)	3 (1.2%)	244 (100%)
Post Secondary Institutions	89 (37.4%)	87 (36.6%)	33 (13.9%)	18 (7.6%)	11 (4.6%)	238 (100%)
K-12 schools	89 (38.0%)	90 (38.5%)	33 (14.1%)	10 (4.3%)	12 (5.1%)	234 (100%)
Church groups	4 (1.7%)	16 (6.9%)	74 (31.9%)	95 (40.9%)	43 (18.5%)	232 (100%)
Libraries	134 (55.6%)	78 (32.4%)	22 (9.1%)	4 (1.7%)	3 (1.2%)	241 (100%)
Business community	15 (6.3%)	49 (20.5%)	113 (47.3%)	37 (15.5%)	25 (10.5%)	239 (100%)
Non-profit service provider (e.g., Read Society)	132 (55.0%)	53 (22.1%)	24 (10.0%)	9 (3.8%)	22 (9.2%)	240 (100%)
Aboriginal communities	37 (15.5%)	81 (33.9%)	70 (29.3%)	28 (11.7%)	23 (9.6%)	239 (100%)
Public Health representatives	30 (12.4%)	71 (29.5%)	70 (29.0%)	37 (15.4%)	33 (13.7%)	241 (100%)
Other	39 (32.5%)	26 (21.7%)	12 (10.0%)	4 (3.3%)	39 (32.5%)	120 (100%)

6. What evidence do you see that the Community Literacy Planning Process is responsive to emerging needs and priorities of the communities?

Count

[See Sheet Q6_responses for a list of responses.]

7. To what extent have you seen Community Literacy planning impact the District Literacy Plan?

	To a great extent	To a moderate extent	To a small extent	Not at all	Don't know	Count
School districts gained a stronger understanding of the various perspectives on literacy throughout the community.	114 (47.1%)	77 (31.8%)	22 (9.1%)	5 (2.1%)	24 (9.9%)	242 (100%)
School districts promote community alignment of literacy initiatives.	96 (39.7%)	74 (30.6%)	33 (13.6%)	8 (3.3%)	31 (12.8%)	242 (100%)
School districts make explicit the inter-relationships among community members and the links between formal and informal learning systems.	74 (30.7%)	77 (32.0%)	43 (17.8%)	10 (4.1%)	37 (15.4%)	241 (100%)
School districts build on what has already been developed and identify each partner's contribution	81 (33.9%)	72 (30.1%)	42 (17.6%)	8 (3.3%)	36 (15.1%)	239 (100%)

8. Please use the space below to tell us about three specific achievements from your Community Literacy Planning Process (e.g.,

[See Sheet Q8_responses for a list of responses.]

Total Responses:

9. Overall, how satisfied are you with what the Community Literacy Planning Process has achieved in your community?

	Count	%
Very satisfied	102	42.1%
Satisfied	103	42.6%
Neither satisfied nor dissatisfied	28	11.6%
Dissatisfied	4	1.7%
Very dissatisfied	5	2.1%
Total Responses:	242	100%

10. What challenges to the delivery of literacy services, if any, were identified through the Community Literacy Planning process?

	Count	%
Lack of continuity in funding	178	21.9%
Achieving broad representation on the Literacy Task Groups from a variety of community groups	103	12.7%
Not enough supply of literacy opportunities in the community	63	7.7%
Existing programming not relevant to literacy needs	19	2.3%
Lack of coordination among literacy service providers	74	9.1%
Lack of appreciation for the importance of literacy to overall quality of life	81	10.0%
Insufficient funding for the provision of literacy services	145	17.8%
Difficult for community members to access centralized literacy services	97	11.9%
Other, please specify: [View responses on sheet Q10_responses]	53	6.5%
Total Responses:	813	100%

11. What lessons did you learn from the Community Literacy Planning Process? Is there anything you would do differently if you were to do this again?

[View responses on sheet Q11_responses]

Total Responses:

12. Are you familiar with the Literacy Now planning guide produced by LegaciesNow?

	Count	%
Yes (go to Q 13)	198	81.5%
No (go to Q 15)	29	11.9%
Don't know (go to Q 16)	16	6.6%
Total Responses:	243	100%

13. Was the Literacy Now planning guide used in your community for the purpose of Community Literacy Planning?

	Count	%
Yes	176	88.9%
No	2	1.0%
Don't know	20	10.1%
Total Responses:	198	100%

14. How well did the Literacy Now planning guide meet your needs?

	Count	%
Completely met (go to q 15)	29	16.6%
Met to a large extent (go to q 15)	91	52.0%
Met to a moderate extent (go to q 15)	37	21.1%
Met to a small extent (go to q 15)	6	3.4%
Not met at all (go to q 15)	1	0.6%
Don't know (go to q 15)	11	6.3%
Total Responses:	175	100%

15. Please explain why you did not use the Literacy Now Planning guide in your Community Literacy Planning Process.

Responses [View responses on sheet Q15_responses)

Total Responses:

16. Please use the space below to provide any further comments about the Community Literacy Planning process that you think would be helpful to the evaluation.

