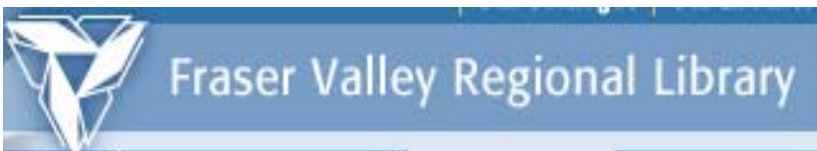# A COMMUNITY LITERACY PLAN
FOR CHILLIWACK

September 2006
Revised June 2007

Chilliwack Learning Community Society

A COMMUNITY LITERACY PLAN

FOR CHILLIWACK

September 2006
Revised June 2007

Prepared by Naida Motut

for

Chilliwack Learning Communities Initiative
Formerly a subcommittee of

Fraser Valley East Literacy Association

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SUMMARY

The Literacy Now Process

The Chilliwack Learning Community Initiative steering committee members are all members of the Fraser Valley East Literacy Association. This task group appointed two members as co-chairs. The Steering Committee met monthly and adopted the consensus-based decision-making model for their meetings. They adopted their guiding principle as their vision statement: *To promote lifelong learning and social inclusion through which environmentally sustainable community economic development is achieved.* 'Literacy' was defined as 'learning', directing our focus to places and programs where learning is central to their purpose.

With a strong emphasis on inclusion, all members provided input, feedback and participated in the decision making during the planning process.

Numerous meetings and workshops had already been organized and held, organized by the Chilliwack Learning Community Initiative, in the Chilliwack community. These focused on identifying and mobilizing local area assets as well as elevating community literacy awareness. For the launch meeting of the Literacy Now initiative, all efforts were made to invite and achieve even representation from all five key sectors of the community: civic, economic, education, public, voluntary.

All task group members (the Steering Committee) are also members of the larger Chilliwack Learning Community Initiative (CLCI), a sub-committee of the Fraser Valley East Literacy Association. The CLCI was created to provide the opportunity for strategic partnering of varying community sectors, working groups and networks, to prevent duplication of effort toward similar goals and to work in a coordinated way to achieve those goals. The CLCI continues to invite all who are interested to participate at any time. All reports, notes and minutes from meetings were circulated to those who attended or those who had asked to be kept informed of our progress.

How the working group members were involved.
How were the principles of collaboration, universal access, respect and open communication developed and maintained?

The Steering Committee members provided input, feedback and participated in the decision making of the planning process, using the consensus-based decision-making model. This gave all members an opportunity for discussion with agreement as the ultimate goal. Monthly meetings were scheduled at times and dates that were agreeable to most of the members. Task Group members were a rich source of program and contact information during preparation of the inventory.

A facilitator was brought in to help identify and prioritize areas of need. Priorities were established and committee members worked in small groups to form strategies in these areas. Using this information, the co-chairs collaborated to set out objectives and successes for identified priorities. It was decided to set out strategies using the Logic Model, as this provides a framework for measuring outcomes and is increasingly used by government and non-government organizations.

The following community members were involved in the Literacy Now Initiative:

Name	Occupation/literacy interest	Launch Session	Working Group	Original CLCI Member
Michael Audet	Chilliwack School District	X	X alternate	X
Leonne Beebe	Chair, Fraser Valley East Literacy Association	X	X	X
Julia Dodge (co-chair)	Director – Literacy Coordination, Development & Outreach College and Career Preparation University College of the Fraser Valley	X	X	X
Karen Evans	Dean, Community Access UCFV		X alternate	X
Mel Folkman	Councilor, City of Chilliwack	X	X	X
Donna Gannon (co-chair)	Early Years Committee Chair Chilliwack Community Services Early Years Program Director	X	X	X
Vicki Grieve	Literacy & Upgrading Instructor, University College of the Fraser Valley	X	X	X
Dave Rader	Xyolhemeylh	X	X	X
Sherry Sinclair	Neighbourhood Family Place Supervisor – regional/ provincial early years	X	X	X
Jacquie Taylor	Superintendent, Chilliwack School District		X	X
Gary Armstrong/ David Thiessen	Library manager, Upper Fraser Valley, Fraser Valley Regional Library	X	X	X X
Sheila Wallace	Program Assistant, College & Career Preparation, University College of the Fraser Valley	X	X	X
Brad Whittaker	Director, Research Officer, University College of the Fraser Valley; Chair, Chilliwack Social Research & Planning Council	X	X	X
Gillian Youngberg	Fraser Health	X		X

The Plan

The steering committee identified five strategies in their action plan with success statements for each area of focus. These include:

1) To have appropriate services and programs in place that reach out to isolated, marginalized individuals and families who are not currently accessing literacy services and programs.

2) To collaborate with local Early Years Committee to develop a long-term sustainability plan for the neighborhood-based system of high quality family development programs for children in the Early Years and their families. To Promote local support to increase program sustainability.

3) To locate and support isolated parents with young children at risk of not being reading-ready for Kindergarten and isolated and unregistered child care providers to gain awareness, skills and tools to foster pre-literacy and emerging literacy development in young children in their care.

4) To facilitate the development of a strategic community plan for At-risk youth (ages 7–18).

5) To develop a strategy with business and employment stakeholders that integrates or creates literacy & essential skills training into the workplace.

Success statements for each strategy are included in the logic model as Outcomes. Please see section 4 for Outcomes.

PLEASE NOTE: A Social Services Index specific to the Chilliwack area (sponsored by the Social Issues Committee of the City of Chilliwack) will soon be available on-line.

Summary – Community Profile

The City of Chilliwack with a population of approximately 70,000 is located at the eastern end of the Fraser Valley, along Highway 1 and is about 100 kilometers east of Vancouver, BC. It boasts a rural setting, family-oriented neighborhoods and a vibrant urban core. (1) Chilliwack and its outlying regions encompass 1.8% of BC's population. When compared with BC averages, there are two percent more seniors and six percent fewer adults between the ages of 25 and 64 in this region. There are more children living on income assistance, more single parent families, more teen pregnancies, more children in care than the provincial average and the infant mortality rate is higher than the provincial average. (2)

Chilliwack has an extremely low percentage of visible minorities and a higher than average Aboriginal population. The twelve reserves in this region include Sto:lo First Nations, Aitchelitz, Cheam, Kwaw Kwaw Apilt, Popkum, Skowkale, Shxwha:y Village, Soowahlie, Squiala, Tzeachten, Yakweakwioose, Skwah. (3)

Family earnings in all categories are lower than provincial averages and there are fewer employed residents and more dependent on government transfer income. There are more children, youth, single parents, those deemed employable, and single parent families living on income assistance in Chilliwack than what is average for BC. However, fewer seniors rely on government income supplements than in the rest of BC.

Unemployment rates are slightly higher than BC averages, especially in the 19-24 range. Chilliwack has a greater demand for lesser skilled workers (6% above BC average) with fewer management (2%) and professional occupations (6%). From those over 20 years old, 8% more lack post secondary qualifications and there are 9% fewer persons with university degrees. Graduating from high school appears to be problematic now and in the past. There are fewer graduates in Chilliwack than the provincial average and a larger percentage of students are below standard in grade 7 reading.

Although the crime rate for serious crimes (2001-03/ 1998-00) has decreased provincially, the rate in Chilliwack has increased. Property crime has increased but the crime rate for violent crimes is below provincial averages. Serious drug crime rates for juveniles (12 to 17 years of age) are 23% above provincial averages. There are more serious drug crime offences in Chilliwack than the provincial average. Alcohol sales are below provincial averages except for beer and cider which are above the provincial average.

* All statistical data from BC Stats for 2004
    (1) www.gov.chilliwack.bc.ca/main/
    (2) BC Stats Local Health Area 33 – Chilliwack Statistical Profile 2004, online:
        http://www.bcstats.gov.bc.ca 1/9/2006
    (3) www.fraa.ca/index.html

SUMMARY OF OUR COMMUNITY LITERACY INVENTORY

The Chilliwack community is well served through many supportive agencies. We used the concept of 'learning' (not education) in preparing the asset inventory and looked for areas and programs that provided learning opportunities at all stages of life. However, we did not include programs offered in the Chilliwack Community Leisure Guide. We have therefore excluded all parks and recreational programming along with arts and music enhancement programs. Not all relevant programming was identified due to time constraints, budget constraints and lack of support for the breadth of this project from some program heads.

Vision Statement: To promote life-long learning and social inclusion through which environmentally sustainable economic development is achieved.
Learning: defined in its broadest sense.

Prenatal, Perinatal, up to Kindergarten
Parents with children in their early years 0-5

Public Health Nursing through the Chilliwack Health Unit provides many programs to help the very young receive the very best from their caregivers. Some of the programs offered include Buddy-up breast-feeding opportunities, child health clinics, young prenatal care, baby time drop-ins and young postpartum groups.

Ann Davis Transition Society offers help for families, children who witness abuse, parenting workshops, outreach to homes and supervised access visits.

Under Chilliwack Community Services' family resource program umbrella are such programs as prenatal nutrition, Childcare Resource and Referral, parenting groups and two four-component family literacy programs. Literacy is woven into all family resource programs. Chilliwack Community Services has six family resource program sites in neighbourhoods that serve families with children aged birth to age 6. Family resource programs promote family development, with positive child development an overarching goal. Family resource programs support attachment of child to parent, parents to other parents and families to community.

There are numerous daycares and preschools (some with after-school care). The Make Children First Initiative provides government funding, administered through a community Early Years table to build community capacity to support families with children in the early years. The Early Years table is a subcommittee of the Chilliwack Child and Youth Committee. Another subcommittee, the Interagency Parenting Committee publishes a service directory specific to the early years.

The Fraser Valley Regional Library sponsors a summer reading program, weekly story times for young children and seasonal special programming.

The Sto:lo provide an emergency day care service for people on reserve.

Assets & Opportunities

Assets & Opportunities that support learning and development from prenatal to Kindergarten are listed on the Assets & Opportunities Chart (page 16).

Challenges and gaps that inhibit early childhood development from occurring include but are not limited to the following:

- addictions
- cultural and language barriers
- encourage use of licensed daycare facilities
- financial barriers
- inequitable distribution of childcare and development programs
- inflexible program scheduling (children's as well as parenting groups)
- lack of Provincial government contract funds for ECD programs
- lack of service coordination
- limited parental knowledge about early childhood development
- need for early detection of children's learning difficulties with support and help for families and a clearly defined avenue for help
- outreach to families
- program awareness
- provide childcare for parents participating in parenting groups
- transportation (to and from daycare; bus passes)
- ways to encourage full family participation and minority group participation in current programming

Goals:
- To find ways to reach out to those parents who would normally not attend scheduled programming, help them to feel comfortable in these groups and to inspire them as mentors in their child's development.
- To reach out to vulnerable isolated children in the early years need and to help them become school ready.
- To ensuring the sustainability of the existing but fragile neighbourhood-based system of high quality family development programming for children in the Early Years and their families.

School-age children K-grade 7
Middle Years 5-11

Many of the programs outlined in the previous section also apply to this age group. Along with those programs is a Read to Me program sponsored by the Kiwanis and Fraser Valley Regional Library.

For this age group Chilliwack has a (for fee) Therapeutic language tutor who specializes in helping children with learning problems (autism, Asperger's syndrome).

School District No. 33 serves approximately 12,000 students from Kindergarten to grade 12 and for this age group provides distance delivered education programming.

Chilliwack Community Services provides many programs which include: Families First, adult family therapy, family support worker, Sexual Assault Intervention, Nurturing Fathers, Rapid Response.

Ann Davis Transition Society provides parenting workshops, youth mentor – adolescents' counselor, family voices, caught in the middle.

Chilliwack Restorative Action & Youth Advocacy Association serves clients in conflict from ages 7-77. They take referrals from RCMP, schools and the community.

Victim Services counsel and outreach to victims of crime.

Some community schools provide after-school care and programming for students that may include: soccer, kinderdance, karate, piano lessons, dating dreams, babysitter training, and Nights Alive.

The Shxwha;y Village First Nations Community provides a drop-in homework club for students from their village. Here students of all ages receive help with their school work and interact with others in a learning-centered environment.

Assets & Opportunities (5-11)

Assets and opportunities that support learning and development during childhood and early adolescence are listed on the Assets & Opportunities Chart (page 16).

