

Section 10

Update on the implementation of
recommendations from:

**Literacy: Creating the Conditions for
Reading and Writing Success**

February 2008

April 2009

RECOMMENDATION STATUS SUMMARY
Literacy: Creating the Conditions for Reading and Writing Success
 As at January 30, 2009

Auditor General's Recommendations	Implementation Status				
	Fully	Substantially	Partially	Alternative Action	No Action
1. We recommend that the Ministry of Education and Ministry of Advanced Education, Boards of Education and post-secondary institutions work together to develop ways of encouraging greater use of literacy services, such as through awareness campaigns on literacy and "one window" approaches to delivering information on literacy at both the provincial and local levels.	√				
2. We recommend that the Ministry of Education develop implementation plans that are supported by more comprehensive data and information on the needs of the population it is targeting and on costing information for each of its strategies to improve literacy.		√			
3. We recommend that the Ministry of Education provide appropriate support (such as guidance and resources) to the Boards of Education in the development of their literacy plans and reports.		√			
4. We recommend that the Ministry of Education monitor implementation of the revised accountability framework and assess the effectiveness of the framework with respect to the focus on literacy.		√			
5. We recommend that the Boards of Education develop their literacy plans: <ul style="list-style-type: none"> • in the context of the provincial strategic framework; and • in consultation with key organizations within their local communities to determine needs and preferred strategies for addressing those needs. 	√				
6. We recommend that the Ministry of Education ensure that monitoring and reporting at all levels – provincial, ministry and community – be aligned with evidence-based, qualitative and quantitative performance measures.		√			

Auditor General's Recommendations	Implementation Status				
	Fully	Substantially	Partially	Alternative Action	No Action
<p>7. We recommend that the Boards of Education work with the key stakeholders within their communities to</p> <ul style="list-style-type: none"> 1) measure progress and adjust strategies as necessary to meet local needs; and 2) report annually on the progress they make within their communities in achieving the literacy objectives identified in the community literacy plans. 	√				
<p>8. We recommend that the government issue a province-wide annual public report on its progress in achieving its literacy goals and objectives.</p>			√		

-PROGRESS IN IMPLEMENTING RECOMMENDATIONS FORM

Literacy: Creating the Conditions for Reading and Writing Success

As at January 30, 2009

General comments

Since the February 2008 Office of the Auditor General (OAG) literacy audit report (the Report), significant progress has been made on a comprehensive, coordinated, and collaborative system for improving literacy in British Columbia through implementation of the cross-ministerial provincial literacy action plan, ReadNow BC. Specific actions and outcomes as related to the OAG recommendations published in the Report are identified in the tables below.

The Report focused on the activities of the Ministries of Education (provincial lead for literacy) and Advanced Education and Labour Market Development (responsible for adult literacy), four school districts and four post-secondary institutions. The scope of the audit extended only to Kindergarten to Grade 12 and adult literacy training. It is worth noting that this is augmented by a broader scope of literacy and literacy-related initiatives from other ministries collaborating on the over-arching provincial literacy action plan, ReadNow BC. These additional initiatives support all four ReadNow BC pillars: early learners, school-age learners, adult learners, and Aboriginal learners.

Improvements in literacy are generational and will occur over time as literacy becomes embedded into all aspects of life and a learning culture is developed. As such, improving literacy will happen with a sustained, coordinated effort, as set out by ReadNow BC. Success depends on a firm foundation and targeted efforts that can be sustained and adapted over time based on changing demographics and needs.

Status

- F or S – Recommendation has been fully or substantially implemented
- P – Recommendation has been partially implemented
- AA – Alternative action has been undertaken, general intent of alternative action will address OAG finding
- NA – No substantial action has been taken to address this recommendation

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Progress by recommendation

Self-Assessed Status	Actions Taken Since Report Issued	Results of Actions and/or Actions Planned (with information on implementation)
<p>Recommendation 1: We recommend that the Ministry of Education and Ministry of Advanced Education, Boards of Education and post-secondary institutions work together to develop ways of encouraging greater use of literacy services, such as through awareness campaigns on literacy and “one-window” approaches to delivering information on literacy at both the provincial and local levels.</p>		
<p>F</p>	<p><u>One-Window Approach</u></p> <ul style="list-style-type: none"> • “One-window” approach/website through ReadNow BC. • Database of literacy programs services is provided through the Literacy BC 1-800 line and BC Literacy Directory website. • With federal funding, the Ministry of Advanced Education and Labour Market Development (ALMD) is developing a website to promote recruitment and training of volunteer tutors for immigrant newcomers in small and remote communities. • Updated Welcome BC website with a direct link to provincial literacy services and programs on the BC Literacy Directory website. 	<ul style="list-style-type: none"> • The “one-window” approach has been fully implemented through the ReadNow BC website. It has provided links to literacy resources, services and organizations in a user-friendly format since its launch in September 2007. This action is ongoing. • The hotline and website, accessible from the ReadNow BC website, were launched in January and September 2007 respectively. A system to keep the database updated will be introduced to Regional Literacy Coordinators and Literacy Outreach Coordinators in February 2009. This action is ongoing. • To be launched by the ESL Settlement Assistance Program by the summer, 2009. The site will be administered by Open School and linked to Welcome BC, Literacy BC, ReadNow BC, and other literacy and ESL stakeholder sites. Increases awareness of ESL and literacy services, and provides the opportunity for interested individuals to become involved with the literacy needs of newcomers in their communities. • January 2009.

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Response from the Ministry of Education

and the Ministry of Advanced Education and Labour Market Development

Self-Assessed Status	Actions Taken Since Report Issued	Results of Actions and/or Actions Planned (with information on implementation)
	<p>Public Awareness</p> <ul style="list-style-type: none"> • Bus posters. • Developed and distributed Literacy Hotline poster to promote the Literacy BC 1-800 line. • 5th annual Raise-A-Reader campaign throughout the province including other similar reader campaigns in rural communities. • 3rd annual Speaker's Tour featuring Craig Alexander, Vice President and Deputy Chief Economist, TD Financial Group. • Developed and distributed the ReadNow BC family literacy DVD. • Developed and distributed the ReadNow BC booklet, a high level overview of the literacy challenges and opportunities in B.C. • "Communicating About Literacy", a communications guide for communities was developed through 2010 Legacies Now. The communications toolkit was launched through a training workshop to over 100 Literacy Outreach Coordinators and Regional Literacy Coordinators in February 2009. 	<ul style="list-style-type: none"> • Literacy posters up on buses around the province. • 1,000 posters were distributed through seniors' centres, income assistance offices, StrongStart BC early learning centres, school districts, public libraries, and special events, raising public awareness of literacy hotline service. • Canwest and its partner newspapers throughout B.C. raised \$866,000 dollars through the 2008 campaign. This was matched by the Province, bringing the total raised to \$1.7 million. The Canwest Foundation ensures that every dollar donated stays in the community where it was given, to support local literacy programs. • Raised awareness for literacy in B.C.'s business community in Vancouver and Chilliwack. • Promotes family literacy and literacy in the early years while providing parents with ideas on how to incorporate literacy into everyday family activities. Distributed 9,000 copies. • Sets a common understanding around ReadNow BC, the provincial literacy action plan, and the literacy challenges and opportunities in B.C. Distributed 12,000 copies. • Provided communities with the tools and templates they need to undertake local public awareness campaigns. A communications website with resources as well as a promotional campaign for use throughout the province will be completed over the next 6 months.

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Response from the Ministry of Education

and the Ministry of Advanced Education and Labour Market Development

Self-Assessed Status	Actions Taken Since Report Issued	Results of Actions and/or Actions Planned (with information on implementation)
	<ul style="list-style-type: none"> • Council of Ministers of Education, Canada (CMEC) Pan-Canadian Interactive Literacy Forum. B.C.'s theme: "Communities as the Foundation". • Post-Pan-Canadian Forum interactive literacy website launched for practitioners, teachers and literacy stakeholders to share effective practices, research, on-line conferences and events. • International Literacy Day events have been promoted through the ReadNow BC website and the post-forum online literacy community. In 2008, a series of announcements regarding rural and remote literacy initiatives/programs was highlighted. • Family Literacy Day expanded to a week of awareness events across the province. • Literacy Outreach Coordinators have been hired in every school district. 	<ul style="list-style-type: none"> • In April 2008, approximately 3,000 learners, literacy experts, and representatives from education, non-profit, community, Aboriginal groups, business, government and labour at nine sites in five time zones across the country connected on the issue of literacy. The Forum was the catalyst to moving the literacy agenda forward in BC and across Canada. • Provides a free and interactive post-Forum venue accessible from the ReadNow BC website for participants, presenters, and new members to continue the dialogue on literacy. This action is ongoing. • September 2007 and 2008. This action will continue annually. • Events, including the annual Breakfast of Champions in Vancouver, held in 46 communities across B.C. in January 2009. B.C. events calendar accessible from ReadNow BC website. This action will continue annually. • Enhanced literacy co-ordination within each region supports school districts as they work with their communities on district literacy planning. Regional meetings were held throughout the province October-December, 2008 to help school district and community literacy representatives develop a common understanding of the role and responsibilities of the Literacy Outreach Coordinators.

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Response from the Ministry of Education

and the Ministry of Advanced Education and Labour Market Development

Self-Assessed Status	Actions Taken Since Report Issued	Results of Actions and/or Actions Planned (with information on implementation)
	<ul style="list-style-type: none"> ALMD has established full-time Regional Literacy Coordinators at 16 public post-secondary institutions in B.C. Delivered Books for BC Babies Program. Hosted Ready, Set, Learn events in local schools. Government is continuing to expand the number of StrongStart BC Centres – there are now 189 Centres throughout the province. Public post-secondary college deans are working with Literacy Now and Literacy BC on publicity and awareness strategies. Colleges regularly participate in regional planning sessions and meetings with Literacy Now. 	<ul style="list-style-type: none"> Enhances coordination, standards and integration of Adult Literacy across the province; and provides a coordinating and strategic role in regional literacy. Promotes a positive association with books and public libraries for babies and their parents. This action is ongoing. Continued to build connections between new families, the school system and community agencies by providing a kit containing an age-appropriate book, a booklet of helpful tips for parents supporting their preschooler's development and additional information from the school district. This action is ongoing. More children have access to StrongStart BC Centres, which supports emergent literacy in young children. Ongoing. Ongoing.
<p>Recommendation 2: We recommend that the Ministry of Education develop implementation plans that are supported by more comprehensive data and information on the needs of the populations it is targeting and on costing information for each of its strategies to improve literacy.</p>		
<p>S</p>	<ul style="list-style-type: none"> Literacy costing has been developed to outline annual funding expenditures for literacy since 2006/07. 	<ul style="list-style-type: none"> Original literacy expenditure report (for internal use only) was completed in April 2008 with updates completed in July 2008. The next update will be completed in February 2009. This action is ongoing.
<p>Status</p>	<p>F or S – Recommendation has been fully or substantially implemented P – Recommendation has been partially implemented AA – Alternative action has been undertaken, general intent of alternative action will address OAG finding NA – No substantial action has been taken to address this recommendation</p>	

5

Self-Assessed Status	Actions Taken Since Report Issued	Results of Actions and/or Actions Planned (with information on implementation)
	<ul style="list-style-type: none"> • Hosting a Kindergarten-Grade 12 Provincial Literacy Planning and Strategy meeting with stakeholders to plan for coordinated services, effective practices and evaluation. • Hosted a Family Literacy Planning and Strategy meeting with stakeholders to plan for effective practices and evaluation. • Funded a paper on segmentation analysis of the low literacy population in B.C. This included a cost analysis on remediation. • Douglas College and UBC contributed to a national report on the investment necessary to improve literacy entitled <i>Addressing Canada's Literacy Challenge: A Cost-Benefit Analysis</i>. • Foundation Skills Assessment testing is conducted annually to measure the literacy and numeracy skills of children in grades 4 and 7. 	<ul style="list-style-type: none"> • To be held in February 2009. • January 2009. Follow up will include distributing a strategy paper with action recommendations. This will follow with specific actions to be undertaken over the next 2 years. • Spring 2008. • ALMD and MED are working with the Canadian Council on Learning to develop a similar report focussing on B.C. • FSA results are a source of data and trends that can be used to develop implementation plans and identify the needs of specific populations.
<p>Recommendation 3: We recommend that the Ministry of Education provide appropriate support (such as guidance and resources) to the Boards of Education in the development of their literacy plans and reports.</p>		
<p>S</p>	<ul style="list-style-type: none"> • District Literacy Plan Planning Guide published and circulated. • District Literacy Plans were reviewed by a team of educators and community literacy practitioners. Information about each plan was gathered in order to provide feedback and guidance for on-going planning in each district/community. 	<ul style="list-style-type: none"> • First distributed at Provincial District Literacy Plan Forum in January 2008. The Guide provided effective practices on continuing development and suggested approaches for District Literacy Plans. • This action was completed in September 2008. This action is ongoing.

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Self-Assessed Status	Actions Taken Since Report Issued	Results of Actions and/or Actions Planned (with information on implementation)
	<ul style="list-style-type: none"> To streamline reporting and demonstrate the ways that initiatives are connected, Literacy Innovation Grant reports are being incorporated into District Literacy Plans and Achievement Contracts. Superintendent of Literacy, Literacy BC and Literacy Now representatives met with school district and community representatives at eight regional meetings. Conference calls were organized to allow an opportunity for each school district/community literacy team to share information and receive feedback on their planning by the Superintendent of Literacy and Director of Literacy Now. One-day meeting held with community literacy planning representatives, school district and college representatives. Two day training event to be held for all Literacy Outreach Coordinators and Regional Literacy Coordinators across the province. 	<ul style="list-style-type: none"> This action is ongoing. This action was completed in the period of Oct-Dec 2008. Provided information and support regarding District Literacy Plans and the infrastructure that is in place to support the planning and implementation process. This action is ongoing. 25 conference calls will have been conducted with representatives from 25 school district regions by the end of February 2009. 120 coordinators to participate in training to assist them in working with their school districts and college regions in implementing their literacy plans, working with target populations including corrections clients, Aboriginal people, immigrants, families, employers and employees. The “literacy infrastructure” was introduced, which is the concept of a coordinated multi-level (community, regional and provincial) approach to literacy. To be held in February 2009.
<p>Recommendation 4: We recommend that the Ministry of Education reports monitor implementation of the revised accountability framework and assess the effectiveness of the framework with respect to the focus on literacy.</p>		

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Response from the Ministry of Education

and the Ministry of Advanced Education and Labour Market Development

Self-Assessed Status	Actions Taken Since Report Issued	Results of Actions and/or Actions Planned (with information on implementation)
<p>S</p>	<ul style="list-style-type: none"> The Ministry has established a monitoring framework that summarizes quantitative data to capture progress on all four pillars of ReadNow BC: early learners, school-age learners, adult learners, and Aboriginal learners. As not all assessments and data gathering tools occur annually, the monitoring framework is now 90 percent populated with current quantitative data. The Ministry has developed and piloted an evaluation framework in eight program areas. This macro-level evaluation will assist program areas in determining how well the program aligns with the objectives of ReadNow BC. ALMD's Adult Literacy Assessment and Reporting Initiative: <ul style="list-style-type: none"> Monitor Adult Literacy Rates: A pilot of interim adult literacy assessment is complete. When the full study is complete, ALMD and Human Resources Services Canada will break down results for key sub-populations (Aboriginal people, new Canadians and youth, ages 19-21) and provide a provincial comparison with the 2003 IALSS data. Community Adult Literacy providers, led by Literacy BC and funded by ALMD have established a community adult literacy framework with benchmarks and standards. A <i>Crosswalk</i> framework of learner outcomes in different sectors delivering literacy programs is under development; <i>Crosswalk</i> will be linked to IALSS and facilitate learner transition and offer information about the effectiveness of literacy programs. Project future demand for Adult Literacy: A BC micro simulation report has been drafted by the Canadian Council on Learning, projecting future adult literacy 	<ul style="list-style-type: none"> First cycle of reporting to be completed in February 2009. The monitoring framework is updated and analyzed against current demographics as data becomes available to ensure that programs/services are targeted at areas in need. Areas in need are based on service gaps and where progress is/is not being made. The evaluation framework will set the standard expectation around program/initiative evaluation and data collection. The information collected will tell the story of program objectives, efforts and resources, progress towards achievement of objectives, and areas for improvement. Development of framework completed in January 2009. Further evaluation of 10 additional programs areas will take place in spring 2009 Further implementation of the mini-assessment to continue. Adult Literacy frameworks, benchmarks and standards will continue to be refined and completed in other sectors. Report due for release Spring 2009.

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	<p>rates in the province, based in population projections.</p> <ul style="list-style-type: none"> o ALMD is pursuing initiatives regarding common assessment standards: 	<ul style="list-style-type: none"> • ALMD will facilitate the use of the Test of Workplace Essential Skills (TOWES) for Ministry-funded essential skills initiatives. • ALMD is continuing to support the work of the Canadian Council on Learning on its ECHO tool, which is designed to articulate a variety of frameworks and learning objectives and will benefit the assessment and reporting of literacy levels. • Work with stakeholders to establish a valid research design to identify leading practices in literacy program and course delivery.
<p>Recommendation 5:</p> <p>We recommend that the Boards of Education develop their literacy plans:</p> <ul style="list-style-type: none"> - in the context of the provincial strategic framework; and - in consultation with key organizations within their local communities to determine needs and preferred strategies for addressing those needs. 		
<p>F</p>	<ul style="list-style-type: none"> • Ministry provided flexibility for districts to use Literacy Innovation Grants for innovative literacy practices and/or for District Literacy Plan development. • District literacy planning takes place in conjunction with the key literacy groups in each of the communities included in the district, thereby incorporating existing community literacy planning. • Training for Boards of Education and Community groups have been jointly planned and delivered by Ministry of Education staff, Literacy BC and Literacy Now representatives. 	<ul style="list-style-type: none"> • District Literacy Plans submitted July 2008 demonstrated Boards of Education are taking steps to consult with key organizations in their communities. District Literacy Plans are being supported by the Community Literacy Planning process that was introduced to communities through the Legacies 2010 Literacy Now initiative. • Although there are differences in the stage of collaborative efforts between community organizations and Boards of Education, all District Literacy Plans indicate a trend toward greater consultation and joint planning. • Training and development work with School Districts and Community Groups has demonstrated how District Literacy Planning incorporates both the Community Literacy Planning initiatives as well as addresses the four pillars of the provincial strategic framework, ReadNow BC: early learners, school-age learners, adult learners, and Aboriginal learners.

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Self-Assessed Status	Actions Taken Since Report Issued	Results of Actions and/or Actions Planned (with information on implementation)
<p>Recommendation 6:</p> <p>We recommend that the Ministry of Education ensure that monitoring and reporting at all levels – provincial, ministry and community – be aligned with evidence-based, qualitative and quantitative performance measures.</p>	<p>S</p> <ul style="list-style-type: none"> Literacy Now has done analysis on the implementation of Literacy Task Groups, which includes quantitative and qualitative outcomes, indicating trends. B.C. participates on a Pan-Canadian research data and assessment strategy. The Ministry has developed and piloted an evaluation framework in eight program areas representing all levels – provincial, ministry and community. This macro-level evaluation will assist program areas in determining how well the program aligns with the objectives of ReadNow BC. The Ministry has established a monitoring framework that aligns core literacy measurement tools with the four pillars of ReadNow BC – early learners, school-age learners, adult learners, and Aboriginal learners – to measure progress against the targets set for each pillar. 	<ul style="list-style-type: none"> Statistical data has been collected from 33 communities participating in community literacy planning. The information highlights increased collaboration across a variety of community sectors and increased inclusion of literacy in social planning. This is leading to increased collaboration between community planning tables and school districts and an increase in literacy programs. B.C. has established and is participating in a group reporting to the Canadian Education Statistics Council (CESC) that focuses on Pan Canadian literacy research. One of the significant outcomes expected from our engagement is to develop more efficient and effective ways of using the International Adult Literacy Skills Survey data to improve literacy programs and policy. The evaluation framework will set the standard expectation around program/initiative evaluation and data collection. The information collected will tell the story of program objectives, efforts and resources, progress towards achievement of objectives, and areas for improvement. Development of framework completed in January 2009. Further evaluation of 10 additional programs areas will take place in spring 2009. First cycle of reporting to be completed in February 2009. Based on results from the measurement tools, the monitoring framework summarizes quantitative data to capture progress at all levels, including provincial, regional and community. The monitoring framework is updated and analyzed against current demographics as data becomes available to ensure that progress

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10

Self-Assessed Status	Actions Taken Since Report Issued	Results of Actions and/or Actions Planned (with information on implementation)
	<ul style="list-style-type: none"> ALMD's Adult Literacy Assessment and Reporting Initiative supports this recommendation as well. 	<p>is being made towards the aggressive targets which have been set for each pillar.</p> <ul style="list-style-type: none"> See recommendation #4.
<p>Recommendation 7:</p>		
<p>We recommend that the Boards of Education work with the key stakeholders within their communities to: 1) measure progress and adjust strategies as necessary to meet local needs; and 2) report annually on the progress they make within their communities in achieving the literacy objectives identified in the community literacy plans.</p>		
<p>F</p>	<ul style="list-style-type: none"> In 2007, new provincial Superintendents of Achievement were appointed by the Province to report and make recommendations on improving student achievement. Boards of Education submitted their first annual District Literacy Plans. Boards of Education will report annually on their progress towards achieving literacy objectives identified in Community and District Literacy Plans. There are 90 task groups, representing more than 300 communities, working collaboratively with school districts to ensure that community assets and literacy challenges are addressed. 	<ul style="list-style-type: none"> Superintendents of Achievement ensure that Boards of Education are focused on literacy and that Boards report annually on progress. Boards of Education submitted their first annual District Literacy Plans on July 15, 2008. District Literacy Plans will be submitted annually. District Literacy Plans are living documents which are continually updated as goals/objectives/strategies/outcomes change and evolve. These documents also enable school districts to annually evaluate on progress towards their goals. This action is ongoing. This action is ongoing.
<p>Recommendation 8:</p>		
<p>We recommend that the government issue a province-wide annual public report on its progress in achieving its literacy goals and objectives.</p>		
<p>P</p>	<ul style="list-style-type: none"> An annual report on progress is under development. 	<ul style="list-style-type: none"> This action is in progress.

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