Responses (view responses on sheet Q16_responses)

Total Responses:

Technical Note 8: Online Survey Frequency Tables: School District Respondents, engaged to a moderate or great extent

Community Literacy Planning Process Questionnaire

Frequency Tables

All those who indicated they represented a school district, engaged to a great or moderate extent

1. To what extent were you involved in the Literacy Now Community Literacy Planning Process?

	Count	%
To a great extent	18	46.2%
To a moderate extent	21	53.8%
To a small extent	0	0.0%
Not involved	0	0.0%
Total Responses:	39	100%

2. Please enter the name of your community in the space below.

Responses

Total Responses:

3. Who did you represent in the Community Literacy Planning Process?

	Count	%
Local government	0	0.0%
School district	39	100.0%
Post-secondary institution	0	0.0%
K-12 school	0	0.0%
Church group	0	0.0%
Library	0	0.0%
Business community	0	0.0%
Private Literacy service provider (e.g., Read Society)	0	0.0%
Aboriginal community	0	0.0%
Literacy Outreach Coordinator	0	0.0%
Public Health	0	0.0%
Other. Please specify: [see sheet Q3_other]	0	0.0%
Total Responses:	39	100%

4. To what extent have you seen the following in your community as a result of the Community Literacy Planning Process?

With respect to community members...

A. Increased participation in literacy programs

	Count	%
To a great extent	10	25.6%
To a moderate extent	19	48.7%
To a small extent	5	12.8%
Not at all	2	5.1%
Do not know	3	7.7%
Total Responses:	39	100%

B. Improved employability prospects for program participants

	Count	%
To a great extent	1	2.6%
To a moderate extent	7	17.9%
To a small extent	15	38.5%
Not at all	4	10.3%
Do not know	12	30.8%
Total Responses:	39	100%

C. Increased knowledge about literacy programs that are available in the community

	Count	%
To a great extent	16	41.0%
To a moderate extent	17	43.6%
To a small extent	4	10.3%
Not at all	1	2.6%
Do not know	1	2.6%
Total Responses:	39	100%

With respect to service providers...**D. Increased collaboration and information sharing**

	Count	%
To a great extent	23	59.0%
To a moderate extent	13	33.3%
To a small extent	2	5.1%
Not at all	0	0.0%
Do not know	1	2.6%
Total Responses:	39	100%

E. Partnerships between agencies that improve literacy opportunities

	Count	%
To a great extent	20	51.3%
To a moderate extent	14	35.9%
To a small extent	4	10.3%
Not at all	0	0.0%
Do not know	1	2.6%
Total Responses:	39	100%

F. Improved inter-agency project coordination

	Count	%
To a great extent	11	28.2%
To a moderate extent	20	51.3%
To a small extent	5	12.8%
Not at all	1	2.6%
Do not know	2	5.1%
Total Responses:	39	100%

With respect to local literacy opportunities...**G. Improved access to local literacy opportunities**

	Count	%
To a great extent	8	20.5%
To a moderate extent	23	59.0%
To a small extent	4	10.3%
Not at all	1	2.6%
Do not know	3	7.7%
Total Responses:	39	100%

H. Improved quality of literacy programming

	Count	%
To a great extent	8	20.5%
To a moderate extent	19	48.7%
To a small extent	8	20.5%
Not at all	1	2.6%
Do not know	3	7.7%
Total Responses:	39	100%

I. A better match between local needs and literacy programming

	Count	%
To a great extent	11	28%
To a moderate extent	21	54%
To a small extent	5	13%
Not at all	1	3%
Do not know	1	3%
Total Responses:	39	100%

J. The development of non-traditional learning opportunities and/or innovative learning models

	Count	%
To a great extent	6	15.4%
To a moderate extent	19	48.7%
To a small extent	5	12.8%
Not at all	3	7.7%
Do not know	6	15.4%
Total Responses:	39	100%

With respect to overall community...**K. Improved overall quality of life**

	Count	%
To a great extent	1	2.7%
To a moderate extent	16	43.2%
To a small extent	6	16.2%
Not at all	2	5.4%
Do not know	12	32.4%
Total Responses:	37	100.0%

L. A better appreciation for the relationship between literacy and quality of life (social, economic and political)

	Count	%
To a great extent	3	8.1%
To a moderate extent	21	56.8%
To a small extent	5	13.5%
Not at all	3	8.1%
Do not know	5	13.5%
Total Responses:	37	100%

5. To what extent were the following groups involved in the Community Literacy Planning process?

	To a great extent	To a moderate extent	To a small extent	Not at all	Don't know	Count
Local Government	3 (8.1%)	11 (29.7%)	12 (32.4%)	7 (18.9%)	4 (10.8%)	37 (100%)
School District	27 (69.2%)	10 (25.6%)	2 (5.1%)	0 (0.0%)	0 (0.0%)	39 (100%)
Post Secondary Institutions	11 (28.2%)	18 (46.2%)	6 (15.4%)	1 (2.6%)	3 (7.7%)	39 (100%)
K-12 schools	11 (28.2%)	21 (53.8%)	5 (12.8%)	2 (5.1%)	0 (0.0%)	39 (100%)
Church groups	0 (0.0%)	2 (5.3%)	11 (28.9%)	19 (50.0%)	6 (15.8%)	38 (100%)
Libraries	23 (59.0%)	12 (30.8%)	3 (7.7%)	1 (2.6%)	0 (0.0%)	39 (100%)
Business community	2 (5.1%)	10 (25.6%)	18 (46.2%)	5 (12.8%)	4 (10.3%)	39 (100%)
Non-profit service provider (e.g., Read Society)	22 (56.4%)	10 (25.6%)	5 (12.8%)	0 (0.0%)	2 (5.1%)	39 (100%)
Aboriginal communities	3 (7.7%)	16 (41.0%)	18 (46.2%)	1 (2.6%)	1 (2.6%)	39 (100%)
Public Health representatives	3 (7.7%)	12 (30.8%)	11 (28.2%)	9 (23.1%)	4 (10.3%)	39 (100%)
Other. : [see sheet Q5_other]	7 (58.3%)	0 (0.0%)	3 (25.0%)	0 (0.0%)	2 (16.7%)	12 (100%)

6. What evidence do you see that the Community Literacy Planning Process is responsive to emerging needs and priorities of the communities?