Challenges & Gaps

Challenges and gaps that inhibit learning and development from occurring during childhood and early adolescence include but are not limited to the following:

- cultural and language barriers
- lack of affordable, licensed, quality out-of-school care
- lack of before and after school programming in all areas
- lack of support for border-line learners and those struggling with school curriculum
- lack of programs and services targeting this age group
- limited parental knowledge of the importance of these years
- limited special-needs spaces and learning-assistance help
- limited transitional supports
- need to develop ways busy care-givers can help children at home with their school work
- need to establish open communication between school and parents
- need to find ways to embrace parents who are not literate or have had problems with the school system themselves so they can support their children's learning and literacy development.
- to make programs available and affordable to all children

Goals:

- To reach out to isolated, marginalized individuals who are not currently accessing literacy services and programs

Grades 8 – 12
Youth ages 12-18

Many of the programs outlined in the previous section also apply to this age group.

School District No. 33 serves approximately 12,000 students from Kindergarten to grade 12 and also provides three alternate programs: distance delivered education programming; Chance Alternate (12-16 year olds); Education Center (provides self-paced school curriculum with unconventional hours to 15-40 year olds); Adult upgrading (provides individual secondary school courses for adults who wish to complete, upgrade or enhance their education).

Chilliwack Community Services (CCS) offers many outreach programs for troubled youth along with a drop-in recreation program for youth (12-16) who would not normally access regular recreational programs with activities planned for after-school and some weekends (Community Development Initiative). CCS is also involved in a LYFE (Leaving youth forever enriched) program – now in progress – this is a special program financed by Chilliwack businesses where 12 at-risk youth were selected and taught life-skills and work experience; five are going to Sri Lanka to help with relief efforts. CCS employs a school-based worker who works in three schools with students at-risk of dropping out. A suicide prevention worker provides short-term counseling for referred youth experiencing suicidal thoughts and trains students and community members in suicide risk-assessment and how to get help. Youth and family counseling – psycho-therapeutic counseling is provided for identified youth. Reconnect provides outreach to youth disconnected from society/family. They also provide hot lunches and clothing exchange. Youth Development works with youth individually and in groups teaching basic life skills, boundaries, anger management and others.

Public Health Nursing provides public health clinics, STD clinics, young prenatal care, etc.

One church identified an outreach youth group.

Fraser Valley Regional Library holds information sessions, some of which are of interest to youth.

There are three separate organizations offering computer training for the general public. Computer access and training is offered at the FVRL (CAP – Community Access Project). Fraser Valley Community Information Society provides low-cost internet access, teaches word processing, computer and internet skills and prepares websites for community groups and outreaches to set up internet access in homes. Chillnet is a network of 12 publicly assessable computer labs where they teach basic computer and internet skills.

Career Tracks are case managers providing employment services for youth 15-30 years old who are not working full time and to those not going to school full-time. Chilliwack Employment Services are also case managers providing testing and programs for unemployed and underemployed. Chilliwack Employment Resource Centre is for Chilliwack residents not working or working less than 20 hrs. per week – provide internet access, photocopying, long distance telephone calling, resume services.   Food Save Consulting provides training in food safe, First Aid, WHMIS training.

Ann Davis Transition House serves women 17 & older and their children leaving abusive relationships. They offer an emergency drop-in shelter, crisis management, anger management, programming for teens questioning their sexuality, assertiveness training, parenting workshops, support for youth whose parents are separating/divorced and others.

There are (for fee) counseling services available.

Some community schools offer evening programming for youth, i.e. dance, babysitter training, foodsafe.

Assets & Opportunities

Assets and opportunities that support learning and development for youth aged 12 – 18 are listed on the Assets & Opportunities Chart (page 16).

Challenges & Gaps

Challenges and gaps that inhibit learning and development from occurring during the teen years include but are not limited to the following:

- addictions
- bus passes for students attending alternative schools
- cultural and language barriers
- gang association
- home-work clubs
- lack of support for border-line learners and those struggling with school curriculum
- life skills mentors, tutors
- limited crisis intervention
- limited transitional supports
- need more emphasis placed on life long learning
- need more public health education in schools
- out-of-school care programming/supervision
- transportation to support after-school programming
- volunteer opportunities and/or system to connect youth with opportunities

Goals:

- To facilitate the development of a strategic community plan for At-risk youth.

YOUNG ADULTS

School District No. 33: Education Centre provides self-paced school curriculum to 15-40 year olds from 8:30 a.m. to 10:00 p.m. and also Adult Upgrading – individual secondary school courses for adults who wish to complete, upgrade or enhance their education.

Chilliwack Community Services provides English Language Services for Adults (ELSA), immigrant services and Settlement services.

Employment services are provided by three separate organizations for the unemployed and under employed. These services vary from resume writing, computer use and training and skill development.

Free computer training is offered by three separate groups at various locations throughout the community (CAP at FVRL, Chillnet, Fraser Valley Community Information Society).

Public Health Nursing offers help with breast-feeding clinics and areas involving newborns and their caregivers.

Support, therapy, anger management, assertiveness training and advocacy for women, supervised access visits, parenting workshops are all offered through the Ann Davis Society. Support and information for youth questioning sexuality is also offered.

The Sto:lo provide an alternate school – information unavailable at this time.

Sto:lo Nation and other communities within the Sto:lo provide funding to post-secondary students and for those attending college entrance preparation classes.

Some community schools offer continuing education courses: (sewing, stained glass, karate), drop-in gym times, adult basic education, basic computer skills for members of their communities.

The University College of the Fraser Valley (UCFV) is a fully accredited, public post-secondary institution and operates campuses in Chilliwack and Abbotsford with regional centres in Hope, Agassiz, and Mission. It offers 12 bachelor's degrees, one applied master's degree and many one-year certificate programs and two-year diploma programs in applied and academic areas including Trades. UCFV also offers continuing studies and academic upgrading to adults of all ages. Youth who have been out of the K-12 system for a minimum of 2 years are eligible to attend UCFV. UCFV also provides an Adult Learning Centre at the Central Gateway for Families Project located at Central elementary school. UCFV trains and supports volunteer literacy tutors to work either one-on-one with adults in need of literacy supports or in the on- and off-campus Adult Learning Centres.

Assets & Opportunities

Assets and opportunities that support learning and development during young adulthood are listed on the Assets & Opportunities Chart (page 16).

Challenges & Gaps

Challenges and gaps that inhibit learning and development from occurring during the young adult years include but are not limited to the following:
- addictions
- affordable, safe housing
- cultural and language barriers
- detox centers
- free childcare for parents attending family programming and school classes
- follow-up support for parents attending family programming
- gang or sub-culture association
- lack of:
    - awareness about conflict resolution availability
    - parenting support
    - programming for at-risk young adults
    - reading clubs
    - time
    - social programming/activities
    - support groups
- life skills coaching, mentoring tutoring, budget awareness
- more community support for young families
- need to reach more fathers with family programming
- support groups for families who attended family programming
- transportation
- unemployment/underemployment
- ways to link new Canadians to services and other new Canadians
- ways to integrate new Canadians into our society
- work training component for single parents taking CCS courses

Goals:
- To reach out to isolated, marginalized individuals and families who are not currently accessing literacy services and programs.
- To develop a strategy in conjunction with business and employment stakeholders to integrate or create literacy and essential skills training into the workplace.

Adults

Many of the programs outlined in the previous section also apply to this age group.

Public Health Nursing offers services for young families along with STD clinics and other health services to the community. They also offer help with breast-feeding clinics and areas involving newborns and their caregivers.

Chilliwack Community Services provides programs focused on children and their caregivers. They also provide English Language Services for Adults (ELSA), Immigrant Services and Settlement Services for immigrants.

School District No. 33: The Education Centre provides self-paced school curriculum to 15-40 year olds from 8:30 a.m. to 10:00 p.m. and provides Adult Upgrading – individual secondary school courses for adults who wish to complete, upgrade or enhance their education. Some community schools offer continuing education courses: (sewing, stained glass, karate), drop-in gym times, adult basic education, basic computer skills for members of their communities. The Fraser Valley Regional Library also offers adult programming to interested adults and seniors.

The University College of the Fraser Valley (UCFV) is a fully accredited, public post-secondary institution offering one master's degree, 12 bachelor's degrees, and many certificate and diploma programs including trades. UCFV also offers continuing studies and academic upgrading to adults of all ages UCFV provides an Adult Learning Centre at the Central Gateway for Families Project located at Central elementary school. UCFV trains and supports volunteer literacy tutors to work either one-on-one with adults in need of literacy supports or in on-campus and off-campus Adult Learning Centres.
.
There are three organizations that offer computer training at various locations within the community. Employment services for the unemployed and under-employed are provided by various agencies. The services offered range from resume building to testing to employment skills training.

Support, therapy, anger management, assertiveness training and advocacy for women, supervised access visits, parenting workshops are all offered through the Ann Davis Transition Society. They also offer support and information to youth questioning sexuality. Victims Services and Hospice offer support at times of crisis or death for people of all ages.

Assets & Opportunities

Assets and opportunities that support learning and development during adulthood are listed on the Assets & Opportunities Chart (page 16).

Challenges & Gaps

Challenges and gaps that inhibit learning and development from occurring during the adult years include but are not limited to the following:
- Addictions
- Aging parents
- Cultural and language barriers
- Finances
- Health concerns
- Housing, safe, affordable
- Lack of time
- Problems their family members may be experiencing, such as:
  Addictions; Gang or sub-culture association; Health; School related problems
- Transportation
- Unemployment/underemployment

Seniors

Many of the programs outlined in the previous section also apply to this age group.

UCFV's Elder College delivers programs, talks, information on various topics in classroom settings for adults 50 years and older. Some community schools offer a Primetimers' Seniors' Social Drop-In Program on Fridays along with various other continuing education programming. Computer training is offered in various locations throughout the city, at the FVRL and at some of the community schools.

Chilliwack Community Services offers information and referral to seniors' programming and help with income tax preparation in the spring. They also host a volunteer network connecting volunteers with organizations that need the services of volunteers.

The Time Out program reaches out to seniors at-risk of being isolated, including caregivers, seniors that have just moved into the community, the recently widowed, etc. and involves them in the community.

The Chilliwack & District Senior Resources Society helps seniors and their families connect with government services and programs along with providing recreational opportunities and help in other areas.

Ann Davis Society offers counseling for women experiencing abuse. Victims Services and Hospice also offer support at times of crisis or death for all ages. Home Health Care and Mental Health both offer help for seniors experiencing elder abuse.

Assets & Opportunities

Assets and opportunities that support learning and development during the senior years are listed on the Assets & Opportunities Chart (page 16).

Challenges & Gaps

Challenges and gaps that inhibit learning and development from occurring during the senior years include but are not limited to the following:

- Addictions
- Cultural and language barriers
- Finances
- Health concerns
- Housing, safe, affordable
- Isolation
- Lack of time
- Problems their family members may be experiencing, such as: Addictions, Financial, Health, Unemployment
- Transportation

Assets & Opportunities Chart

Assets and opportunities in each age range include but are not limited to the following:

Name of Resource	Age group
Ann Davis Transition Society:	0 - senior
Asset Mapping Project	0 -
Big Brothers Big Sisters	6 - 13
Career Tracks	12 - 18
Chilliwack Community Services – many programs including:	0 - senior
-Families in Motion	3 - senior
-Central Gateway for Families	0 - senior
Chilliwack Employment Resource Centre	12 - 18
Chilliwack Employment Services	12 - 18
Chilliwack and District Senior Resources Society	senior
Chilliwack Health Unit – Public Health Nursing - Fraser Health	prenatal - senior
Chilliwack Hospice Society	5 - senior
Chilliwack Resource Centre	young adults
Chilliwack Restorative Action & Youth Advocacy Association	5 - senior
Church-sponsored youth group	12 - 18
Community Schools	0 - senior
Computer access and training	12 - senior
Counseling	12 - senior
Drop-in homework club	5 - 19
Distance Delivered education	5 - 19
Food Safe Consulting	12 - 18
Fraser Health	0 - senior
Fraser Valley Community Information Society	senior
Fraser Valley Regional Library	0 - senior
Licensed daycares	0 - 5
Make Children First Initiative	0 - 5
Preschools	0 - 5
Read to Me Program	5 - 11
Sardis Children's Centre Society – after school care	5 - 11
Senior's Advocate	senior
School District #33	5 - 18
Schxwha;y Village First Nations Community – adult upgrading	young adults
Sto:lo Alternate School – no information available at this time	5 - 18
Sto:lo Nation: Headstart program	2 - 5
Sto:lo Nation – student support	young adults
Therapeutic language tutor	5 - 18
United Way Success by 6 Initiative	0 - 5
University College of the Fraser Valley	young adults - seniors
Victims Services	7 - senior
Volunteer Chilliwack	adult - senior

DISCUSSION ON OUR COMMUNITY LITERACY INVENTORY AND THE GAPS

In most circumstances addictions, family violence, abuse, gang affiliation, cultural barriers and language barriers can create barriers to lifelong learning and participation in mainstream society. All these also impact sustainable community economic development.