	Count
[See Sheet Q6_responses for a list of responses.]	

7. To what extent have you seen Community Literacy planning impact the District Literacy Plan?

	To a great extent	To a moderate extent	To a small extent	Not at all	Don't know	Count
School districts gained a stronger understanding of the various perspectives on literacy throughout the community.	26 (68.4%)	8 (21.1%)	2 (5.3%)	2 (5.3%)	0 (0.0%)	38 (100%)
School districts promote community alignment of literacy initiatives.	21 (53.8%)	13 (33.3%)	3 (7.7%)	1 (2.6%)	1 (2.6%)	39 (100%)
School districts make explicit the inter-relationships among community members and the links between formal and informal learning systems.	16 (41.0%)	14 (35.9%)	4 (10.3%)	2 (5.1%)	3 (7.7%)	39 (100%)
School districts build on what has already been developed and identify each partner's contribution	21 (53.8%)	10 (25.6%)	4 (10.3%)	3 (7.7%)	1 (2.6%)	39 (100%)

8. Please use the space below to tell us about three specific achievements from your Community Literacy Planning Process (e.g., new or

[See Sheet Q8_responses for a list of responses.]

Total Responses:

9. Overall, how satisfied are you with what the Community Literacy Planning Process has achieved in your community?

	Count	%
Very satisfied	13	33.3%
Satisfied	18	46.2%
Neither satisfied nor dissatisfied	7	17.9%
Dissatisfied	0	0.0%
Very dissatisfied	1	2.6%
Total Responses:	39	100%

10. What challenges to the delivery of literacy services, if any, were identified through the Community Literacy Planning process?

	Count	Count
Lack of continuity in funding	27	22.7%
Achieving broad representation on the Literacy Task Groups from a variety of community groups	17	14.3%
Not enough supply of literacy opportunities in the community	6	5.0%
Existing programming not relevant to literacy needs	2	1.7%
Lack of coordination among literacy service providers	12	10.1%
Lack of appreciation for the importance of literacy to overall quality of life	8	6.7%
Insufficient funding for the provision of literacy services	19	16.0%
Difficult for community members to access centralized literacy services	18	15.1%
Other, please specify: [View responses on sheet Q10_responses]	10	8.4%
Total Responses:	119	100%

11. What lessons did you learn from the Community Literacy Planning Process? Is there anything you would do differently if you were to do this again?

[View responses on sheet Q11_responses]

Total Responses:

12. Are you familiar with the Literacy Now planning guide produced by LegaciesNow?

	Count	%
Yes (go to Q 13)	38	97.4%
No (go to Q 15)	0	0.0%
Don't know (go to Q 16)	1	2.6%
Total Responses:	39	100%

13. Was the Literacy Now planning guide used in your community for the purpose of Community Literacy Planning?

	Count	%
Yes	35	92.1%
No	0	0.0%
Don't know	3	7.9%
Total Responses:	38	100%

14. How well did the Literacy Now planning guide meet your needs?

	Count	%
Completely met (go to q 15)	5	14.3%
Met to a large extent (go to q 15)	19	54.3%
Met to a moderate extent (go to q 15)	9	25.7%
Met to a small extent (go to q 15)	1	2.9%
Not met at all (go to q 15)	0	0.0%
Don't know (go to q 15)	1	2.9%
Total Responses:	35	100%

15. Please explain why you did not use the Literacy Now Planning guide in your Community Literacy Planning Process.

Responses [View responses on sheet Q15_responses)

Total Responses:

16. Please use the space below to provide any further comments about the Community Literacy Planning process that you think would be helpful to the evaluation.

Responses (view responses on sheet Q16_responses)

Total Responses:

Technical Note 9: Online Survey Frequency Tables: Other than School District Respondents, engaged to a moderate or great extent

Community Literacy Planning Process Questionnaire

Frequency Tables

All those who indicated they represented a stakeholder other than a school district, engaged to a great or moderate extent

1. To what extent were you involved in the Literacy Now Community Literacy Planning Process?

	Count	%
To a great extent	109	53.2%
To a moderate extent	96	46.8%
To a small extent	0	0.0%
Not involved	0	0.0%
Total Responses:	205	100%

2. Please enter the name of your community in the space below.

Responses

Total Responses:

3. Who did you represent in the Community Literacy Planning Process?

	Count	%
Local government	5	2.7%
School district	0	0.0%
Post-secondary institution	8	4.3%
K-12 school	10	5.4%
Church group	1	0.5%
Library	28	15.1%
Business community	4	2.2%
Private Literacy service provider (e.g., Read Society)	8	4.3%
Aboriginal community	5	2.7%
Literacy Outreach Coordinator	40	21.6%
Public Health	3	1.6%
Other. Please specify: [see sheet Q3_other]	73	39.5%
Total Responses:	185	100%

4. To what extent have you seen the following in your community as a result of the Community Literacy Planning Process?

With respect to community members...

A. Increased participation in literacy programs

	Count	%
To a great extent	48	23.8%
To a moderate extent	95	47.0%
To a small extent	36	17.8%
Not at all	5	2.5%
Do not know	18	8.9%
Total Responses:	202	100%

B. Improved employability prospects for program participants

	Count	%
To a great extent	9	4.5%
To a moderate extent	46	23.0%
To a small extent	57	28.5%
Not at all	18	9.0%
Do not know	70	35.0%
Total Responses:	200	100%

C. Increased knowledge about literacy programs that are available in the community

	Count	%
To a great extent	79	38.7%
To a moderate extent	91	44.6%
To a small extent	27	13.2%
Not at all	3	1.5%
Do not know	4	2.0%
Total Responses:	204	100%

With respect to service providers...**D. Increased collaboration and information sharing**

	Count	%
To a great extent	118	57.8%
To a moderate extent	57	27.9%
To a small extent	23	11.3%
Not at all	2	1.0%
Do not know	4	2.0%
Total Responses:	204	100%

E. Partnerships between agencies that improve literacy opportunities

	Count	%
To a great extent	107	52.7%
To a moderate extent	60	29.6%
To a small extent	30	14.8%
Not at all	2	1.0%
Do not know	4	2.0%
Total Responses:	203	100%

F. Improved inter-agency project coordination

	Count	%
To a great extent	94	46.5%
To a moderate extent	58	28.7%
To a small extent	31	15.3%
Not at all	6	3.0%
Do not know	13	6.4%
Total Responses:	202	100%

With respect to local literacy opportunities...**G. Improved access to local literacy opportunities**

	Count	%
To a great extent	64	31.5%
To a moderate extent	93	45.8%
To a small extent	33	16.3%
Not at all	7	3.4%
Do not know	6	3.0%
Total Responses:	203	100%

H. Improved quality of literacy programming

	Count	%
To a great extent	56	27.6%
To a moderate extent	80	39.4%
To a small extent	33	16.3%
Not at all	11	5.4%
Do not know	23	11.3%
Total Responses:	203	100%

I. A better match between local needs and literacy programming

	Count	%
To a great extent	78	39%
To a moderate extent	78	39%
To a small extent	28	14%
Not at all	6	3%
Do not know	12	6%
Total Responses:	202	100%

J. The development of non-traditional learning opportunities and/or innovative learning models

	Count	%
To a great extent	64	31.4%
To a moderate extent	74	36.3%
To a small extent	37	18.1%
Not at all	14	6.9%
Do not know	15	7.4%
Total Responses:	204	100%

With respect to overall community...**K. Improved overall quality of life**

	Count	%
To a great extent	10	4.9%
To a moderate extent	76	37.4%
To a small extent	55	27.1%
Not at all	11	5.4%
Do not know	51	25.1%
Total Responses:	203	100.0%

L. A better appreciation for the relationship between literacy and quality of life (social, economic and political)

	Count	%
To a great extent	34	16.7%
To a moderate extent	89	43.6%
To a small extent	49	24.0%
Not at all	8	3.9%
Do not know	24	11.8%
Total Responses:	204	100%

5. To what extent were the following groups involved in the Community Literacy Planning process?

	To a great extent	To a moderate extent	To a small extent	Not at all	Don't know	Count
Local Government	15 (7.6%)	54 (27.3%)	75 (37.9%)	33 (16.7%)	21 (10.6%)	198 (100%)
School District	142 (69.3%)	48 (23.4%)	11 (5.4%)	1 (0.5%)	3 (1.5%)	205 (100%)
Post Secondary Institutions	78 (39.2%)	69 (34.7%)	27 (13.6%)	17 (8.5%)	8 (4.0%)	199 (100%)
K-12 schools	78 (40.0%)	69 (35.4%)	28 (14.4%)	8 (4.1%)	12 (6.2%)	195 (100%)
Church groups	4 (2.1%)	14 (7.2%)	63 (32.5%)	76 (39.2%)	37 (19.1%)	194(100%)
Libraries	111 (55.0%)	66 (32.7%)	19 (9.4%)	3 (1.5%)	3 (1.5%)	202 (100%)
Business community	13 (6.5%)	39 (19.5%)	95 (47.5%)	32 (16.0%)	21 (10.5%)	200 (100%)
Non-profit service provider (e.g., Read Society)	110 (54.7%)	43 (21.4%)	19 (9.5%)	9 (4.5%)	20 (10.0%)	201 (100%)
Aboriginal communities	34 (17.0%)	65 (32.5%)	52 (26.0%)	27 (13.5%)	22 (11.0%)	200 (100%)
Public Health representatives	27 (13.4%)	59 (29.2%)	59 (29.2%)	28 (13.9%)	29 (14.4%)	202 (100%)
Other. : [see sheet Q5_other]	32 (29.6%)	26 (24.1%)	9 (8.3%)	4 (3.7%)	37 (34.3%)	108 (100%)

6. What evidence do you see that the Community Literacy Planning Process is responsive to emerging needs and priorities of the communities?

	Count
[See Sheet Q6_responses for a list of responses.]	

7. To what extent have you seen Community Literacy planning impact the District Literacy Plan?

	To a great extent	To a moderate extent	To a small extent	Not at all	Don't know	Count
School districts gained a stronger understanding of the various perspectives on literacy throughout the community.	88 (43.1%)	69 (33.8%)	20 (9.8%)	3 (1.5%)	24 (11.8%)	204 (100%)
School districts promote community alignment of literacy initiatives.	75 (36.9%)	61 (30.0%)	30 (14.8%)	7 (3.4%)	30 (14.8%)	203 (100%)
School districts make explicit the inter-relationships among community members and the links between formal and informal learning systems.	58 (28.7%)	63 (31.2%)	39 (19.3%)	8 (4.0%)	34 (16.8%)	202 (100%)
School districts build on what has already been developed and identify each partner's contribution	60 (30.0%)	62 (31.0%)	38 (19.0%)	5 (2.5%)	35 (17.5%)	200 (100%)

8. Please use the space below to tell us about three specific achievements from your Community Literacy Planning Process (e.g., new or

[See Sheet Q8_responses for a list of responses.]