Early Years

We found adequate programs and learning opportunities available for both new parents and their children. The Early Years offer opportunities for both learning and social inclusion. Our concerns centered around: increasing program participation levels for 'at risk' parents/children and the need to sustain current programming. Gaps included transportation concerns (including transportation to and from daycare); more knowledge, support and options for daycare; the need for: family programming during unconventional hours; childcare while parents attend family programming; more ways to reach/teach parents to be positive 'learner' role models to their children; increasing parental awareness of community service information, community family support and their role in teaching reading-readiness skills and book interaction; encouraging full family participation and minority group participation in current programming; early detection of children with learning difficulties along with a clearly defined avenue of supports for these children and their families.

Kindergarten to grade 7

There were few after school programs for children In the Kindergarten to grade 7 age group. There was a need for: affordable, quality out-of-school care; before and after school programming; homework clubs; help for those struggling with school curriculum; mentoring; a transportation network that allows for after school programming; smaller class sizes. We found limited: special-needs spaces and learning-assistance help; transitional supports. There is also a great need in finding ways to embrace parents who are not literate or who have had problems with the school system so they can establish open communication with the schools and learn how best to support their children's learning development.

Youth (grades 8 – 12)

Even though some community schools offered after-school programming, a lack of programming/supervision before and after school was reported. Crisis intervention programs were limited by budget constraints with time allocated to only the most pressing cases. There was a need for: home-work clubs; publicly funded support for border-line learners; life-skills mentors and tutors; transportation to support after-school programming; unconventional school hours (noon-6:00 p.m.); transportation help (bus passes) for students attending alternative schooling programs; opportunities to participate in service-oriented community activities; more stress being placed on the importance of life-long learning and setting of achievement goals at all grade levels; more public health related education at school that includes birth-control and childcare.

Young adults

Unemployment, underemployment and lack of affordable and safe housing all create barriers to social inclusion for this age group. There is a need for: life-skills coaching, mentoring, tutoring and budget awareness. Young parents need more community support for their children; there needs to be a work-training component for single parents taking CCS courses; there is a need to reach more fathers with family programming; free childcare while parents attend parenting classes; follow-up support; support groups, better (or public supported) transportation services.

Youth At-risk

Needs specific to young adults in the at-risk group (those disconnected from society) were: coordinated programming tailored and integrated to reach these groups; and a detox centre.

Minority groups

Needs for minority groups include a way to: reach out and inform them about the conflict resolution availability for parents and teens; link them with other new Canadians and services and to develop ways to integrate them into the larger community.

First Nations

Needs for First Nations include a way to: reach out and inform them about the conflict resolution availability for parents and teens; on-reserve parenting support, on-reserve reading clubs; bussing to all reserves.

Adults and Seniors

The majority of adults and seniors live busy, productive lives. There were many opportunities for people with cars to become involved in this community and a large support system for seniors that included areas from physical activities to classes, to social inclusion networks. The gaps that create social exclusion and stymie learning were centered around: health concerns; lack of adequate housing; problems other family members were experiencing; transportation; unemployment; underemployment; financial problems; isolation; lack of adequate literacy skills.

THE PLAN – OVERVIEW

The steering committee identified five strategies in their action plan with success statements for each area of focus. These include:

1) To have appropriate services and programs in place that reach out to isolated, marginalized individuals and families who are not currently accessing literacy services and programs.

2) To collaborate with local Early Years Committee to develop a long-term sustainability plan for the neighborhood-based system of high quality family development programs for children in the Early Years and their families. To promote local support to increase program sustainability.

3) To locate and support isolated parents with young children at risk of not being reading-ready for Kindergarten and isolated and unregistered child care providers to gain awareness, skills and tools to foster pre-literacy and emerging literacy development in young children in their care.

4) To facilitate the development of a strategic community plan for At-risk youth (ages 7-18).

5) To develop a strategy with business and employment stakeholders that integrates or creates literacy & essential skills training into the workplace.

Success statements for each strategy are included in the logic model as Outcomes. Please see individual Strategies for Outcome statements.

Chilliwack Learning Community Initiative – Literacy Now Action Plan

Logic Model Strategy # 1 - To have appropriate services and programs in place that reach out to isolated, marginalized individuals and families who are not currently accessing literacy services and programs.

Inputs	Activities	Outputs (direct product)	Outcomes
- Resources - Funding from Literacy Now - CLCI members - Staff - Equipment & Supplies - Constraints - Time	CI to host a ½ day Forum with agencies and organizations involved in outreach. Eg: Homeless Outreach (Salvation Army); Community Corrections; Ann Davis Society; Chilliwack Works; Youth Services; Food Bank; Health Unit; Library; Chilliwack Community Services; Mental Health; Services Canada; Social Issues Committee; Chilliwack Social Research & Planning Council & those organizations that have programs or could have programs, esp. Chilliwack Employment Services	Formation of Task Group that identifies action steps needed to coordinate outreach efforts. - to work with coordinator	To have service provides working with literacy coordinator and creating programming that weaves literacy into the service they provide and directing their clientele toward available programming so that their clientele seek out this programming.

INDICATORS

Short term outcomes	Intermediate outcomes	Long-term outcomes
- action items are realized - service providers report that they gained understanding of importance of their role in informing/directing their clients to seek programming and/or including literacy programming into their services	- service providers have included literacy programming into their services - service providers report informing/directing their clients toward available programming.	- Individuals served report: - accessing literacy services and programs - their children having positive experiences when they enter the school system - making new friends - voting in last election - feeling positive about themselves and their lives - using library services - improved employment income - enrolling in adult upgrading programs

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Chilliwack Learning Community Initiative – Literacy Now Action Plan

Logic Model Strategy # 2   To collaborate with local Early Years Committee to develop a long-term sustainability plan for the neighborhood-based system of high quality family development programs for children in the Early Years and their families. Promote local support to increase program sustainability.

Inputs	Activities	Outputs (direct product)	Outcomes
Resources - funding from - Literacy Now - CLCI members - staff - equipment & - supplies - Constraints - time - money to hire a - research - assistant	a) Identify key program stakeholders, clarify and confirm their commitment to existing framework and programs.	Document(s) outlining the model/framework for family development programming for early years population with commitments from key stakeholders.	Clarity and consensus on the framework and programs desired.
	b. In collaboration with Early Years Community Champion and Success By 6, raise awareness in the community and among community groups to encourage financial and in-kind support to help sustain programs.	Meetings, presentations, promotional materials	Increased awareness among potential local funders of the value of early years programming and need to support them financially on a long-term continuing basis. New commitments of material support.
	c. Study the most current literature and other exemplary models (e.g. Britannia – Vancouver) for knowledge to help refine program delivery for efficiencies and effectiveness.	Executive summaries of findings for CLCI, with suggestions / recommendations for refinements to programs or system of programs. Presentation(s) of findings to program operators and key program stakeholders.	Programs' and / or system of programs' efficiencies and effectiveness are strengthened.

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Strategy #2 continued - To collaborate with local Early Years Committee to develop a long-term sustainability plan for the neighborhood-based system of high quality family development programs for children in the Early Years and their families. Promote local support to increase program sustainability.

INDICATORS

Short-term outcomes	Intermediate outcomes	Long-term outcomes
a. Key program stakeholders report satisfaction on shared vision of framework and on-going collaboration.	Key stakeholders maintain their role and contribution to agreed-upon programming	Reduced proportion of vulnerable children as measured by the EDI (Early Development Instrument)
b. Community groups / individuals report increased awareness of the impact Early Years programming has on the community. Community groups implement fundraising activities to support programming.	Community funders continue to support the established programming. Programs report increased material support from community groups and individuals.	Program stability leading to well-attended, utilized programs by target population.
c. Providers report ways in which programs have been refined to strengthen efficiency or effectiveness.	There is an exchange of knowledge about effective programming between groups and communities.	Programs are well attended due to their relevancy and easily visible benefits. Participants / past participants become involved with program ideas, development, delivery and evaluation.

(See appendix to reference Chilliwack Early and Transition Years Strategic Plan).

Chilliwack Learning Community Initiative – Literacy Now Action Plan

Logic Model Strategy # 3 – To locate and support isolated parents with young children at risk of not being reading-ready for Kindergarten and isolated and unregistered child care providers to gain awareness, skills and tools to foster pre-literacy and emerging literacy development in young children in their care.

Inputs	Activities	Outputs (direct product)	Outcomes
- Resources - funding from Literacy Now - CLCI members - staff - equipment & supplies - Sto:lo's Head Start - program - Prenatal to Nine Committee's Strategic Plan	a. Collaborate with the local Health Unit and / or other home visiting professionals to introduce **literacy outreach worker**/volunteer's (OWL) through home visiting program to families whose young children are at risk of not being school ready by age 6	Literacy outreach services to vulnerable families plan, (addressing who will recruit and train, where training will be done, curriculum to be used, supervision of workers, etc.)	Increased parental awareness of the role they can fulfill in their children's school readiness. Increased parental participation in community reading readiness learning opportunities.
- Constraints - time - the availability of home - visiting staff, given - workload demands - supervision of OWLs - availability of curriculum for training OWLs	b. Orientation of home visiting personnel to literacy outreach initiative and how to introduce OWLs.	Local home visiting personnel oriented and ready to work with OWLs.	Home visiting personnel are working with OWLs, introducing them to families who can benefit.
	c. Recruit and train OWLs.	Cadre of trained OWLs ready to work with families.	Increased school readiness of children from families who struggle with literacy issues.
	d. Collaborate with community organizations (especially Childcare Task Group of Early Years Committee) to seek out isolated and unregistered childcare providers to support them in weaving literacy into their early childhood education activities.	Meetings between previously isolated and unregistered childcare providers and OWLs Packages / resources compiled to support providers.	Increased literacy activities of previously isolated and unregistered childcare providers' programs. Increased connections to community supports for previously isolated, unregistered providers.

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Strategy #3 continued - To locate and support isolated parents with young children at risk of not being reading-ready for Kindergarten and isolated and unregistered child care providers to gain awareness, skills and tools to foster pre-literacy and emerging literacy development in young children in their care.

INDICATORS

Short-term outcomes	Intermediate outcomes	Long-term outcomes
a. Parents are establishing positive connections and meeting with OWLs	Parents beginning to use the tools/information provided to support their children's pre-literacy or emerging literacy learning Parents beginning to bring their children to the library, family resource centers or other places to support their children's early learning and literacy	Children enter kindergarten school-ready.
b. Home visiting professionals understand the importance of introducing the topic of literacy to parents at this very early age.	- PHN and OWLs report they work well as a team and have been able to establish a trust/relationship with their clients.	Home visiting professionals incorporating literacy supports and activities into their routines with families
c. Recruiting and training logistics of OWLs program established and operating smoothly.	OWLs are trained, working in teams with PHNs and establishing relationships with target families in the community.	A sustainable system of recruitment and training of OWLs and of collaborative relationships with home visiting programs is in place in the community.
d. Previously isolated, unregistered childcare providers report and OWLs report positive, constructive relationships being established.	Providers using information / tools provided in their activities with their children to boost reading readiness skills. Providers introducing the parents they serve to literacy learning opportunities	Children from unregistered childcare enter kindergarten school-ready.

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Chilliwack Learning Community Initiative – Literacy Now Action Plan

Logic Model Strategy #4 – To facilitate the development of a strategic community plan for At-risk youth (ages 7-18).