Total Responses:

9. Overall, how satisfied are you with what the Community Literacy Planning Process has achieved in your community?

	Count	%
Very satisfied	89	43.8%
Satisfied	85	41.9%
Neither satisfied nor dissatisfied	21	10.3%
Dissatisfied	4	2.0%
Very dissatisfied	4	2.0%
Total Responses:	203	100%

10. What challenges to the delivery of literacy services, if any, were identified through the Community Literacy Planning process?

	Count	Count
Lack of continuity in funding	151	21.8%
Achieving broad representation on the Literacy Task Groups from a variety of community groups	86	12.4%
Not enough supply of literacy opportunities in the community	57	8.2%
Existing programming not relevant to literacy needs	17	2.4%
Lack of coordination among literacy service providers	62	8.9%
Lack of appreciation for the importance of literacy to overall quality of life	73	10.5%
Insufficient funding for the provision of literacy services	126	18.2%
Difficult for community members to access centralized literacy services	79	11.4%
Other, please specify: [View responses on sheet Q10_responses]	43	6.2%
Total Responses:	694	100%

11. What lessons did you learn from the Community Literacy Planning Process? Is there anything you would do differently if you were to do this again?

[View responses on sheet Q11_responses]

Total Responses:

12. Are you familiar with the Literacy Now planning guide produced by LegaciesNow?

	Count	%
Yes (go to Q 13)	160	78.4%
No (go to Q 15)	29	14.2%
Don't know (go to Q 16)	15	7.4%
Total Responses:	204	100%

13. Was the Literacy Now planning guide used in your community for the purpose of Community Literacy Planning?

	Count	%
Yes	141	88.1%
No	2	1.3%
Don't know	17	10.6%
Total Responses:	160	100%

14. How well did the Literacy Now planning guide meet your needs?

	Count	%
Completely met (go to q 15)	24	17.1%
Met to a large extent (go to q 15)	72	51.4%
Met to a moderate extent (go to q 15)	28	20.0%
Met to a small extent (go to q 15)	5	3.6%
Not met at all (go to q 15)	1	0.7%
Don't know (go to q 15)	10	7.1%
Total Responses:	140	100%

15. Please explain why you did not use the Literacy Now Planning guide in your Community Literacy Planning Process.

Responses [View responses on sheet Q15_responses]

Total Responses:

16. Please use the space below to provide any further comments about the Community Literacy Planning process that you think would be helpful to the evaluation.

Responses (view responses on sheet Q16_responses)

Total Responses:

Technical Note 10: Online Survey Frequency Tables: Columbia Basin Community Respondents, engaged to a moderate or great extent

Community Literacy Planning Process Questionnaire

Frequency Tables

Respondents from Columbia Basin Communities, engaged to a great or moderate extent

1. To what extent were you involved in the Literacy Now Community Literacy Planning Process?

	Count	%
To a great extent	11	42.3%
To a moderate extent	15	57.7%
To a small extent	0	0.0%
Not involved	0	0.0%
Total Responses:	26	100%

2. Please enter the name of your community in the space below.

Responses

Total Responses:

3. Who did you represent in the Community Literacy Planning Process?

	Count	%
Local government	0	0.0%
School district	4	16.7%
Post-secondary institution	1	4.2%
K-12 school	2	8.3%
Church group	0	0.0%
Library	7	29.2%
Business community	0	0.0%
Private Literacy service provider (e.g., Read Society)	0	0.0%
Aboriginal community	1	4.2%
Literacy Outreach Coordinator	3	12.5%
Public Health	1	4.2%
Other. Please specify: [see sheet Q3_other]	5	20.8%
Total Responses:	24	100%

4. To what extent have you seen the following in your community as a result of the Community Literacy Planning Process?

With respect to community members...

A. Increased participation in literacy programs

	Count	%
To a great extent	9	34.6%
To a moderate extent	10	38.5%
To a small extent	3	11.5%
Not at all	1	3.8%
Do not know	3	11.5%
Total Responses:	26	100%

B. Improved employability prospects for program participants

	Count	%
To a great extent	1	3.8%
To a moderate extent	6	23.1%
To a small extent	8	30.8%
Not at all	1	3.8%
Do not know	10	38.5%
Total Responses:	26	100%

C. Increased knowledge about literacy programs that are available in the community

	Count	%
To a great extent	10	38.5%
To a moderate extent	15	57.7%
To a small extent	1	3.8%
Not at all	0	0.0%
Do not know	0	0.0%
Total Responses:	26	100%

With respect to service providers...**D. Increased collaboration and information sharing**

	Count	%
To a great extent	15	57.7%
To a moderate extent	9	34.6%
To a small extent	2	7.7%
Not at all	0	0
Do not know	0	0
Total Responses:	26	100%

E. Partnerships between agencies that improve literacy opportunities

	Count	%
To a great extent	16	64.0%
To a moderate extent	4	16.0%
To a small extent	5	20.0%
Not at all	0	0.0%
Do not know	0	0.0%
Total Responses:	25	100%

F. Improved inter-agency project coordination

	Count	%
To a great extent	12	48.0%
To a moderate extent	9	36.0%
To a small extent	2	8.0%
Not at all	0	0.0%
Do not know	2	8.0%
Total Responses:	25	100%

With respect to local literacy opportunities...**G. Improved access to local literacy opportunities**

	Count	%
To a great extent	12	46.2%
To a moderate extent	11	42.3%
To a small extent	3	11.5%
Not at all	0	0.0%
Do not know	0	0.0%
Total Responses:	26	100%

H. Improved quality of literacy programming

	Count	%
To a great extent	9	34.6%
To a moderate extent	12	46.2%
To a small extent	1	3.8%
Not at all	1	3.8%
Do not know	3	11.5%
Total Responses:	26	100%

I. A better match between local needs and literacy programming

	Count	%
To a great extent	15	60%
To a moderate extent	7	28%
To a small extent	0	0%
Not at all	0	0%
Do not know	3	12%
Total Responses:	25	100%

J. The development of non-traditional learning opportunities and/or innovative learning models

	Count	%
To a great extent	6	23.1%
To a moderate extent	15	57.7%
To a small extent	2	7.7%
Not at all	1	3.8%
Do not know	2	7.7%
Total Responses:	26	100%

With respect to overall community...**K. Improved overall quality of life**

	Count	%
To a great extent	1	3.8%
To a moderate extent	14	53.8%
To a small extent	5	19.2%
Not at all	1	3.8%
Do not know	5	19.2%
Total Responses:	26	100.0%

L. A better appreciation for the relationship between literacy and quality of life (social, economic and political)

	Count	%
To a great extent	3	11.5%
To a moderate extent	12	46.2%
To a small extent	6	23.1%
Not at all	1	3.8%
Do not know	4	15.4%
Total Responses:	26	100%

5. To what extent were the following groups involved in the Community Literacy Planning process?

	To a great extent	To a moderate extent	To a small extent	Not at all	Don't know	Count
Local Government	1 (4.3%)	7 (30.4%)	9 (39.1%)	3 (13.0%)	3 (13.0%)	23 (100%)
School District	16 (61.5%)	7 (26.9%)	3 (11.5%)	0 (0.0%)	0 (0.0%)	26 (100%)
Post Secondary Institutions	10 (38.5%)	7 (26.9%)	3 (11.5%)	1 (3.8%)	5 (19.2%)	26 (100%)
K-12 schools	10 (38.5%)	13 (50.0%)	3 (11.5%)	0 (0.0%)	0 (0.0%)	26 (100%)
Church groups	0 (0.0%)	0 (0.0%)	9 (39.1%)	10 (43.5%)	4 (17.4%)	23 (100%)
Libraries	11 (42.3%)	12 (46.2%)	3 (11.5%)	0 (0.0%)	0 (0.0%)	26 (100%)
Business community	0 (0.0%)	1 (3.8%)	12 (46.2%)	7 (26.9%)	6 (23.1%)	26 (100%)
Non-profit service provider (e.g., Read Society)	12 (46.2%)	2 (7.7%)	4 (15.4%)	1 (3.8%)	7 (26.9%)	26 (100%)
Aboriginal communities	1 (4.0%)	4 (16.0%)	6 (24.0%)	6 (24.0%)	8 (32%)	25 (100%)
Public Health representatives	6 (23.1%)	9 (36.4%)	4 (15.4%)	1 (3.8%)	6 (23.1%)	26 (100%)
Other. : [see sheet Q5_other]	4 (36.4%)	1 (9.1%)	0 (0.0%)	0 (0.0%)	6 (54.5%)	11 (100%)

6. What evidence do you see that the Community Literacy Planning Process is responsive to emerging needs and priorities of the communities?

Count

[See Sheet Q6_responses for a list of responses.]

7. To what extent have you seen Community Literacy planning impact the District Literacy Plan?

	To a great extent	To a moderate extent	To a small extent	Not at all	Don't know	Count
School districts gained a stronger understanding of the various perspectives on literacy throughout the community.	13 (50.0%)	9 (34.6%)	2 (7.7%)	0 (0.0%)	2 (7.7%)	26 (100%)
School districts promote community alignment of literacy initiatives.	12 (46.2%)	9 (34.6%)	2 (7.7%)	0 (0.0%)	3 (11.5%)	26 (100%)
School districts make explicit the inter-relationships among community members and the links between formal and informal learning systems.	11 (42.3%)	10 (38.5%)	2 (7.7%)	0 (0.0%)	3 (11.5%)	26 (100%)
School districts build on what has already been developed and identify each partner's contribution	12 (46.2%)	7 (26.9%)	3 (11.5%)	1 (3.8%)	3 (11.5%)	26 (100%)

8. Please use the space below to tell us about three specific achievements from your Community Literacy Planning Process (e.g., new or innovative learning models, changes to existing programs, examples of increased coordination, improved quality of life, etc.)

[See Sheet Q8_responses for a list of responses.]

Total Responses:

9. Overall, how satisfied are you with what the Community Literacy Planning Process has achieved in your community?

	Count	%
Very satisfied	14	53.8%
Satisfied	8	30.8%
Neither satisfied nor dissatisfied	4	15.4%
Dissatisfied	0	0.0%
Very dissatisfied	0	0.0%
Total Responses:	26	100%

10. What challenges to the delivery of literacy services, if any, were identified through the Community Literacy Planning process?

	Count	Count
Lack of continuity in funding	19	25.7%
Achieving broad representation on the Literacy Task Groups from a variety of community groups	13	17.6%
Not enough supply of literacy opportunities in the community	4	5.4%
Existing programming not relevant to literacy needs	0	0.0%
Lack of coordination among literacy service providers	6	8.1%
Lack of appreciation for the importance of literacy to overall quality of life	8	10.8%
Insufficient funding for the provision of literacy services	14	18.9%
Difficult for community members to access centralized literacy services	7	9.5%
Other, please specify: [View responses on sheet Q10_responses]	3	4.1%
Total Responses:	74	100%

11. What lessons did you learn from the Community Literacy Planning Process? Is there anything you would do differently if you were to do this again?