Inputs	Activities	Outputs (direct product)	Outcomes
Resources - funding from Literacy Now - CLCI members - staff - equipment & supplies - literacy coordinator	Facilitate the development of a strategic plan for at-risk youth that establishes a network of communication among agencies and organizations that combines services and shares resources. To work with agencies and organizations that work with at-risk youth (RCMP, MCFD, CCS, SD #33, CYC) and develop a process for information sharing.	Formation of a strategic plan to strengthen safety net for youth.	To have in place a coordinated system of services for At-risk youth.

INDICATORS

Short Term Outcomes	Intermediate Outcomes	Long-Term Outcomes
A literacy coordinator is hired and establishes the key components to creating a strategic plan along with a good working relationship with key youth service providers.	Key youth service providers work together with Literacy coordinator to establish a long-term sustainable strategic plan. The plan is approved and adopted by all key service providers. The plan is set in motion.	Graduation rates increase. Graduates who were once 'at-risk' report positively on the help they received through the At-risk programs. Educators and parents report positively about relevancy, accessibility and continuity of At-risk programming.

Chilliwack Learning Community Initiative – Literacy Now Action Plan

Logic Model Strategy # 5 – To develop a strategy with business and employment stakeholders to integrate or create literacy & essential skills training into the workplace.

Inputs	Activities	Outputs (direct product)	Outcomes
Resources: -funding from Literacy Now -CLCI members -Chamber of Commerce -Services Canada -Employers Association -Unions -Education community -staff -equipment & supplies Constraints -time -prior mindset -program costs -seasonal pressures -seasonal employment -motivation -no government incentives to offset higher costs to employer ('unproductive' time -> burden costs).	a. Seek out government incentives offered to business for employee literacy and skills upgrading.	Inventory of employer incentive programs available	Increase literacy and essential skill levels of employees
	b. Launch 'Literacy in the Workplace' awareness campaign to foster collaboration between employer and employee associations, including hosting a seminar(s) to raise employer & employee awareness about the benefits of initiatives to strengthen literacy and workplace essential skills.	Promotional package and strategy Presentations to key groups & stakeholders.	Key stakeholders aware and committed
	c. Hold strategic planning sessions to create workplace literacy & learning plans.	A plan	Buy in from key stakeholders for training initiatives
	d. Design workplace programs in collaboration with employers and employees	Workplace literacy and essential skills program(s) developed and a workplace pilot(s) established.	Employees attending programs and gaining skills.
	e. Work with local media to run a series of workplace-literacy articles and human-interest stories from both employers & employees perspectives.	Awareness campaign created and delivered Human interest stories presented in local media Radio spots secured	Increased public awareness of workplace literacy issues and increased support for learning opportunities to be made available.

Strategy #5 continued - To develop a strategy with business and employment stakeholders to integrate or create literacy & essential skills training into the workplace.

INDICATORS

Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes
a. CLCI aware of incentive programs available.	Employers aware of incentive programs available.	Greater use of incentive programs.
b. Employers report stronger investment in supporting employee literacy Employees are motivated to seek out and participate in ongoing literacy training and skill development.	Increased involvement of employers in workplace initiatives to support and encourage employee literacy and skill development.	Increased literacy and skill development in the workplace.
c. Employers generating new ideas about how they can foster workplace literacy and skill development	Employers initiating awareness-raising and learning opportunities among their employees.	Employers satisfied with the level of literacy and skills demonstrated by employees to fulfill their duties.
d. Several models of workplace initiatives are underway in Chilliwack.	Literacy and skill development programs and pilot site(s) in place and functioning well.	Employers report: - increased employee accuracy - decreased employee turnover - increase in profits due to fewer employee errors Employees report: - increased confidence levels - increased wages
e. Positive responses from public on media stories.	Media reports successes from both employee and employer perspectives	New employers adopt the literacy and learning initiatives

Budget for the Chilliwack Learning Community Initiative – Year 1

ITEMS			Total Cost	Revenue and in-kind contributions	Amount from Literacy Now
Salaries & Project Support	Community Literacy Coordinator (20 hrs/wk*48wks*$20/hr)		19,200		19,200
	Evaluation support (development & monitoring)		1,500		1,500
	Facilitation (e.g. of public forums)		2,500		2,500
	UCFV		1,500	1,500	-
	School District		1,500	1,500	-
	Chilliwack Community Services		1,500	1,500	-
	Public Health		1,000	1,000	-
	City of Chilliwack		1,000	1,000	-
	Social Research and Planning Council		1,000	1,000	
	Regional Library – Chilliwack branch		1,000	1,000	
	Community Volunteers (100 volunteers @ 3hrs/wk*48wks)		100,000	100,000	-
	Ad-hoc task groups (e.g. workplace, early childhood, youth, adult)		10,000	10,000	
	Task Steering Committee		10,000	10,000	-
	Total Salaries & Personnel support		**151,700**	**128,500**	**23,200**
Facilities & Equipment	Telephone, fax, email		1,400	1,400	-
	Office space		6,800	6,800	-
	Facilities space		6,800	6,800	-
	Total Facilities & Equipment		**15,000**	**15,000**	**-**
Materials	Equipment Use		500	500	-
	Materials and Office Supplies Photocopying and printing		2,950	2,000	950
	Total Materials		**3,450**	**2,500**	**950**
Travel	Mileage		750		750
	Total Travel		**750**		**750**
Publicity	Publicity (Development & Distribution) incl. website, brochure & recruitment		4,150	3,650	500
	Total Publicity		**4,150**	**3,650**	**500**
"Other"	CLC Professional Development		950	-	950
	Refreshments (e.g. public forums)		2,000	1,000	1,000
	Volunteer training, orientation & recognition		8,000	6,000	2,000
	Advertising – school /ucfv/ local papers		1,850	1,500	350
	Total "Other"		**12,800**	**8,500**	**4,300**
	Sub-total All		**187,850**	**158,150**	**29,700**
	*Adm fees FVELA @ 1%		**300**		**300**
	Total All		**188,150**	**158,150**	**30,000**

APPENDIX A

LITERACY ASSETS INVENTORY

<div align="center">**CHILLIWACK LEARNING COMMUNITY INITIATIVE**</div>

Final Report of Survey Results by Category
Based on information received between October 11, 2005 and January 10, 2006

Prepared by Naida Motut

LITERACY ASSETS INVENTORY

<div align="center">January 10 2006</div>

Name of organization	Name of Program	Brief description of program & who it serves	Wait list?	Needs
Ann Davis Transition Society	(1) Childcare Co-op NO LONGER IN THE HANDS OF THE A.D.T.S.	Serves single Moms who are in conflict; they learn about parenting and exchange childcare. 2		N/a
Ann Davis Transition Society	(2) Children Who Witness Abuse 4-18 -	Serves children who have witnessed abuse, usually between their mom and dad.	2-3 months	
Chilliwack Community Services	(3) Childcare Resource & Referral 0-6	Referral service for licensed day cares. Drop-in center to support childcare providers in community.		To educate parents on the importance of quality daycare.

Chilliwack Community Services	(4) Parenting Groups: Families First Virtues parenting STEP Nobody's Perfect 0-12	Support for parents of young children from birth to 12 years.	Up to 3-4 months	More parenting groups in more locations and at different times of the year.
Make Children First Initiative	(4a) 0-6	Serves all families & service providers in early learning programming.		
Sardis Doorway	(4b) Licensed daycare 0-6	Serving single moms and their preschool children.	Yes	
SD#33 - Promontory Heights Elementary Community School V2R 5W8	(4c) Kids Korner 0-5	Parents & Tot Drop-In, Tiny Chefs, Indoor Soccer Club		
Chilliwack Community Services	(5) TLC 0-6	Daycare for children of young parents while they complete high school.		Ways to reach out to single moms disassociated from high school. To develop a system to better serve young parent families.
Chilliwack Community Services	(6) Families in Motion 3-4 Family Literacy Program – Gateway 0-6 Mother Goose 0-6	Serves families with literacy challenges, barriers and with children in appropriate age groups.	Yes	

Chilliwack Community Services	(7) Better Beginnings prenatal ---	Canada prenatal nutrition program. Serves women of any age who face additional challenges to healthy birth.		To find better ways to outreach to at-risk pregnant population. Need programming tailored and integrated to reach at-risk preteens/multibarriered.
Chilliwack Community Services	(8) Family Places 6 programs in 6 locations prenatal - 6	Serves parents and caregivers with children from birth to age 6. Family resource center providing programs for adults and their children. Also provides opportunities for networking with other families in their neighbourhoods.		Ways to encourage dads to attend existing child-family centered programs.
Salvation Army Church	(9) Happy Hearts Daycare 2 ½ - 6	Daycare for ages 30 months to start of grade 1.		Transportation for children from Kindergarten to daycare.
Fraser Valley Regional Library	(10) Storytime & seasonal special programming 0-11	Storytime, booktalks, author visits, outreach to Families in Motion & Gateway. Families with children from infancy to grade 5, preschools, school children.		Ways to reach out to minority groups so they will feel comfortable using the public library.
Sardis Children's Center Society	(11) Preschool and after school care 2 ½ - 12	Deliver preschool to after school care programming.	Up to one year	

Fraser Valley Regional Library	(11a) Hobby Hill Parent Education 4-5	Information sessions for parents of 4 & 5 year old children attending Hobby Hill Preschool.		Creating opportunities for parents of preschoolers to feel comfortable accessing library resources.
Fraser Valley Regional Library	(12) Summer reading program 2 ½-11	Support Pet Parade and summer reading club for preschoolers and school age children.		Transportation for families in outlying areas and reserves.
Kiwanis, FVRL, SD #33, UCFV	(13) Read to Me Program 6-8	Training program for volunteers who will go out to schools and read to children.		
SD#33 – Promontory Heights Elementary Community School V2R 5W8	(13a) Kid Klub 5-12	Craft Collection, St6age Stars, paint Like the Masters, Piano Lessons, Indoor Soccer Club, Floor Hockey Club, Spanish		
SD#33 – Promontory Heights Elementary Community School V2R 5W8	(13b) Youth Zone 13- ---	Youth Night (Fridays), Youth Crew, Babysitter's Course		
SD#33 – Fraser Valley Distance Education School V2P 6H3	(13c) Full-time elementary distance education 5-12	A complete elementary program for those students not enrolled in regular school.		
SD#33 – Chilliwack Central Elementary Community School V2P 4S7	(13d) Community School Society	Variety of programs – information pending		

School District #33 Chance Alternate V2P 6H3	(13e)	Information pending		
Discovery Tutoring	(14) Therapeutic language tutor 6-22	Tutoring children who have been referred from a school. Also private tutoring.	At times	Public awareness about autism, mild autism, Asberger's syndrome & funding/tutoring for children with these learning problems. Need early, easily available diagnoses for children with learning problems/disabilities
Home-schooling – Chilliwack Christian Home-School Support Group	(15) Distance delivered education 5-18	This is a varied group of parents who, for varying reasons, chose to educate their children at home, at times due to undiagnosed learning difficulties		Same as above.
Chilliwack School District #33	(16) 5-18	Serves approximately 12,000 students in Kindergarten to grade 12, also provide 3 alternate programs.		
Ann Davis Transition Society	(17) Youth Mentor & Adolescents' Counselor 10-21	Serves adolescents 10-21 years old whose parents are experiencing conflict. Counsel abused children with very serious behaviour issues due to abuse. For high-risk kids. Tutoring, counseling, life skills.	At times	Mentors, life-skills coaching, tutors for abused youth with behaviour problems.

Chilliwack Community Services – Youth Services	(17a) LYFE Leaving Youth Forever Enriched 16-18	Special program financed by Chilliwack businesses; 12 at risk youth were selected and taught life-skills, work experience, 5 are going to Sri Lanka to help with relief efforts.		Long list due to this program being quickly set up and not being well defined.
Chilliwack Community Services – Youth Services	(17b) Community Development Initiative 12-16	Drop-in recreation program for youth (12-16) who would not normally access regular recreational programs. Activities are planned for after-school and some weekends.		Transportation! Need staff, volunteer drivers, van, bus.
Chilliwack Community Services – Youth Services	(17c) School Based Worker 12-18	One youth worker works in three schools with youth (12-18) at risk of dropping out. Mandate is to keep kids in school.	Yes – based on priority list from school's per-spective	Room for more school-based workers – one per school. Not all students in need are being served.
Chilliwack Community Services – Youth Services	(17d) Suicide Prevention 12-18	Short-term counseling for referred youth experiencing suicidal thoughts. Also train students/community members in suicide risk assessment, how to get help.		To provide youth-centered forum and more community involvement.
Chilliwack Community Services – Youth Services	(17e) Youth & Family Counseling 12-18	Psycho-therapeutic counseling for 12-18 year old 'identified' youth (in MCFD care).	Yes – prioritized list	High need, require another therapist.
Chilliwack Community Services – Youth Services	(17f) Reconnect 12-18	Outreach to youth (12-18) disconnected from society/family. Also provide hot lunch, clothing exchange, etc.		Expand availability of hours. Short-term housing availability.

Chilliwack Community Services – Youth Services	(17g) Youth Development 15-18	Working with youth (15-18) individually and in groups according to their needs, basic life-skills, housing, boundaries, anger management, psycho-educational development.	For some groups	Psycho-educational boys group. Accessible housing for youth.
Fraser Valley Regional Library	(18) Information sessions 12- senior	Presenting programs of interest to the community, especially focused on adults and seniors.	For some sessions	
First Avenue Church of God	(19) The Rock – youth group 12-18	Youth group for teens from grades 7-12.		Opportunities for youth to participate in service-oriented activities.
Chilliwack Health Unit	(20) Public Health Nursing: Parenting courses Breast feeding challenge Buddy up breast feeding Baby Time Drop in Health Fair, STD clinics Child health clinics, Young prenatal care, Adult prenatal care, Young postpartum group. Prenatal - adult	Variety of programs related to public health.	Yes for some	Transportation to services. Ways to reach out to minority groups to enable and motivate participation in existing services, programs. More health awareness teaching in schools by trained professionals. Detox centre with no wait-list. Ways to reach street people, low-income families. Safe housing.
Ann Davis Transition Society	(21) Family Voices 4-18	Serves families with issues of abuse.	2-3 months	

Ann Davis Transition Society	(22) Men's Support Circle & Men's Counseling 19 & older	Serves men who have issues of abuse and want better relationships.		
Ann Davis Transition Society	(23) Parent Outreach, in-home 0-18	Serves parents (mainly sole support women) plus others. Out-reach program to help with conflict resolution, skill development, parenting.	3 months	Tutors for education upgrading for marginalized women. Tutors to teach budgeting skills.
Ann Davis Transition Society	(24) Drop-in group for women 19 & older	Serves women with issues of abuse – whatever they are.		Same as above.
Ann Davis Transition Society	(25) Caught in the Middle 4 -18	Serves parents & children experiencing separation/divorce.	2 months	
Ann Davis Transition Society	(26) Women's Advocate 19 & older	Emergency service provided for women with issues of abuse. Provide help with legal matters.	Up to one week	To train in life-skills.
Ann Davis Transition Society	(27) Ann Davis Transition House 17 & older	Serves women and their children leaving abusive relationships.		Parenting support and co-op childcare for marginalized women.
Ann Davis Transition Society	(28) Women's therapy 19 & older	Providing therapy in Chilliwack, Agassiz & Hope to women who have been abused.	3 months	
Ann Davis Transition Society	(29) Parenting workshops: Blended Families STEP Challenging Parenting 0-18	Provide parenting workshops to parents with children.		Childcare while parents are taking courses.

Chilliwack Community Services	(30) Parents Together 12-18	Serves parents with teenage children. Self-help group with facilitator/resource person providing ongoing support for parents with teenage children. Program runs 52 week per year.		Public awareness about conflict resolution groups for parents with teens. To expand conflict resolution groups to reach/include minority groups.
Chilliwack Community Services	(31) Nurturing fathers group 0-18	Serves fathers any age referred from MCFD, community and self referred.		To expand father-oriented family programs to times when fathers are available to attend.
Chilliwack Community Services – Family Services	(32) Sexual Assault Intervention Program 5-18	Serves youth aged 5-18 who have disclosed being sexually abused.	2 months	Public awareness about how to report sexual assault.
Chilliwack Community Services – Family Services	(33) Families First 0-18	Parenting course, group & individual with one-to-one support. Serves parents with children 0-6 & 7 and up Referrals from MCFD, C&FD, other agencies and self- referrals.	Up to 3 months	Transportation for families to city core to enable participation in services, programs. Single parents need work-training support.
Chilliwack Community Services – Family Services	(34) Family support Worker Program 0-18	Serves families with children – only referrals from MCFD.	30 days	At-risk families need more follow-up support after they complete parenting classes.
Chilliwack Community Services – Family Services	(35) Adult Family Therapy Program 0-18	Serves families with children – referrals from MCFD, also community and self referrals.		
Chilliwack Community Services – Family Services	(36) Outreach Family Development 0-18	Serves families with children – only referrals from MCFD.	3 months	Same as (34) above.

Chilliwack Community Services – Family Services	(37) Rapid Response 0-18	Serves families with children – only referrals from MCFD.	15 days	Same as (34) above.
Chilliwack Restorative Action & Youth Advocacy	(38) 7-senior	Serves clients in conflict from ages 7-77. Referrals from RCMP, schools & community.	7-10 days from referral	More public awareness about parent-youth mediations.
School District #33 Fraser Valley Distance Education School V2P 6H3	(39) Secondary School Distance Education 12-18	Full-time secondary and out-of-school secondary distance education.		

ADULTS

Chilliwack Community Services	(40) ELSA - English Language Services for Adults 17 & older	English language services for adults.		Ways to link immigrants to one another
Chilliwack Community Services	(41) Immigrant Services Settlement Services	Provide Interpretation, translation and referral services for landed immigrants, refugees, naturalized Canadian citizens.		Ways to link immigrants to services and to one another.
School District #33 V2P 2N9	(42) Education Centre 15-40	Provide self-paced school curriculum to 15-40 year olds from 8:30 a.m. to 10:00 p.m. in smaller classes.	Not at the moment	More special needs spaces for learners with behaviour problems due to autism, etc. Student bus-passes More teacher contact time, L Assistants. New way to teach border-line learners.
School District #33 Fraser Valley Distance Education School V2P 6H3	(42a) Adult Upgrading 19 & older	Individual secondary school courses for adults who wish to complete, upgrade or enhance their education.		

UCFV	(42b) Adult Literacy, one-on-one tutoring & Academic Upgrading	Provides the four levels of BC's ABE program: fundamental literacy; intermediate level (up to grade 10 & GED); advanced level (grade 11); provincial level (grade 12, Adult Dogwood). Volunteer literacy tutors are available to support those in need at the fundamental and intermediate level.		Funding and policy to allow Income Assistance recipients, E.I. exhaustees and adults with special needs (ASE) to attend full or part-time upgrading classes. Issues include: max. # weeks allowed too low; transportation & childcare costs.
Career Tracks	(43) 15-30	Employment services for youth 15-30 years old who are not working full time and to those not going to school full-time.		Support for homeless with no address to put on resumés Safe housing.
Chilliwack Employment Resource Centre	(44) 15-75	For Chilliwack residents not working or those working less than 20 hours per week – provide internet access, photocopying, long distance telephone calling, resumé services.		
Food Safe Consulting	(44a) Food Safe First Aid WHMIS training 15 & up	Provides training in these areas for work readiness. Serves youth through adult members of the area.		
Fraser Valley Regional Library	(45) CAP Community Access Project all	Computer training for the general public.	1-2 weeks	Public awareness about free computer training for adults.

Fraser Valley Community Information Society	(46) all	Non-profit society that provides low cost internet access, teaches word processing, computer skills, and internet skills, prepares websites for community groups and outreaches to set up internet access in homes.		Public awareness about free computer training for adults
Chillnet	(47) all	Network of 12 publicly assessable computer labs. Teaches basic computer and internet skills. 12 sites		Public awareness about free computer training for adults
RCMP	(48) Victims Services all	Counsel and outreach to victims of crime.		
Fraser Valley Regional Library	(49) Adult programming 12-senior	Provide speakers on topics that interest teens, adults and seniors.		More public awareness about library programs.
Chilliwack Counseling Centre	(50) all	Provide counseling services to people of all ages (for a fee).		
Chilliwack Hospice Society	(50a) all	Offer people companioning through the dying process of a loved one and after. Match volunteers with families.		
Ann Davis Transition Society	(63) Family Matters 792-8873 Emergency Drop-in all ages	Crisis management for all ages, including pregnancy, break-up with boyfriend, abuse issues, family emergency, children want to run away from home, parents feeling violent towards children, etc.		
Ann Davis Transition Society	(64) Supervised Access Visits all ages	For fee service.		

Ann Davis Transition Society	(65) Not Alone 12-18	For youth questioning their sexuality and for their parents who are willing to support them.		
Ann Davis Transition Society	(66) Assertiveness training 19 & older	Assertiveness training for women of all ages.		
Ann Davis Transition Society	(67) Seeing Red 19 & older	Women's anger management group.		
SD#33 – Promontory Heights Elementary Community School V2R 5W8	(68) Adult/Senior programming 19 & older	Primetimers' Seniors' Social Drop-In Program (Fridays), Scrapbooking, Drop-In Gym Activities, Computer Courses, Sewing Project, Stained Glass, California Rolls, Nobody's Perfect, Foodsafe, Intro to Investing		
Chilliwack Resource Centre	(69) Chilliwack Resource Centre	Information centre for low-income families and individuals. Information given on how to improve their lives (referrals to resources, advocate services, MCFD policies, housing, employment services, income tax preparation, meals in community	At tax time	Volunteers to staff Donations Greater awareness of service

Sto:lo Nation and other communities within the Sto:lo				
Sto:lo	(51) CED Community Economic Development	3 categories: Social development, Employment Development, Education.		
	(52) Emergency Daycare 0-6	Daycare provided for parents while they see case workers, apply for subsidies, attend adult basic education, etc.		
	(53) Student Support 18 & older	Provide funding to post-secondary students and for those attending college entrance preparation classes.		More continual counseling of young 1st Nations students on importance of getting good grades throughout schooling.
SD#33 V2R 4G5	(53a) Sto:lo Alternate School	Information pending		
Shxwha;y Village First Nations Community	(54) 19 & older	Community center located in Shxwha;y village for First Nations, 19 years and older to support their efforts to upgrade their level of education.		Transportation to city core to enable participation in services, programs. More school time be devoted to reading for pleasure and listening to stories.
	(54a) Homework club 10-18	Drop-in for students from the Village to receive help with their homework.		None. Working well.

SENIORS

Chilliwack & District Senior Resources Society	(55) Time Out Program	Program that reaches out to people at risk of being isolated, including caregivers, seniors that have just moved into the community, the recently widowed, etc. and involves them in the community (volunteering, shopping, etc.).		None – is working well.
Chilliwack & District Senior Resources Society	(56) referrals/services, assisted living, seniors housing	Referral and services based program for seniors, families of seniors, caregivers, to help seniors connect with government services and programs – also to provide information on repair services, income tax preparation, shopping and local recreational opportunities, etc.		Safe, affordable housing.
Elder College	**(57)** 50 & older	Deliver programs/talks/information on various topics in classroom settings for adults 50 years and older.	Yes, some	Seniors need to be able to access the information, call and register and then drive to the program's location.
SD#33 – Promontory Heights Elementary Community School	(68) Adult/Senior programming 19 & older	Primetimers' Seniors' Social Drop-In Program (Fridays), Scrapbooking, Drop-In Gym Activities, Computer Courses, Sewing Project, Stained Glass, California Rolls, Nobody's Perfect, Foodsafe, Intro to Investing.		
Seniors' Advocate	(70) Chilliwack Community Services	Provide information & referral regarding programming for seniors and help with income tax in the spring		
Home Health Care	(71) Chilliwack Health Unit – Fraser Health	Deal with Elder Abuse		

Mental Health	(72) Fraser Health all ages	Deal with Elder Abuse		
Volunteer Chilliwack	(73) Chilliwack Community Services all ages	Match volunteers with volunteer opportunities.		

ALL AGES – COGNITIVELY IMPAIRED

Chilliwack Society for Community Living	(58) Community respite for children, Teen Club, Independent living programs, Life skills, Summer Programs, Group Homes, Child & Youth Care Worker, After school and Saturday activities	Provide a variety of programs and support for the cognitively impaired and clinically mentally challenged population of Chilliwack - all ages, usually beginning in Kindergarten.		
Chilliwack Pathways, a division of Pacific Developmental Pathways Ltd.	(59) Task Program	Provide day programs for the physically and developmentally challenged. Focus is on job readiness or preparing clients to participate in society in a volunteer capacity.		
Chilliwack Community Services	(60) Chilliwack Works	Program to promote self-reliance to multi-barriered adults. Serves clients referred from Income Assistance and BC employment.	Maximum One week	
Fraser Valley Brain Injury Association	(61) Life Skills	One-on-one outreach program to teach life skills to people with brain injuries on a contract basis. Referrals come from FVBIA.		
Fraser Valley Brain Injury Association	(62) Chilliwack Drop-in Centre	Drop-in program for people with brain injuries. Serves youths and adults. Purpose is to help raise self-esteem, encourage job searches, volunteering.		

APPENDIX B

LITERACY ASSETS IN OUR COMMUNITY REPORT

LITERACY ASSETS IN OUR COMMUNITY REPORT

Prepared by Naida Motut

Prenatal & Perinatal	Birth to 5 years	Kindergarten to Grade 3	Grades 4-7	Grades 8-9	Grades 10-12	Young Adults	Adults	Seniors
Better Beginnings (7)	Children who witness abuse (2)	Children who witness abuse (2)	Children who witness abuse (2)	Children who witness abuse (2)	Children who witness abuse (2)	Therapeutic language tutor (14)		
Family Places (8) 6 locations		Parenting groups CCS (4)	Parenting Groups (4)	Children who witness abuse (2)	Children who witness abuse (2)	Information sessions FVRL (18)	Public Health Nursing (20)	Chilliwack Restorative Action (38)
Public Health Nursing (20)	Childcare Resource & Referral (3)	Story time & seasonal special programming (10)	Special programming (10)	Therapeutic language tutor (14)	Therapeutic language tutor (14)	Youth mentor adolescents' counselor (17)	Family voices (21)	ELSA (40)
	Parenting groups (4)	Sardis Children's Centre Society preschool & after school care (11)	Children who witness abuse (2)	Distance delivered education (15)	Distance delivered education (15)	Chilliwack Restorative Action & Youth Advocacy (38)	Men's support circle & men's counseling (22)	Immigrant Services Settlement Services (41)
	Make Children First initiative (4a)	Summer reading program (12)	Sardis Children's Centre Society after school care (11)	School District #33	School District #33	ELSA (40)	Parent Outreach, in-home (23)	Chilliwack Employment Resource Centre (44)
	Sardis Doorway licensed daycare (4b)	Read to me program (13)	Summer reading program (12)	Youth mentor Adolescents' Counselor (17)	Youth mentor Adolescents' counselor (17)	Immigrant Services Settlement Services (41)	Drop-in centre for women (24)	CAP (45)

	TLC (5)	Therapeutic language tutor (14)	Therapeutic language tutor (14)	Community Development Initiative (17b)	LYFE Leaving youth forever enriched (17a)	Education Centre (42)	Caught in the Middle (25)	FVCIS (46)
	Families in Motion (6) Gateway Mother Goose	Distance delivered education (15)	Distance delivered education (15)	School based worker (17c)	Community development initiative (17b)	Career Tracks (43)	Women's Advocate (26)	Chillnet (47)
	Family Places (8)	School District #33 (16)	School District #33 (16)	Suicide prevention (17d)	School based worker (17c)	Chilliwack Employment Resource Centre (44)	Ann Davis Transition House (27)	Victims Services (48)
	Better Beginnings (7)	Parenting workshops (29)	Youth mentor Adolescents ' Counselor (17)	Youth & family counseling (17e)	Suicide prevention (17d)	Food Safe Consulting (44a)	Women's therapy (28)	FVRL – Adult programming (49)
	Happy Hearts Daycare (9)	Sexual assault intervention program (32)	Parenting workshops (29)	Reconnect (17f)	Youth & family counseling (17e)	CAP (45)	Parenting workshops (29)	Chilliwack Counseling Centre (50)
	Parenting workshops (29)	Families First (33)	Nurturing fathers (31)	Information sessions (18)	Reconnect (17f)	FVCIS (46)	Parents Together (30)	Chilliwack Hospice Society (50a)
	Story time & Seasonal special programming (10)	Family support worker program (34)	Sexual assault intervention program (32)	The Rock youth group (19)	Youth Development (17g)	Chillnet (47)	Nurturing fathers group (31)	Time Out Program (55)
	Sardis Children's Centre Society Preschool & after school care (11)	Adult family therapy program (35)	Families First (33)	Public Health Nursing (20)	Information sessions (18) FVRL	Victims Services (48)	Families First (33)	C&D SRS (56)

	Hobby Hill Parent Education (11a)	Outreach family development (36)	Family support worker program (34)	Parenting workshops (29)	The Rock youth group (19)	FVRL adult programming (49)	Family support worker program (34)	Elder College (57)
	Public Health Nursing (20)	Rapid Response (37)	Adult family therapy program (35)	Parents together (30)	Public Health Nursing (20)	Chilliwack Counseling Centre (50)	Adult family therapy program (35)	Promontory programs (68)
	Summer reading program (12)	Chilliwack Restorative Action & Youth (38) Advocacy Association	Outreach family development (36)	Nurturing fathers (31)	Parenting workshops (29)	Chilliwack Hospice Society (50a)	Outreach family development (36)	Basic computer skills (11b) Cultus Lake programming
	Family voices (21)	Victims Services (48)	Rapid response (37)	Sexual (32) assault intervention program	Parents Together (30)	Men's Support Circle & Men's counseling (22)	Rapid Response (37)	
	Parent Outreach, in-home (23)	Family voices (21)	Chilliwack restorative action (38)	Families First (33)	Nurturing fathers (31)	Drop-in group for women (24)	Chilliwack Restorative Action (38)	
	Caught in the middle (25)	Parent Outreach, in-home (23)	Chilliwack Hospice Society (50a)	Family support worker program (34)	Sexual Assault prevention program (32)	Women's advocate (26)	ELSA (40)	
	Parenting workshops (29)	Caught in the middle (25)	Family voices (21)	Adult family therapy program (35)	Families First (33)	Ann Davis Transition House (27)	Immigrant Services Settlement Services (41)	
	Supervised access visits (64)	Parenting workshops (29)	Parent Outreach, in-home (23)	Outreach family development (36)	Family support worker program (34)	Women's therapy (28)	Education Centre (42)	
	Emergency day-care (52)	Supervised access visits (64)	Caught in the middle (25)	Rapid response (37)	Adult family therapy program (35)	Family Matters Emergency Drop-in (63)	Career Tracks (43)	

	Kids Korner (4c)	Kid Klub (13a)	Parenting workshops (29)	Chilliwack Restorative Action (38)	Outreach family development (36)	Supervised access visits (64)	Chilliwack Employment Resource Centre (44)	
	Kidzone Childcare Centre (11b)	FVDES – distance ed. (13c)	Supervised access visits (64)	Victims Services (48)	Rapid Response (37)	Not Alone (65)	Food Safe Consulting (44a)	
	Soccer Saturdays (11b)	Soccer Saturdays (11b)	Drop-in homework club (54a)	Adult programming FVRL (49)	Chilliwack Restorative Action (38)	Assertiveness training (66)	CAP (45)	
	Afterschool Art (11b)	Kinderdance (11b)	Kid Klub (13a)	Chilliwack Hospice Society (50a)	Education Centre (42)	Seeing Red (67)	FVCIS (46)	
		Cultus Lake Com. Dance School (11b)	FVDES – distance ed. (13c)	Family voices (21)	Career Tracks (43)	Student support (53)	Chillnet (47)	
		Cultus Lake Karate Club (11b)	Cultus Lank Com. Dance School (11b)	Parenting workshops (20)	Ann Davis Transition House (27)	Student support (54)	Ann Davis Transition House (27)	
		After school Art (11b)	Cultus Lake Karate Club (11b)	Parent Outreach, in-home (23)	Parent Outreach, in-home (23)	FVDES – distance ed. (42a)	Women's Advocate (26)	
		Piano Lessons (11b)	After school Art (11b)	Caught in the middle (25)	Caught in the middle (25)	Promontory programs (68)	Women's therapy (28)	
			Piano Lessons (11b)	Family Matters Emergency drop-in (63)	Chilliwack Employment Resource Centre (44)	Cultus Lake Karate Club (11b)	Victims Services (48)	
			Dating Dreams (11b)	Supervised access visits (64)	Food Safe consulting (44a)	Piano Lessons (11b)	FVRL Adult programming (49)	
			Babysitters Training (11b)	Not Alone (65)	CAP Community Access Project (45)	Foodsafe (11b)	Chilliwack Hospice Society (50a)	

			Nights Alive (11b)	Drop-in homework club (54a)	FVCIS 46)	Adult Basic Education (11b)	Family Matters Emergency drop-in (63)
				Youth Zone (13b)	Chillnet (47)	Basic Computer skills (11b)	Supervised access visits (64)
				FVDES – distance ed. (39)	Victims Services (48)	Various Cultus Lake com. Programs (11b)	Assertiveness training (66)
				Cultus Lake Com. Dance School (11b)	Chilliwack Counseling Centre (50)	Adult upgrading (42b)	Seeing Red (67)
				Cultus Lake Karate Club (11b)	Chilliwack Hospice Society (50a)	Breakfast club (42b)	Promontory programs (68)
				Piano Lessons (11b)	Family voices (21)	Thrifty chefs (42b)	Piano Lessons (11b)
				Babysitters Training (11b)	Parenting workshops (29)	Tutor/tutee (42b)	Adult Basic Education (11b)
				Foodsafe (11b)	Family Matters Emergency Drop-in (63)	TASK (42b)	Basic computer skills (llb) Cultus Lake com. programs
					Supervised access visits (64)	Employment services (43a)	Adult upgrading (42b)
					Not Alone (65)		Breakfast club (42b)

					Youth Zone (13b)		Thrifty chefs (42b)	
					FVDES – distance ed. (39)		Tutor/tutee (42b)	
					Cultus Lake Karate Club (11b)		TASK (42b)	
					Piano Lessons (11b)		Employment services (43a)	
					Foodsafe (11b)		Chilliwack Resource Centre (69)	
					Employment services (43a)			

APPENDIX C

CHILLIWACK EARLY AND TRANSITION YEARS STRATEGIC PLAN

2006 – 2008 Chilliwack Early and Transition Years Strategic Plan

of the

Early Years Sub-Committee of the Chilliwack Child and Youth Committee

2006 – 2008 Chilliwack Early and Transition Years Strategic Plan

(Revised November 2006)

Situation:

The development of children in Chilliwack was benchmarked in 2002 and measured again in 2005 on a population basis using the Early Development Instrument, administered by Kindergarten teachers. The resulting data shows wide disparity in developmental outcomes, health and well-being, with a distressingly high proportion in the bottom 10 percentile, indicating high levels of vulnerability. This data illuminates the impoverished experience of many children in the early years. These may be an effect of monetary impoverishment of the family in many cases. However, the correlation between financial poverty and poor developmental outcomes is not linear. Other factors impact on development. Supports and resources also mediate impact of poverty on development. The statistical picture of children in the early years has implications for children in the transition-to-school years (ages 6 to 9) as well.

Chilliwack also has many assets and strengths which provide the basis of support to families and their children. The Early Years Sub-committee of the Chilliwack Child and Youth Committee has brought together service providers and government representatives since the mid-1990's, in a collaborative working group to address the needs of this population. A network of universal and targeted programs and services exist. A sister sub-committee, the Chilliwack Interagency Parenting Committee, contributes significantly to the collection and dissemination of information about supports.

Chilliwack was also part of the three initial Learning Sites of the Make Children First Initiative (MCFI), launched in 2000. The funding and collaborative work of MCFI advanced community capacity, awareness of the importance of the early years and service provider collaboration by leaps and bounds. This initiative, initially a regional one, was devolved to a community-based one in 2004 and spread across the province. The funds and mandate of MCFI in Chilliwack now are the responsibility of the Early Years Committee, under the supervision of the Ministry of Children and Family Development Community Services Manager.

Another provincial level initiative, Success By 6, has also partnered with the Early Years Sub-committee allowing the committee to recommend on the use of Chilliwack's allocation of Provincial Government and fundraised dollars through the initiative.

The Chilliwack Early and Transition Years Strategic Plan outlines how the Early Years Sub-committee will utilize the assets of the committee and the community to address the needs of young and transition-aged children to provide opportunities for all children to achieve their developmental potential and enjoy good health and well-being.

Revised November 2006
Chilliwack Early and Transition [1] Years Strategic Plan 2006 to 2008

Inputs[i]	Strategic Activities[ii]	Outputs[iii] (products)	Short term outcomes[iv]	Medium term outcomes[v]	Lt outcomes[vi]
$ Gateway T.G.	Prepare & implement a long-term plan for sustainable funding, skilled staff pool & other resources	Adequate diversified reliable funds, skilled staff, facilities, equipment, material resources	1. Central Gateway is stabilized with sustainable funding and human and other resources.	Programs, services and supports are available and accessible for young children and their families.	A comprehensive, coordinated system of information and care is in place for children in the early and transition-years and for their caregivers.
$ Ext. evaluator $ YP T.G.	Support quality staffing levels until stabilized. Mobilize groups to collaborate in serving young parent families.	# of programs sustained # of young children served A written plan[ix] / strategies # of groups/orgs collaborating	2. Family resource programs are stabilized with sustainable funding and human and other resources, including targeted for young parents.	Service providers in Chilliwack are working collaboratively in the area of the early & transition years.	
$ -grant writing Mapping T.G. CC[x]	Apply for UEY[xi] to help us access, analyse and present data into usable formats. In consultation with H.E.L.P., develop materials to present data in lay terms and user-friendly format.	UEY contract EY maps & data, including Nipissing data in manual format	3. Committee members and/or other stakeholders are competent in explaining EY maps and data for purposes of planning or educating	A coordinated system of programs, services and supports is in place for pregnant and parenting teens/youth and their families.	
T.G. UCFV students	Choose survey questions, collaborate with other groups to implement. Collect, analyze and report.	A baseline of awareness within the 5 sectors of community of the importance of the EY	4. The level of community awareness of the importance of the EY is revealed in each of five sectors[xii], so that strategies can be developed to increase awareness and involvement	Early assessment is identifying children at risk, enabling support & prevention.	The 5 sectors of the community of Chilliwack collaborate to support the early/trans yrs.
$ Soc Mrking T.G.	EY appoints a task group to develop a social marketing[xiii] strategy & one year action plan. Includes inviting non-ECD types to events. EY directs it be implemented.	A written strategy & action plan. Developed or adapted promotional materials re: early yrs, EY, Sx6, MCFI & plan List of events where distributed	5. A social marketing strategy to increase awareness in the 5 sectors of community of the importance of the early years is implemented.	Service hubs reflective of surrounding neighbourhoods are in place.	
Mob T.G. EY members	EY appoints a task group to develop a mobilization strategy & plan & directs it to be implemented	A written strategy and action plan.	6. A mobilization strategy to increase involvement of the 5 sectors of community in supporting the early years is developed and implemented.	More people in the 5 sectors are aware of the importance of the early years.	Women in Chilliwack have the support and information they need to have positive pregnancy experiences
CC EY members	Outreach to groups, (e.g. schools, churches, frp's[xiv].) to mobilize on neighborhood level re: collaborative servicing.	# number of contacts # of neighbourhoods coming together to dialogue and plan	7. Cross-sector[xv] groups within neighbourhoods are forming and dialoguing about ways to collaborate to develop service / support hubs.	More people in the 5 sectors are involved in supporting the early years (funding, volunteering, contributing work hours,)	
CC	Increase EY representation at relevant tables in all 5 sectors. Maintain links with MP, Mayor MLA's & Aboriginal EY system.[xvi]	One new table within the term of this plan. Examples of outcomes or meetings with elected representatives	8. The issues of young children & their families are represented at tables whose influence affects them.	The Strategic Plan is nested[vii] in broader community plans.	Children in Chilliwack are healthy in all developmental domains[viii] and ready for school.
Public Health in-kind hours	Pregnancy Satisfaction Survey administered widely & strategically to get data from women with high vulnerability for + pregnancy and birth as well as medium and low.	# of surveys distributed and completed List: Where women were accessed for survey Report of what's working well & recommendations for what's not	9. Information from pre- and post-natal women (at all levels of vulnerability) is available to maintain what's working well and respond to what's not.	An increased proportion of pregnant/birthing mothers in Chilliwack receive the information and support they need to assist them in having a positive pregnancy experience.	
CIPC & EY members Printing & / or CD	Inventory of programs, services & info for pre- and post-natal women is compiled & disseminated in user-friendly format. Service providers are surveyed on utilization & waitlists.	Inventory Plan for dissemination New category for Parent Resource Newsletter List of service providers receiving utilization questionnaire	10. Service providers are well-informed about programs for pregnant women enabling effective referrals. Demand & utilization are clarified, informing the need to modify or increase a service.		
Childcare T. G. $	Hire a coordinator. Review current research. Gather data on community child care / preschool issues to develop a plan	A child care plan for Chilliwack	11. Increased public awareness of the importance of childcare and its issues. Support to existing / emerging providers	Increased # of quality child care & preschool opportunities for families	

Monitoring Plan 2006-08
Chilliwack Early Years Strategic Plan

Short Term Outcomes	Success Indicators[xvii]	Data Source[xviii]	Tool / Method[xix]	Responsibility[xx]	Timing[xxi]
1. Central Gateway is stabilized with sustainable funding and human and other resources.	% of Central Gateway project budget* receiving annualized funding or commitments.	Steering Committee chair	Budget review & pie chart breakdown	Steering Ctte CCS EY manager	Apr annually
2. Family resource programs are stabilized with sustainable funding and human and other resources including targeted for young parents.	Sr mgnt / staff report adequate hours & appropriately skilled staff & resources to maintain programs. A young parent (yp) place is operating and being utilized by pregnant and parenting teens/youth Stories from participants & service providers about how it's made a difference.	Family resource programs YP Coordinator Pregnant & parenting youth	Focus group(s) Database / Report	External facilitator YP Coordinator & Task Group	Annual in Nov Ongoing & fiscal year end (Mar) Ongoing & fiscal year end
3. Committee members and/or other stakeholders are competent in explaining EY maps and data for purposes of planning or educating	Three people demonstrate their ability to explain the significance of maps and data	The three people	Demonstration	Mapping Task Group	By Nov 2007
4. The level of community awareness of the importance of the EY is revealed in each of five sectors, so that strategies can be developed to increase awareness and involvement	Social marketing task group able to use info to scope out strategies	Survey Report	Survey	UCFV students Social marketing T.G.	June 2007
5. A social marketing strategy to maintain & increase awareness in the 5 sectors of community of the importance of the EY[xxii] is implemented	List, by sector, organizations & community members requesting EY information. Ways in which information provided is being used.	Template EY members	Recording requests & usage	CC EY members	On-going Fiscal year end
6. A mobilization strategy to maintain & increase involvement of 5 sectors in supporting the early years is developed & implemented.	Stories of volunteers reporting positive impact (e.g. learning, increased awareness of importance) from their experience of volunteering in Early / Transition Years field	Volunteers	Survey and / or interview	Mobilization T.G.	April 2007
7. Cross-sector groups within neighbourhoods are forming / dialoguing about ways of collaborating toward developing service / support hubs.	List of linkages we facilitated (by EDI neighbourhood) in which dialogue re: collaboration toward developing hubs is occurring	Community Champ EY members	Recording of facilitated linkages	CC EY members	On-going Fiscal year end
8. The issues of young children & their families are represented at tables whose influence affects them.	Ways in which private business collaborating with EY programs (i.e. Golden Ears Transit) Ways in which Mayor, MLA's, MP supporting EY Ways in which Aboriginal and non-aboriginal EY systems collaborating	EY members	Informal / verbal reports from EY members	CC EY members	Ongoing & Fiscal year end
9. Information from pre- & post-natal women (at all levels of vulnerability) is available to maintain what's working well and respond to what's not.	A baseline is established to indicate the proportion of pre- & post-natal women who are/were satisfied with the support and information available to assist them in having a positive pregnancy experience	Pregnancy Satisfaction Survey	Pregnancy Satisfaction Survey	Health Unit – Supervisor PHN	By fiscal year end
10. Service providers are well-informed about programs for pregnant women enabling effective referrals. Demand & utilization are clarified, informing the need to modify / increase a service.	Women & service providers report accessing useful info from a source that was generated by the inventory. Ways in which services are modified as a result of new info & / or efforts to meet demonstrated demand	Pregnancy Satisfaction Survey Service provider questionnaire	Pregnancy Satisfaction Survey Service provider questionnaire	PHN Supervisor CC, Better Beginnings Supervisor	By expiry of this Strategic Plan
11. Increased public awareness of the importance of childcare and its issues. Support to existing / emerging providers				Child Care T. G.	

Medium Term Indicators
Chilliwack Early Years Strategic Plan

Medium Term Outcomes	Success Indicator 1	Success Indicator 2
Programs, services and supports are available and accessible for young children and their families		
Service providers in Chilliwack are working collaboratively in the area of the early and transition years.		
A coordinated system of programs, services and supports is in place for pregnant and parenting teens/youth and their families		
Early assessment is identifying children at risk, enabling support & prevention		
Service hubs reflective of surrounding neighbourhoods are in place		
More people in the 5 sectors community are aware of the importance of the early years.	A higher proportion of people surveyed reveal awareness of the importance of the early years.	
More people in the 5 sectors are involved in supporting the early years (funding, volunteering, contributing work hours).		
The Strategic Plan is nested[xxiii] in broader community plans.		
An increased proportion of pregnant/birthing mothers in Chilliwack will receive the information and support they need to assist them in having a positive pregnancy experience.		

Long Term Indicators
Chilliwack Early Years Strategic Plan

Long Term Outcomes	Success Indicator 1	Success Indicator 2
A comprehensive, coordinated system of information and care is in place for children in the early and transition years and for their caregivers.		
The 5 sectors of the community of Chilliwack collaborate to support the early/transition years		
Women in Chilliwack have the support and information they need to have positive pregnancy experiences		
Children in Chilliwack are healthy in all domains and developmentally ready for school.		

2006–08 CHILLIWACK EARLY AND TRANSITION YEARS STRATEGIC PLAN

(Revised April 18, 2006)

Situation:

The development of children in Chilliwack was benchmarked in 2002 and measured again in 2005 on a population basis using the Early Development Instrument, administered by Kindergarten teachers. The resulting data shows wide disparity in developmental outcomes, health and well-being, with a distressingly high proportion in the bottom 10 percentile, indicating high levels of vulnerability. This data illuminates the impoverished experience of many children in the early years. These may be an effect of monetary impoverishment of the family in many cases. However, the correlation between financial poverty and poor developmental outcomes is not linear. Other factors impact on development. Supports and resources also mediate impact of poverty on development. The statistical picture of children in the early years has implications for children in the transition-to-school years (ages 6 to 9) as well.

Chilliwack also has many assets and strengths which provide the basis of support to families and their children. The Prenatal to Nine Sub-committee of the Chilliwack Child and Youth Committee has brought together service providers and government representatives since 199xxx, in a collaborative working group to address the needs of this population. A network of universal and targeted programs and services exist. A sister sub-committee, the Chilliwack Interagency Parenting Committee, contributes significantly to the collection and dissemination of information about supports.

Chilliwack was also part of the three initial Learning Sites of the Make Children First Initiative (MCFI), launched in 2000. The funding and collaborative work of MCFI advanced community capacity, awareness of the importance of the early years and service provider collaboration by leaps and bounds. This initiative, initially a regional one, was devolved to a community-based one in 2004 and spread across the province. The funds and mandate of MCFI in Chilliwack now are the responsibility of the Prenatal to Nine Committee, under the supervision of the Ministry of Children and Family Development Community Services Manager.

Another provincial level initiative, Success By 6, has also partnered with the Prenatal to Nine Committee allowing the committee to recommend on the use of Chilliwack's allocation of Provincial Government and fundraised dollars through the initiative.

The Chilliwack Early Year and Transition Years Strategic Plan outlines how the Prenatal to Nine Committee will utilize the assets of the committee and the community to address the needs of young and transition- aged children to provide opportunities for all children to achieve their developmental potential and enjoy good health and well-being

Chilliwack Early and Transition[xxiv] Years Strategic Plan 2006 to 2008 DRAFT

Inputs[xxv]	Strategic Activities[xxvi]	Outputs[xxvii] (products)	Short term outcomes[xxviii]	Medium term outcomes[xxix]	Long term outcomes[xxx]
$ Gateway T.G.	Prepare & implement a long-term plan for sustainable funding, skilled staff pool & other resources	Adequate diversified reliable funds, skilled staff, facilities, equipment, material resources	1. Central Gateway is stabilized with sustainable funding and human and other resources.	Programs, services and supports are available and accessible for young children and their families.	A comprehensive, coordinated system of information and care is in place for children in the early and transition-years and for their caregivers.
$ Ext. evaluator $ YP T.G.	Support quality staffing levels until stabilized. Mobilize groups to collaborate in serving young parent families.	# of programs sustained # of young children served A written plan[xxxiii] / strategies # of groups/orgs collaborating	2. Family resource programs are stabilized with sustainable funding and human and other resources, including targeted for young parents.	Service providers in Chilliwack are working collaboratively in the area of the early & transition years. A coordinated system of programs, services and supports is in place for pregnant and parenting teens/youth and their families.	The 5 sectors of the community of Chilliwack collaborate to support the early/trans yrs.
$ -grant writing Mapping T.G. CC[xxxiv]	Apply for UEY[xxxv] to help us access, analyse and present data into usable formats. In consultation with H.E.L.P., develop materials to present data in lay terms and user-friendly format.	UEY contract EY maps & data, including Nipissing data in manual format	3. Committee members and/or other stakeholders are competent in explaining EY maps and data for purposes of planning or educating		Women in Chilliwack have the support and information they need to have positive pregnancy experiences
T.G. UCFV students	Choose survey questions, collaborate with other groups to implement. Collect, analyze and report.	A baseline of awareness within the 5 sectors of community of the importance of the EY	4. The level of community awareness of the importance of the EY is revealed in each of five sectors[xxxvi], so that strategies can be developed to increase awareness and involvement	Early assessment is identifying children at risk, enabling support & prevention. Service hubs reflective of surrounding neighbourhoods are in place. More people in the 5 sectors are aware of the importance of the early years.	Children in Chilliwack are healthy in all developmental domains[xxxii] and ready for school.
$ Soc Mrking T.G.	P29 appoints a task group to develop a social marketing[xxxvii] strategy & one year action plan. Includes inviting non-ECD types to events. P29 directs it to be implemented.	A written strategy & action plan. Developed or adapted promotional materials re: early yrs, P29, Sx6, MCFI & plan List of events where distributed	5. A social marketing strategy to increase awareness in the 5 sectors of community of the importance of the early years is implemented.	More people in the 5 sectors are involved in supporting the early years (funding, volunteering, contributing work hours,) The Strategic Plan is nested[xxxi] in broader community plans.	
Mob T.G. P29 members	P29 appoints a task group to develop a mobilization strategy & plan & directs it to be implemented	A written strategy and action plan.	6. A mobilization strategy to increase involvement of the 5 sectors of community in supporting the early years is developed and implemented.	An increased proportion of pregnant/birthing mothers in Chilliwack receive the information and support they need to assist them in having a positive pregnancy experience.	
CC P29 members	Outreach to groups, (e.g. schools, churches, frp's[xxxviii].) to mobilize on neighborhood level re: collaborative servicing.	# number of contacts # of neighbourhoods coming together to dialogue and plan	7. Cross-sector[xxxix] groups within neighbourhoods are forming and dialoguing about ways to collaborate to develop service / support hubs.		

CC	Increase EY representation at relevant tables in the 5 sectors of community. Maintain communication with MP, Mayor MLA's & Aboriginal Early Years system.[xl]	One new table within the term of this plan. Examples of outcomes or meetings with elected representatives	8. The issues of young children & their families are represented at tables whose influence affects them.		
Public Health in-kind hours	Pregnancy Satisfaction Survey administered widely & strategically to get data from women with high vulnerability for + pregnancy and birth as well as medium and low.	# of surveys distributed and completed List: Where women were accessed for survey Report of what's working well & recommendations for what's not	9. Information from pre- and post-natal women (at all levels of vulnerability) is available to maintain what's working well and respond to what's not.		
CIPC & P29 members Printing & / or CD	Inventory of programs, services & info for pre- and post-natal women is compiled & disseminated in user-friendly format. Service providers are surveyed on utilization & waitlists.	Inventory Plan for dissemination New category for Parent Resource Newsletter List of service providers receiving utilization questionnaire	10. Service providers are well-informed about programs for pregnant women enabling effective referrals. Demand & utilization are clarified, informing the need to modify or increase a service.		

Monitoring Plan 2006-08
Chilliwack Early Years Strategic Plan

Short Term Outcomes	Success Indicators[XII]	Data Source[XIII]	Tool / Method[XIIII]	Person(s)/Group to do the work[XIIV]	Timing[XIV]
1. Central Gateway is stabilized with sustainable funding and human and other resources.	% of Central Gateway project budget* receiving annualized funding or commitments.	Steering Committee chair	Budget review and pie chart breakdown	Steering Ctte CCS EY manager	Apr annually
2. Family resource programs are stabilized with sustainable funding and human and other resources including targeted for young parents.	Sr mgnt / staff report adequate hours & appropriately skilled staff & resources to maintain programs. A young parent (yp) place is operating and being utilized by pregnant and parenting teens/youth Stories from participants & service providers about how it's made a difference.	Family resource programs YP Coordinator Pregnant & parenting youth	Focus group(s) Database / Report	External facilitator YP Coordinator & Task Group	Annual in Nov Ongoing and fiscal year end (Mar) Ongoing and fiscal year end
3. Committee members and/or other stakeholders are competent in explaining EY maps and data for purposes of planning or educating	Three people demonstrate their ability to explain the significance of maps and data	The three people	Demonstration	Mapping Task Group	By Nov 2007
4. The level of community awareness of the importance of the EY is revealed in each of five sectors, so that strategies can be developed to increase awareness and involvement	Social marketing task group able to use info to scope out strategies	Survey Report	Survey	UCFV students Social marketing T.G.	June 2007
5. A social marketing strategy to maintain & increase awareness in the 5 sectors of community of the importance of the EY[xlvi] is implemented	List, by sector, organizations & community members requesting EY information. Ways in which information provided is being used.	Template P29 members	Recording requests & usage	Community Champion P29 members	On-going Fiscal year end
6. A mobilization strategy to maintain & increase involvement of the 5 sectors of community in supporting the early years is developed and implemented.	Stories of volunteers reporting positive impact (e.g. learning, increased awareness of importance) from their experience of volunteering in Early / Transition Years field	Volunteers	Survey and / or interview	Mobilization T.G.	April 2007
7. Cross-sector groups within neighbourhoods are forming / dialoguing about ways of collaborating toward developing service / support hubs.	List of linkages we facilitated (by EDI neighbourhood) in which dialogue re: collaboration toward developing hubs is occurring	Community Champ P29 members	Recording of facilitated linkages	Community Champion P29 members	On-going Fiscal year end
8. The issues of young children & their families are represented at tables whose influence affects them.	Ways in which private business collaborating with EY programs (i.e. Golden Ears Transit) Ways in which Mayor, MLA's, MP supporting EY Ways in which Aboriginal and non-aboriginal EY systems collaborating	P29 members	Informal / verbal reports from P29 members	Community Champion P29 members	Ongoing & Fiscal year end
9. Information from pre- and post-natal women (at all levels of vulnerability) is available to maintain what's working well and respond to what's not.	A baseline is established to indicate the proportion of pre- & post-natal women who are/were satisfied with the support and information available to assist them in having a positive pregnancy experience	Pregnancy Satisfaction Survey	Pregnancy Satisfaction Survey	Health Unit – Supervisor PHN	By fiscal year end
10. Service providers are well-informed about programs for pregnant women enabling effective referrals. Demand & utilization are clarified, informing the need to modify / increase a service.	Women & service providers report accessing useful info from a source that was generated by the inventory. Ways in which services are modified as a result of new info & / or efforts to meet demonstrated demand	Pregnancy Satisfaction Survey Service provider questionnaire	Pregnancy Satisfaction Survey Service provider questionnaire	PHN Supervisor Community Champion, PHN Supervisor, Better Beginnings Supervisor	By expiry of this Strategic Plan

Medium Term Indicators
Chilliwack Early Years Strategic Plan

Medium Term Outcomes	Success Indicator 1	Success Indicator 2
Programs, services and supports are available and accessible for young children and their families		
Service providers in Chilliwack are working collaboratively in the area of the early and transition years.		
A coordinated system of programs, services and supports is in place for pregnant and parenting teens/youth and their families		
Early assessment is identifying children at risk, enabling support & prevention		
Service hubs reflective of surrounding neighbourhoods are in place		
More people in the 5 sectors community are aware of the importance of the early years.	A higher proportion of people surveyed reveal awareness of the importance of the early years.	
More people in the 5 sectors are involved in supporting the early years (funding, volunteering, contributing work hours).		
The Strategic Plan is nested[xlvii] in broader community plans.		
An increased proportion of pregnant/birthing mothers in Chilliwack will receive the information and support they need to assist them in having a positive pregnancy experience.		

Long Term Indicators
Chilliwack Early Years Strategic Plan

Long Term Outcomes	Success Indicator 1	Success Indicator 2
A comprehensive, coordinated system of information and care is in place for children in the early and transition years and for their caregivers.		
The 5 sectors of the community of Chilliwack collaborate to support the early/transition years		
Women in Chilliwack have the support and information they need to have positive pregnancy experiences		
Children in Chilliwack are healthy in all domains and developmentally ready for school.		

[i] Inputs – The human and material resources needed to create results (e.g. staff, volunteers, consulting, equipment, facilities, materials, transportation)

[ii] Strategic Activities – Work that is done which is intended to create change.

[iii] Outputs – The direct results of the activities. Products or deliverables

[iv] Short term outcomes – The difference made as a direct result of the activity. Describes a changed state.

[v] Medium term outcomes – Flow from combined effect of several short-term outcomes.

[vi] Long term outcomes – The vision or ultimate goal of a project. Realized beyond the life of the project. Activities only indirectly influence them. External factors also influence (positively or negatively). Not usually within the capacity of the project itself to measure.

[vii] See separate background notes on the meaning and intent of the concept 'nested'

[viii] The five developmental domains using the language of the Early Development Instrument (EDI) – physical health and well-being, social competence, emotional maturity, language and cognitive development and communication skills and general knowledge. For more information go to

[ix] Build on 2004 Early Years Plan Outcome # 5 recommendations for elements in the continuum of services to include outreach, in home care, support, long term mentor, relationship building, education, childcare
   and preschool opportunities

[x] CC refers to Community Champion

[xi] UEY – Understanding the Early Years is a federally funded initiative providing communities with research funds for data on the early years. For more information go to

[xii] Five sectors from Learning Communities framework are Civic, Education, Public, Economic and Voluntary / Community. For more information on Learning Communities in BC go to members@shaw.ca/rfaris

[xiii] Social marketing refers to strategies and activities which seek to disseminate messaging on social issues to a broad public audience
[xiv] Frp's – short form for nationally recognized terminology - refers to family resource programs

[xv] In this context, cross-sector refers to the 5 community sectors of the Learning Communities framework

[xvi] Aboriginal Early Years system - Formal invitation is extended by EY Committee to Aboriginal Early Years Circle for liaison from and / or representation of the Aboriginal community. Also, opportunities used to
   communicate with Aboriginal contacts and networks at events.

[xvii] Success Indicators – Identify change being made. Can be quantitative, qualitative, directional.

[xviii] Where or with whom the information can be found or located

[xix] Tool / Method – How the success indicator will be measured

[xx] The person, group or organization responsible for ensuring the activity is completed and / or success indicators measured and forward relevant funding requests from EY budget to EY Finance Task Group for consideration

[xxi] When the activity and measuring will occur

[xxii] Early Years

xxiii See separate background notes on the meaning and intent of the concept 'nested'

xxiv Early Years refers to ages pre-birth to age 6. Transition years refers to ages 6 to 9 and the transition to school.

xxv Inputs – The human and material resources needed to create results (e.g. staff, volunteers, consulting, equipment, facilities, materials, transportation)

xxvi Strategic Activities – Work that is done which is intended to create change.

xxvii Outputs – The direct results of the activities. Products or deliverables

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xliii Tool / Method – How the success indicator will be measured

xliv The person or group responsible for ensuring the activity is completed and / or success indicators measured

xlv When the activity and measuring will occur

xlvi Early Years

xlvii See separate background notes on the meaning and intent of the concept 'nested'