[View responses on sheet Q11_responses]

Total Responses:

12. Are you familiar with the Literacy Now planning guide produced by LegaciesNow?

	Count	%
Yes (go to Q 13)	15	57.7%
No (go to Q 15)	5	19.2%
Don't know (go to Q 16)	6	23.1%
Total Responses:	26	100%

13. Was the Literacy Now planning guide used in your community for the purpose of Community Literacy Planning?

	Count	%
Yes	13	86.7%
No	0	0.0%
Don't know	2	13.3%
Total Responses:	15	100%

14. How well did the Literacy Now planning guide meet your needs?

	Count	%
Completely met (go to q 15)	1	7.7%
Met to a large extent (go to q 15)	5	38.5%
Met to a moderate extent (go to q 15)	4	30.8%
Met to a small extent (go to q 15)	0	0.0%
Not met at all (go to q 15)	0	0.0%
Don't know (go to q 15)	3	23.1%
Total Responses:	13	100%

15. Please explain why you did not use the Literacy Now Planning guide in your Community Literacy Planning Process.

Responses [View responses on sheet Q15_responses)

Total Responses:

16. Please use the space below to provide any further comments about the Community Literacy Planning process that you think would be helpful to the evaluation.

Responses (view responses on sheet Q16_responses)

Total Responses:

Technical Note 11: Online Survey Frequency Tables: Other than Columbia Basin Community
Respondents, engaged to a moderate or great extent

Community Literacy Planning Process Questionnaire Frequency Tables

Respondents from Other than Columbia Basin Communities, engaged to a great or moderate extent

1. To what extent were you involved in the Literacy Now Community Literacy Planning Process?

	Count	%
To a great extent	116	53.2%
To a moderate extent	102	46.8%
To a small extent	0	0.0%
Not involved	0	0.0%
Total Responses:	218	100%

2. Please enter the name of your community in the space below.

Responses

Total Responses:

3. Who did you represent in the Community Literacy Planning Process?

	Count	%
Local government	5	2.5%
School district	35	17.3%
Post-secondary institution	7	3.5%
K-12 school	8	4.0%
Church group	1	0.5%
Library	23	11.4%
Business community	4	2.0%
Private Literacy service provider (e.g., Read Society)	8	4.0%
Aboriginal community	4	2.0%
Literacy Outreach Coordinator	37	18.3%
Public Health	2	1.0%
Other. Please specify: [see sheet Q3_other]	68	33.7%
Total Responses:	202	100%

4. To what extent have you seen the following in your community as a result of the Community Literacy Planning Process?

With respect to community members...

A. Increased participation in literacy programs

	Count	%
To a great extent	49	22.8%
To a moderate extent	104	48.4%
To a small extent	38	17.7%
Not at all	6	2.8%
Do not know	18	8.4%
Total Responses:	215	100%

B. Improved employability prospects for program participants

	Count	%
To a great extent	9	4.2%
To a moderate extent	47	22.1%
To a small extent	64	30.0%
Not at all	21	9.9%
Do not know	72	33.8%
Total Responses:	213	100%

C. Increased knowledge about literacy programs that are available in the community

	Count	%
To a great extent	85	39.2%
To a moderate extent	93	42.9%
To a small extent	30	13.8%
Not at all	4	1.8%
Do not know	5	2.3%
Total Responses:	217	100%

With respect to service providers...**D. Increased collaboration and information sharing**

	Count	%
To a great extent	126	58.1%
To a moderate extent	61	28.1%
To a small extent	23	10.6%
Not at all	2	0.9%
Do not know	5	2.3%
Total Responses:	217	100%

E. Partnerships between agencies that improve literacy opportunities

	Count	%
To a great extent	111	51.2%
To a moderate extent	70	32.3%
To a small extent	29	13.4%
Not at all	2	0.9%
Do not know	5	2.3%
Total Responses:	217	100%

F. Improved inter-agency project coordination

	Count	%
To a great extent	93	43.1%
To a moderate extent	69	31.9%
To a small extent	34	15.7%
Not at all	7	3.2%
Do not know	13	6.0%
Total Responses:	216	100%

With respect to local literacy opportunities...**G. Improved access to local literacy opportunities**

	Count	%
To a great extent	60	27.8%
To a moderate extent	105	48.6%
To a small extent	34	15.7%
Not at all	8	3.7%
Do not know	9	4.2%
Total Responses:	216	100%

H. Improved quality of literacy programming

	Count	%
To a great extent	55	25.5%
To a moderate extent	87	40.3%
To a small extent	40	18.5%
Not at all	11	5.1%
Do not know	23	10.6%
Total Responses:	216	100%

I. A better match between local needs and literacy programming

	Count	%
To a great extent	74	34.3%
To a moderate extent	92	42.6%
To a small extent	33	15.3%
Not at all	7	3.2%
Do not know	10	4.6%
Total Responses:	216	100%

J. The development of non-traditional learning opportunities and/or innovative learning models

	Count	%
To a great extent	64	29.5%
To a moderate extent	78	35.9%
To a small extent	40	18.4%
Not at all	16	7.4%
Do not know	19	8.8%
Total Responses:	217	100%

With respect to overall community...**K. Improved overall quality of life**

	Count	%
To a great extent	10	4.7%
To a moderate extent	78	36.4%
To a small extent	56	26.2%
Not at all	12	5.6%
Do not know	58	27.1%
Total Responses:	214	100.0%

L. A better appreciation for the relationship between literacy and quality of life (social, economic and political)

	Count	%
To a great extent	34	15.8%
To a moderate extent	98	45.6%
To a small extent	48	22.3%
Not at all	10	4.7%
Do not know	25	11.6%
Total Responses:	215	100%

5. To what extent were the following groups involved in the Community Literacy Planning process?

	To a great extent	To a moderate extent	To a small extent	Not at all	Don't know	Count
Local Government	17 (8.0%)	58 (27.4%)	78 (36.8%)	37 (17.5%)	22 (10.4%)	212 (100%)
School District	153 (70.2%)	51 (23.4%)	10 (4.6%)	1 (0.5%)	3 (1.4%)	218 (100%)
Post Secondary Institutions	79 (37.3%)	80 (37.7%)	30 (14.2%)	17 (8.0%)	6 (2.8%)	212 (100%)
K-12 schools	79 (38.0%)	77 (37.0%)	30 (14.4%)	10 (4.8%)	12 (5.8%)	208 (100%)
Church groups	4 (1.9%)	16 (7.7%)	65 (31.1%)	85 (40.7%)	39 (18.7%)	209 (100%)
Libraries	123 (57.2%)	66 (30.7%)	19 (8.8%)	4 (1.9%)	3 (1.4%)	215 (100%)
Business community	15 (7.0%)	48 (22.5%)	101 (47.4%)	30 (14.1%)	19 (8.9%)	213 (100%)
Non-profit service provider (e.g., Read Society)	120 (56.1%)	51 (23.8%)	20 (9.3%)	8 (3.7%)	15 (7.0%)	214 (100%)
Aboriginal communities	36 (16.8%)	77 (36.0%)	64 (29.9%)	22 (10.3%)	15 (7.0%)	214 (100%)
Public Health representatives	24 (11.2%)	62 (28.8%)	66 (30.7%)	36 (16.7%)	27 (12.6%)	215 (100%)
Other. : [see sheet Q5_other]	35 (32.1%)	25 (22.9%)	12 (11.0%)	4 (3.7%)	33 (30.3%)	109 (100%)

6. What evidence do you see that the Community Literacy Planning Process is responsive to emerging needs and priorities of the communities?

Count

[See Sheet Q6_responses for a list of responses.]

7. To what extent have you seen Community Literacy planning impact the District Literacy Plan?

	To a great extent	To a moderate extent	To a small extent	Not at all	Don't know	Count
School districts gained a stronger understanding of the various perspectives on literacy throughout the community.	101 (46.8%)	68 (31.5%)	20 (9.3%)	5 (2.3%)	22 (10.2%)	216 (100%)
School districts promote community alignment of literacy initiatives.	84 (38.9%)	65 (30.1%)	31 (14.4%)	8 (3.7%)	28 (13.0%)	216 (100%)
School districts make explicit the inter-relationships among community members and the links between formal and informal learning systems.	63 (29.3%)	67 (31.2%)	41 (19.1%)	10 (4.7%)	34 (15.8%)	215 (100%)
School districts build on what has already been developed and identify each partner's contribution	69 (32.4%)	65 (30.5%)	39 (18.3%)	7 (3.3%)	33 (15.5%)	213 (100%)

8. Please use the space below to tell us about three specific achievements from your Community Literacy Planning Process (e.g., new or innovative learning models, changes to existing programs, examples of increased coordination, improved quality of life, etc.)

[See Sheet Q8_responses for a list of responses.]

Total Responses:

9. Overall, how satisfied are you with what the Community Literacy Planning Process has achieved in your community?

	Count	%
Very satisfied	88	40.7%
Satisfied	95	44.0%
Neither satisfied nor dissatisfied	24	11.1%
Dissatisfied	4	1.9%
Very dissatisfied	5	2.3%
Total Responses:	216	100%

10. What challenges to the delivery of literacy services, if any, were identified through the Community Literacy Planning process?

	Count	Count
Lack of continuity in funding	159	21.5%
Achieving broad representation on the Literacy Task Groups from a variety of community groups	90	12.2%
Not enough supply of literacy opportunities in the community	59	8.0%
Existing programming not relevant to literacy needs	19	2.6%
Lack of coordination among literacy service providers	68	9.2%
Lack of appreciation for the importance of literacy to overall quality of life	73	9.9%
Insufficient funding for the provision of literacy services	131	17.7%
Difficult for community members to access centralized literacy services	90	12.2%
Other, please specify: [View responses on sheet Q10_responses]	50	6.8%
Total Responses:	739	100%

11. What lessons did you learn from the Community Literacy Planning Process? Is there anything you would do differently if you were to do this again?

[View responses on sheet Q11_responses]

Total Responses:

12. Are you familiar with the Literacy Now planning guide produced by LegaciesNow?

	Count	%
Yes (go to Q 13)	183	84.3%
No (go to Q 15)	24	11.1%
Don't know (go to Q 16)	10	4.6%
Total Responses:	217	100%

13. Was the Literacy Now planning guide used in your community for the purpose of Community Literacy Planning?

	Count	%
Yes	163	89.1%
No	2	1.1%
Don't know	18	9.8%
Total Responses:	183	100%

14. How well did the Literacy Now planning guide meet your needs?

	Count	%
Completely met (go to q 15)	28	17.3%
Met to a large extent (go to q 15)	86	53.1%
Met to a moderate extent (go to q 15)	33	20.4%
Met to a small extent (go to q 15)	6	3.7%
Not met at all (go to q 15)	1	0.6%
Don't know (go to q 15)	8	4.9%
Total Responses:	162	100%

15. Please explain why you did not use the Literacy Now Planning guide in your Community Literacy Planning Process.

Responses [View responses on sheet Q15_responses)

Total Responses:

16. Please use the space below to provide any further comments about the Community Literacy Planning process that you think would be helpful to the evaluation.

Responses (view responses on sheet Q16_responses)

Total Responses: