

Powell River District Literacy Plan

October 2007

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In addition to the Task Group and Steward, the following individuals are acknowledged:

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The Powell River Literacy Council gratefully acknowledges School District 47, Malaspina University-College, and the Powell River Public Library for their ongoing support of the Council's work and for their generous contribution of time and meeting places.

Finally, the Literacy Council acknowledges the financial contributions of 2010 Legacies Now and School District 47 which made possible the preparation of this Community Literacy Plan.

Some notes on terminology

Because this report concerns the literacy situation throughout the entire Powell River Regional District, the abbreviation PRRD will be used to refer to the district. When reference is being made to the City of Powell River specifically, it will be indicated as such.

Note also that we refer throughout to the Powell River Literacy Council rather than to the Literacy Task Group. This is simply for reasons of clarity, as it is hoped that this plan will live on beyond the scope of 2010 Legacies Now, as the goals expressed here are multi-year goals that will require more funding and a longer timeframe than that provided by the 2010 Legacies Now project.

Additional copies

Additional copies of this report can be obtained by contacting the PREP Society (103-4511 Marine Ave., Powell River BC, V8A 2K5, (604) 485-2004, prep@prcn.org), or the Powell River Public Library (4411 Michigan Ave, Powell River BC, V8A 2S3, (604) 485-4796, powellriverlibrary@shaw.ca).

1. Summary of the Community Literacy Plan

From January 2007 to July 2007, the Powell River Literacy Council met regularly for the purpose of creating a Community Literacy Plan for 2010 Legacies Now. David Parkinson, the coordinator of the Literacy Now Planning Project, spent a considerable amount of time talking with the members of the Literacy Council and other individuals and organizations in the community providing literacy services and those dealing with sectors of the population affected by literacy concerns. During the course of these seven months, the coordinator of the project was in regular contact with the Steward and the Literacy Council, reporting on progress monthly and using the Council as a sounding board for background research and suggestions as to how best to work with the entire community to create a profile of the community's strengths, needs, opportunities and challenges.

Along the way to the creation of the Community Literacy Plan, two major milestones were the visioning process and the creation of the components of the plan itself. The visioning process, which was facilitated by our Regional Literacy Coordinator Judy Brooks, resulted in the following declaration of our values and vision for literacy in the PRRD:

VALUES (see Section 4.1 for full explanations):

- **Access:** Minimal barriers between those in need and the services which can help them
- **Community Commitment/Leadership:** Political and business leaders are working alongside the providers of literacy services to realize a common vision
- **Cooperation/Coordination:** Stronger relationships and partnerships among services and providers
- **Diversity:** Literacy services of all types for all ages and backgrounds
- **Integration:** Literacy services are embedded in all types of activities
- **Motivation/Incentive:** People needing literacy services understand the benefits
- **Sustainability:** Services will continue to be offered

VISION (see Section 4.2 for further discussion):

Literacy is for everyone, for every purpose, now!

THE PLAN: (see Section 4.3 for full details)

The vision and values were the jumping-off point for the special three-hour session involving members of the Literacy Council as well as representatives of local municipal government and the local business community. At this meeting, using the values as guideposts for accomplishing the long-range vision for a literate community, it was determined the **five priorities of the Literacy Now Plan** are:

- Find **funding** and hire a **Literacy Coordinator**
- Raise **public awareness**
- **Embed** literacy services in daily activities
- Ensure opportunities for **on-going training and professional development** for literacy service providers
- Advocate for a **new library**

As stated previously, the Plan has short-range as well as multi-year goals. It is the intention of the Literacy Council to utilize the information gathered in the Literacy Now planning process and incorporate elements of the Plan in its on-going work and fulfilling its mission. (See Appendix A.)

2. The Process

The Literacy Council has had great success bringing together service providers, educators, health workers, and members of other sectors of the community, allowing for open communication among these individuals and groups. Throughout the planning process, the Council worked to ensure that information was circulated regularly, that all members of the Council had opportunities to intervene in the process and freely discuss the ongoing work and background research. The coordinator kept members of the Council up to date on progress, reported minutes of meetings, and made sure that all information was circulated widely and in a timely manner.

2.1. Literacy Council participants

The Powell River Literacy Council was formed in 2004. The Council applied for Literacy Now funding to develop a Community Literacy Plan and agreed to act as the Literacy Now Task Group. The steward for the Literacy Now funding was the Powell River Employment Program Society. The Literacy Council/Task Group membership includes representation from the School District, the School Board, Community Health, literacy service providers (e.g., Malaspina University-College and Family Place), Success By Six, Public Library, parents and community members.

For more information on the members of the Powell River Literacy Council, see Appendix A (p. 33ff.).

2.2. Timeline for creation of Community Literacy Plan

Jan. 11, 2007:

- Meeting of Literacy Council;
- Launch of Literacy Now research;
- Discussion of plan for compiling Literacy Inventory.

Jan. 2007 – May 2007 (ongoing):

- Coordinator interviews people in the community involved in literacy services, getting background information on the situation in the region and compiling the Community Literacy Inventory;
- Background research for Community Literacy Profile.

March 1, 2007:

- Meeting of Literacy Council;
- Literacy Now Coordinator presents progress report;
- Literacy Council discusses and decides on next steps for completion of Literacy Inventory;
- Council members start planning for visioning process to be followed at April meeting.

April 2, 2007:

- Meeting of Literacy Council; review Literacy Inventory to date;
- Literacy Council creates a Vision for literacy in PRRD;
- Literacy Council discusses and decides seven associated values.

April 2007 – July 2007 (ongoing):

- Writing of Community Literacy Plan;
- Circulate draft Plan; review and revisions of draft.

May 3, 2007:

- Meeting of Literacy Council; discussion of request from School District 47 for the SD to adopt the Plan to fulfill their requirement to develop a community literacy plan;
- Literacy Council sets date and format for special meeting for fleshing out of plan.

May 14, 2007:

- Special planning meeting of Literacy Council, attended by members of the Literacy Council with representation from City Council, business community, Spirit of BC committee.

June 11, 2007:

- Meeting of Literacy Council to discuss draft of plan to date, suggest revisions and additions.

July-August, 2007:

- Coordinator of Literacy Now Planning Project works with members of the Literacy Council to prepare final version of the Community Literacy Plan.

August, 2007:

- Dissemination of the Community Literacy Plan.

September, 2007:

- Task Group celebration of successful completion of the Community Literacy Plan.

3. The Profile

This section lays out the background information relevant to a plan for literacy in the PRRD. First, the Community Literacy Profile is presented, in which is discussed the historical, demographic, and cultural features of the PRRD which are relevant to an understanding of the literacy situation (§3.1). The Community Literacy Inventory summarizes the information on all literacy-related services available in the PRRD at the time that this report was being prepared (§3.2). Section 3.3 discusses the ways in which the current literacy services available in the PRRD lay the groundwork for our vision, in terms of strengths, weaknesses, opportunities, and challenges, and links among literacy services. Section 3.4 summarizes these findings.

3.1. Community Literacy Profile

The City of Powell River, with a population of approximately 14,000, is the most densely populated part of the PRRD, which has a population of approximately 21,000, inclusive of the City (both population figures are valid as of 2006). Isolated from the Lower Mainland by two ferries, and from Vancouver Island by one ferry (Powell River to Comox), the area has a long tradition of self-sufficiency.

Since its founding in the early 1900's, the economy of the PRRD has been dominated by resource extraction and the pulp and paper mill, at one time the largest in the world and until recently the largest employer in Powell River. As a company town, residents of Powell River benefited from the presence of the mill, and architecturally that heritage is visible in the Townsite, which is the old company town, with many of the old executive and worker homes still intact. However, the mill has been downsizing in recent years, and presently employs about one-quarter of the number of workers that it employed at its peak. The PRRD and the City of Powell River are actively working to recruit new industries and businesses to Powell River, but so far with mixed success. It is fair to say that Powell River, like many resource-industry towns in British Columbia, is in transition; although no one can say how much of its future lies in the technology sector, tourism, service, or other "new economy" development. Currently, Powell River has a high dependence on the resource sector: 30.0% of the region's economy depends on forestry, mining, and fishing/trapping, as against a provincial rate of dependence of 10.0% (Source: BC stats, as of 2000). Although the PRRD attracts a retirement population who move here to enjoy the mild climate and beautiful natural surroundings, there is a good deal of poverty and dependence on government assistance: in terms of the percentage of the adult population (aged 19 to 64) receiving income assistance while being employable, the PRRD is the third-worst region in BC, with a figure of 1.5% as compared with the provincial average of 0.7%. One of the persistent challenges facing social service providers here is countering the widespread belief that there are no serious problems associated with a marginalized population struggling with poverty and difficulty finding stable meaningful employment.

As of May 2007, unemployment is 4.8% in the Vancouver Island region which includes Powell River (this rate has not been adjusted to take into account seasonal fluctuations). Historically, the unemployment rate specifically for the PRRD has been between 2% and 4% higher than the rate for the Vancouver Island region, so the actual unemployment rate is likely to be between 6.8% and 8.8%. This compares to a seasonally unadjusted province-wide rate of 4.3%.

One of the salient characteristics of the population of the PRRD is the changing demographics. The proportion of the population between the ages of 25 and 44 is 25.4%, compared with 30.1% for all of BC. However, the proportion of the population between the ages of 45 and 64 is 29.0%, compared with 25.1% for all of BC. And the proportion of the population aged 65 and above is 16.6%, compared with a

provincial figure of 13.6%. The age profile of the PRRD skews older than the province overall, and to some extent this could be the result of young people leaving the community due to limited educational and training opportunities available in the region for high school graduates and younger people. However, this trend to a retirement-age population may be in flux at the time of the writing of this report, as various sources observe an atypical influx of younger professionals and families. This change remains to be measured.

In the area of education, Powell River faces numerous challenges, e.g.:

- An above-average percentage of 25- to 54-year-olds without completed post-secondary education (PRRD: 49.6%, BC: 42.3%; Source: BC stats, 2001);
- An above-average grade 12 provincial English exam non-completion rate (PRRD: 47.0%; BC: 33.6%; Source: BC stats, average of 2003/04 and 2005/06 scholastic years);
- An above-average percentage of 18-year-olds who did not graduate from high school (PRRD: 31.0%; BC: 23.2%; Source: BC stats, average of 2004 to 2006 scholastic years);
- A below-average percentage of regional residents 20 or older with a university degree (PRRD: 8.8%; BC: 17.6%; Source: BC stats, 2001).

One indicator available from BC stats that bears directly on literacy is the combined average of grades 4 and 7 with respect to students below standard in reading (average numbers of the 2003/04 and 2005/06 scholastic years). Here, students in the PRRD are only slightly below the BC average: 22.3% as compared with the provincial result of 21.8%.

The low level of education among the adult population is commonly attributed to the historical availability of high-paying jobs at the mill which did not require high school completion. That “culture” – that good employment does not depend on being literate or educated – still exists although employment requirements have changed and continue to change. In order to advance in most of the trades nowadays, grade 12 is a requirement. The PRRD faces the challenge of communicating this new reality to its young people, many of whom may be absorbing the implicit message that it is possible to find a stable high-paying job without necessarily completing high school. It is certainly the case that younger people in the PRRD are faced with some genuine difficulties: in terms of youth 19 to 24 years old receiving income assistance and who are employable, the PRRD ranks third-worst in BC, well above provincial averages (PRRD: 1.4%; BC: 0.6%; Source: BC stats, Sep. 2005). Students exiting high school successfully will typically leave town in order to get a post-secondary education, as the Powell River campus of Malaspina University-College (MUC) only provides a one-year roster of university courses and some trades. The ones left behind may find themselves with limited educational resources, reduced employment prospects, and little opportunity for upgrading their skills or finding their way back into an educational milieu. Additional trades training for high schools students is being developed between the School District and MUC.

With respect to indicators of early child development (ECD), we are lucky in BC to have access to the very detailed and statistically rigorous work of the Human Early Learning Partnership (HELP), under the direction of Dr. Clyde Hertzman. Results from this province-wide research initiative are available, and are already being used to inform early childhood development efforts in the PRRD, including literacy services. The results of the first round of measurements taken in School District 47 in 2003 and 2004 indicate a region with some serious ECD challenges: on four of the five Early Development Instrument (EDI) scales the Powell River region was in the second most vulnerable quintile (Physical Health and Well-Being; Social Competence; Emotional Maturity; and Communication Skills and General Knowledge). On the other scale (Language and Cognitive Development) the School District was in the most vulnerable quintile. Between the first and second round of measurements, overall vulnerability decreased slightly, especially with respect to the Language and Cognitive

Development scale. A HELP report on the SD47 results suggests that “a focus on early literacy supports in the community have been effective (e.g. School District early literacy, library services, Mother Goose, “Raise a Reader” parent education).”¹ In addition, the Family Place opened in early 2004 with a specific focus on early literacy and family literacy.

In the second (2006) round of sampling, the Powell River North area, roughly consisting of the Cranberry, Townsite, Wildwood, Sliammon and Lund neighbourhoods, was the most vulnerable, with 41.9% of children vulnerable in at least one domain of their development. This was an increase of 10.3% since the first round of sampling, and contrast with the situations in the Powell River Centre and South areas, which saw decreases of 14.7% and 5.7% respectively in the proportion of children vulnerable between samples. The overall picture that results from these two rounds of EDI measurement is of a region facing serious challenges in all areas of early childhood development, especially to the north of Powell River. As the HELP report summarizes:

“The Powell River results indicate considerable disparity or difference between neighbourhoods. Often this disparity increases with increasing urbanization. Questions of affordable housing, transportation and equal access to services should be considered. The challenge is to establish a community where every neighbourhood is ‘child friendly’.” (ibid.)

Another aspect of the region which is harder to quantify but no less real is the problem of transportation. Approximately one-third of the regional population lives outside of the City of Powell River, and in many cases must travel to Powell River for services such as education, medical services, consultation with social service agencies, and so on. The economics of providing affordable and timely public transit service are such that many people – especially the more marginalized segments of the population both within City limits and the rural areas – find themselves unable to travel regularly to make use of services in the City of Powell River.

3.2. Community Literacy Inventory

The Community Literacy Inventory was compiled by the Literacy Now coordinator, with considerable input from all sectors of the community. This work was an elaboration of work previously done in 2006 in Powell River, which resulted in the production of a brochure of literacy-related services for use primarily by service providers and people in a position to refer potential users to these services, as well as clients of those services. The complete inventory is found in Appendix B, (p. 35).

There was a good deal of discussion among the members of the Literacy Council as to the definition of “literacy service”: many programs available in the PRRD are obviously aimed at strengthening the core literacy skills of reading and writing. But what about computer literacy? What about parenting programs that contain a literacy component? What about activities such as the Powell River Festival of Writers that do not educate or remediate literacy skills, but highlight the importance of these skills in the cultural life of a town or region? What the Literacy Council came to acknowledge was that there is a continuum of services available, from the explicitly literacy-related ones at one end of the scale all the way to services which indirectly support literacy by strengthening families, contributing to a positive self-image, modeling successful mastery of reading and writing, personal fulfillment, and so on.

The working definition of “literacy service” that has been adopted for the purposes of drawing up the Community Literacy Inventory for Powell River is:

1. Mapping Early Child Development: Powell River (School District #47) Community Summary. Sep. 2006. Available at <http://www.help.ubc.ca/unit/sd47.htm>.

A literacy service is any program, activity, or resource that has as one of its aims the strengthening of a person’s ability to succeed in reading, writing, mathematics, or computer literacy, whether this is through teaching these skills explicitly or embedding them implicitly in other activities

The question of implicit embedding of literacy skills is one that came up repeatedly, and will feature in the recommendations and goals of this report. Although the literacy inventory tends to highlight programs that explicitly target traditional literacy skills, the Literacy Council acknowledged that embedding literacy skills in other activities could be a powerful and non-traditional way of promoting literacy in the community, especially when dealing with youths, adults, or seniors, who may feel alienated from traditional educational establishments and unwilling to “go back to school” to get help with these skills.

3.2.1. Some general observations

Table 1 illustrates the numbers of programs and services compiled through the Community Literacy Inventory, broken down by demographic group. For the purposes of our Community Literacy Plan, we considered that the age and ethnic groupings suggested by Literacy Now were adequate; although we added family literacy services as a category unto themselves, since they constituted a significant number of services offered in the PRRD.

It should be noted that many services fall into more than one demographic group. However, in the case of the Sliammon group, only those services were counted which specifically target the needs of this population. Otherwise, this group would fall into the other categories which are broken down by age and family status.

Here are some of the most basic observations about these data:

- The total number of literacy services in the PRRD is 52, and it should be noted that some services are included in more than one demographic category;
- There is a noticeable tapering off in the number of services by age group as we progress from the 0-5 age range through young adult and adult and on to seniors;
- Young children and families have a large number of services from which to choose;
- Adults and young adults without children have very few services from which to choose; apart from services offered by the public library and other providers (e.g., book lending, CAP sites, etc.), there are few personalized services aimed at intervention/remediation;
- Seniors are as underserved as adults and young adults without families; again, apart from the services provided by the public library, there are none that directly target the special needs of seniors;
- The literacy needs of the Sliammon population of the PRRD are not specifically targeted, except by the Klamath Language Program and the Ahimsa school program (both offered through the school district), as well as outreach programs developed and maintained by the Powell River Public Library;
- There are no literacy services specifically targeting the literacy needs of the non-Sliammon aboriginal populations of the PRRD.

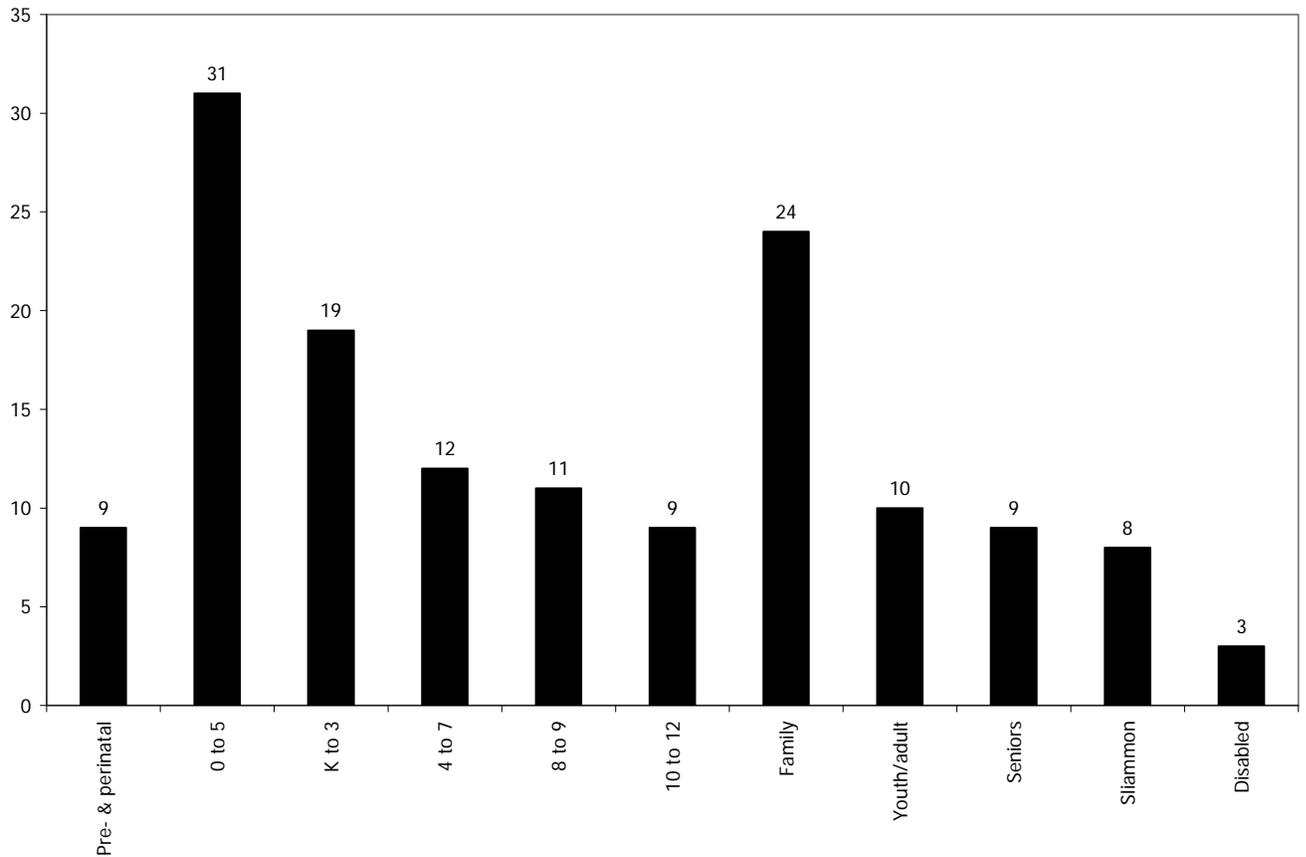


Table 1: Numbers of literacy services by demographic group

The following subsections summarize some of the more detailed observations for the following demographic groups:

- Prenatal to 5 years (§3.2.2)
- Kindergarten to grade 12 (§3.2.3)
- Young adult (§3.2.4)
- Adult (§3.2.5)
- Family (§3.2.6)
- Senior (§3.2.7)
- Sliammon and non-Sliammon aboriginal population (§3.2.8)

It should be noted that the numbers of programs may not necessarily reflect the numbers of people served; e.g., school programs are universally accessed, so one school program is reaching a large population. The complete Inventory is attached as Appendix B (p. 35).

3.2.2. Prenatal to 5-year-old population

Generally, there was a feeling among the interviewees that the development of services for pre-school-age children has improved greatly in the last few years, given the Family Place and various other

programs aimed at this age group and also at promoting family literacy. Nonetheless, because these programs are relatively new and the impact has not yet been observed, there was also a clear sentiment that current services should be enhanced and expanded. The EDI (Early Development Instrument) results, which show poor language and cognitive development in pre-kindergarten children in Powell River, and a general awareness of the crucial importance of early literacy, supports a focus on this population. Many interviewees voiced their concern over the future of the Family Place, whose funding is currently uncertain, as it was widely seen as a precious resource and one that has a huge potential for reaching underserved members of the local population, since it is centrally located in the Town Centre Mall, which is a natural hub of Powell River and a neutral venue which is welcoming to all members of the community and widely visited as part of people's daily routine. One interviewee suggested that there should be more family literacy programs, through PACs and in schools, in order to reach families unlikely to use the Family Place and families with children older than the 0-5 mandate of Family Place. It is not clear that information about literacy and early education services is always made available to parents in ways that parents access.

Some interviewees mentioned that there are not enough programs that reach children under the age of two along with their parents, and that this is increasingly seen as a critical time for early learning and brain development. Another interviewee mentioned that there is a dearth of ongoing, organized free recreational activities or venues in the PRRD for adults and children, especially those with an early learning or literacy component. And one problem that came up very frequently in the course of compiling the inventory was the difficulty that many young families experience in getting to literacy services, given that many people cannot afford their own vehicle and the local public transit system does not serve all areas at all times that services are offered.

As of this writing, School District 47 plans to open two Strong Start Centres: one at James Thomson School, specifically to serve the Sliammon First Nation; and the other at the Early Years Centre at Brooks Secondary School and near Henderson Elementary School in the Townsite to serve the general population of families with children 3-5 years old. These are parent-child programs to improve literacy and school readiness.

3.2.3. Kindergarten to grade 12 population

From the ages of roughly 5 to 18, with the exception of those who exit the school system early, children and teenagers are immersed in an environment which actively encourages literacy and learning, and furthermore embeds literacy into a great variety of activities. The universality of coverage here, as well as the number of remedial services and programs, makes this age range the most reliably covered for literacy services.

Apart from the comprehensive services offered by SD 47, the Powell River Public Library offers numerous services that address the needs of the school-age population; e.g.:

- Loan of library materials (books, graphic novels, audiobooks, movies, magazines)
- Summer reading club, teen reading club
- Computer access
- Online chat reference
- In person reference
- Author visits and other youth programming

Nevertheless, there is undoubtedly a place for embedding even more literacy services throughout the community and in activities other than ones linked to the schools and the public library.

3.2.3.i Aboriginal Literacy Program Offerings In School District No. 47

In accordance with the Local Education Agreement and the Aboriginal Education Enhancement Agreement the school district undertakes initiatives specific to improving the literacy skills of aboriginal students. This is reflected in school district's Accountability Contract.

These opportunities are in addition to those described in section 3.2.8. *Sliammon and other aboriginal populations* and give the Community Literacy Plan broader coverage in meeting the needs of the First Nations community. Off reserve aboriginal students are included in these initiatives. The Local Education Agreement and Enhancement Agreement represent strong educational connections with Sliammon and support a common interest in lifelong learning that is shared with the school district.

See **Appendix C** for the specific initiatives.

Further information is available on the School District No. 47 website (www.sd47.bc.ca/aboriginal.html). The Local Education Agreement, Aboriginal Education Enhancement Agreement and 2005-2006 Aboriginal Education Report are all on the website.

3.2.3.ii School District No. 47 Literacy Plan

The school district is required to submit an annual Accountability Contract to the Ministry of Education. The contract includes initiatives specific to improving the literacy skills of all students.

The initiatives imbedded in the Accountability Contract add another dimension to the Community Literacy Plan. The school district commits resources to attaining its literacy goals and is responsible for annual reporting to the Ministry of Education regarding the progress that has been made. In keeping with the belief in lifelong learning the literacy initiatives may apply to all students from kindergarten to grade 12.

See **Appendix D** for the specific initiatives.

Further information is available on the School District No. 47 website (www.sd47.bc.ca/aboriginal.html). The school district Accountability Contracts are on the website.

3.2.4. Young adult population

Youth, especially young people who drop out of the school system, were identified as an underserved population. Within the school system, the following alternatives exist for youth who are struggling in the standard education system:

- Oceanview Alternate (grades 7 & 8);
- Choices and Challenges, Senior Alternate program (grades 9-12);
- Young Moms, a parent teen program for teen moms;
- Alt-Kore at Brooks Secondary School, for those students who have some behavioral difficulties and learning needs;
- Cool School, online learning program for those students who need an alternate style of learning;
- Online learning (grades 10-12);
- Ahms Tah Ow (alternate program at Sliammon);

Outside of these programs, as well as several others that provide for the needs of the home-schooled population, there are no programs that target young people no longer in the education system or struggling to re-enter it. The absence of a youth centre in the City of Powell River was mentioned more than once as a serious problem, since youth are more likely to feel comfortable seeking help in a place specifically dedicated to addressing their needs. One interviewee mentioned that addressing literacy problems among the teen and young adult population should be seen as more important than addressing literacy in the adult population. Another interviewee suggested attaching youth literacy programs to employment agencies, transition houses, or shelters. One interesting problem in reaching young people is that there is an economic boom in the PRRD currently, although mainly in the service sector, which has the effect of downplaying literacy and other skills when young people are looking for work. This is similar to the effect that readily available mill employment had on the public profile of literacy skills among the young workforce up to a few years ago, when mill employment began to decline. However, as these young people move up through the job market, those skills which did not seem essential in entering the job market will become more and more important. Somehow we need to find a way to communicate the importance of literacy to young people, and give them opportunities to access services easily, without stigma. These literacy services, in order to succeed, must be well integrated into the day-to-day fabric of these young people's lives.

3.2.5. Adult population

Generally, the feeling is that the adult population is not as well served by local literacy services as it could be, except when that adult is part of a family with young children. The only programs that specifically target adult literacy (in the broad sense) are a range of programs available at Malaspina University-College, e.g., the Adult Basic Education (ABE) and one-on-one tutoring programs; as well as numerous services offered by the Powell River Public Library, such as free one-on-one computer tutoring, help filling out government forms, and other related services. Other programs which serve adults are on-demand resources such library materials, Kurzweil and Dragon Naturally Speaking software, CAP (Community Access Computer) sites, and so on. More than one interviewee noted that attitudes and awareness around adult literacy need to be developed; there needs to be more consciousness-raising and more outreach into the adult population. And although both Malaspina University-College and the Powell River Public Library have successfully supported adults with literacy needs for many years, there is a perception that for some adults these physical environments are

somewhat daunting, since they might remind people of previous unsuccessful classroom experiences. Alongside these two leaders in adult literacy services, what is needed is a less institutional environment, such as an adult drop-in centre or an improved library facility, since literacy services delivered in a private, welcoming, and community-oriented (rather than institutional) space will be able to reach those adults currently not taking advantage of the services offered by Malaspina University-College or the public library. Problems with literacy in the adult population (including youth and seniors) may stem from the lingering effects of the “old economy” one-industry town, since literacy was not necessary in the past in order to have a high-paying job at the mill. This situation may be changing, with the influx of new people into the PRRD, but ingrained attitudes around the value of literacy skills will be difficult to shift. Related to this is the pervasive problem of shame surrounding low adult literacy; several interviewees mentioned this as a barrier to success in dealing with adult literacy.

One problem that was consistently mentioned as a barrier to greater participation in adult literacy programs was the difficulty that many people have in getting to and from these programs. Especially in the case of lower-income people, who often do not have access to a vehicle, this presents a genuine challenge to service providers. Here, the public library is mitigating some of these difficulties by offering a range of off-site services; e.g.:

- Texada library: block loan and computer support/connectivity;
- “Sli’brary”: book loan and programming located at the Sliammon reserve;
- Shut-in service;
- Online chat reference;
- Online resources (e.g., encyclopedias, car repair manuals, journal articles, etc.).

Suggestions for reaching and successfully serving more adults (including youth and seniors) are:

- Engage local employers, and the business community more generally
- Engage unions:
 - Mill workers
 - Hospital workers
 - Others
- Do more outreach and more home-based programs
- Support an adult drop-in/resource centre

3.2.6. Adult as parent/Family literacy

In contrast to the situation with regard to literacy services for youth, young adults, adults, and seniors, there are numerous programs, services, and resources available to adults with children: 24 in total, according to our inventory. These services cover a fairly broad range of types: highly structured programs aimed at strengthening the parent-child bond and encouraging parents to embrace their primary role in their child’s early development; less formal activities such as parent-child drop-ins and playgroups; and resources such as book bags and library services. The Family Place in the Town Centre Mall has had a great deal of success in providing services and activities for parents and children in a welcoming environment which is naturally frequented by many young families in the course of their regular activities. However, parents and families struggling with literacy along with other challenges such as poverty, limited access to transportation, weak social network, etc., may find it hard to avail themselves of these services. Encouraging more parents and families to take advantage of the available services is complicated by these extraneous but very real added factors. The Powell River Public Library

is offering some outreach services, such as Storytime and Every Child Ready To Read, and this is a positive beginning; although much more can certainly be done to reach out to families who find it difficult to travel to services in central locations. There was also a feeling, often expressed in the course of compiling the inventory, that parents of young children may not always be aware that these services are available; it would be useful to have more publicity and better links between these services so that participants in one service can find out about others that might be of interest.

3.2.7. Senior population

The senior population was not often mentioned during the course of the inventory research, although those who mentioned seniors pointed out that they are something of a ‘great unknown’. Outside of services provided by the Powell River Public Library, there are no services specifically targeting seniors, and the needs of seniors have not been clearly identified; e.g., the number of older people who are struggling with literacy or wish to do something about it. However, there are many seniors’ groups in town, as well as health and residential facilities, social service organization, and churches, which could be used as points of entry for this population, either to assess the nature of the problems or to address these problems. One interviewee suggested that book clubs or other enjoyable activities could serve as vehicles for literacy programs. Another interviewee mentioned that seniors may encounter ‘computer illiteracy’ more than other age groups.

Starting in Fall of 2007, Malaspina University-College will be offering a new program, Elder College, which will offer programs of interest to adults over 50, including seniors. Literacy will be embedded in all of the programs.

3.2.8. Sliammon and other aboriginal populations

Sliammon has some very good literacy programs aimed at pre-school children (e.g., Parent-Tot Group, Moe the Mouse). And the Powell River Public Library has worked very hard to establish some successful outreach programs in Sliammon:

- The establishment of a micro-library (the “Sli’brary”);
- Publication of numerous articles promoting literacy in the *Neh Motl* newspaper;
- Hosting of numerous first class programs with hundreds of attendees over the short life of the outreach program; e.g., two Family Literacy Days, and visits by authors such as Richard van Camp and Sylvia Olsen;
- Establishment of a First Nations summer reading club;
- Most importantly of all, the creation of good working relationships with people around the Sliammon community.

Otherwise, with the exception of the Klahmen Language Program and the Ahms Tah Ow alternate school in the public school system, there are few literacy services that specifically target the youth and adult Sliammon population. This represents an enormous gap in services as well as a potential opportunity. There are local people who work in the Klahmen Language Program, as well as members of the Sliammon community and outreach workers from the public library, who are already engaged in embedding literacy in the cultural context of Sliammon tradition and history and language. This language program represents a very important potential first step towards a broader literacy initiative for

the Sliammon community and for the PRRD as a whole: it employs the traditional knowledge and stories of the Sliammon people, it includes elders and young people, and it connects the language to the larger community in a way that is respectful of both.

There are currently no literacy services in the PRRD that serve the non-Sliammon aboriginal population, although the Powell River Public Library has a collection of books of interest to members of First Nations.

3.3. Analysis of the Community Literacy Inventory

Having explored the demographic breakdown of the findings of the Community Literacy Inventory, we turn to another way of viewing the findings: in terms of strengths, needs, opportunities, and challenges. This analysis leads naturally to specific goals and actions that the Literacy Council proposes to suggest in order to realize its vision for literacy in the PRRD.

The meeting of the Literacy Council at which the findings of the Community Literacy Inventory were presented, at which the members of the Council worked to synthesize these findings into statements of strengths, needs, opportunities, and challenges, was an energetic and highly collaborative session. Of course, as befits a process that stresses looking to the future and setting some ambitious goals for improving literacy services in our community, the focus is on needs and challenges. But reflection on existing strengths and opportunities was a crucial part of determining how best to envision the group's goals and how to associate achievable and realistic actions with those goals.

3.3.1. Strengths

What do we do well already?

- **The Literacy Council is established and works well together:** The Literacy Council draws committed people together from many sectors, and has succeeded in increasing the number and prominence of literacy services, and has given service providers and agencies a venue in which to work together toward shared goals;
- **There is increased public awareness of literacy:** Through activities undertaken by the Literacy Council, including the brochure of literacy services produced in 2006, there is a greater awareness in the community of the importance and availability of literacy services;
- **Families and young children have places to go:** The Family Place, PRACL IDP, Lund Community Centre, Salvation Army, and Kelly Creek Community Centre, are places where families with young children can feel comfortable engaging in activities that promote family cohesion and early childhood development.

3.3.2. Needs

What/who do we need?

- **New library facility:** This is a huge barrier to successful implementation of many potential literacy initiatives: the current library in Powell River simply is not large enough nor well enough funded to engage in the many literacy programs that they would like to support;
- **Youth centre:** Youth throughout the PRRD have very few drop-in centres which could serve as locations for activities that could explicitly or implicitly include literacy components;
- **Non-institutional adult space:** Adults and youth who are uncomfortable in academic or institutional settings would benefit greatly from a neutral location where they could go and find literacy services, tutoring, computer tutorials, etc.;
- **Increased Sliammon and aboriginal literacy programs:** With the Klah men Language Program in the public school system, we have a strong start towards a culturally appropriate literacy program for the Sliammon people in our community, but much more can be done in the area of Sliammon language and culture; the needs of the other non-Sliammon aboriginal groups in the PRRD must also be investigated;
- **Transportation infrastructure improvements:** Better bus service or a coordinated effort to provide ride-sharing would be helpful in making sure that those who want to participate in literacy services are able to do so;
- **Better links:** Although there are many links among the existing literacy services, participants in one literacy program might not always be aware of other related programs;
- **Training and professional development:** All literacy service providers should have access to as many opportunities as possible to reinforce, upgrade, and improve their skills and learn new techniques;
- **Stable and sufficient funding:** Many literacy services are in constant danger of disappearing, because funding is insufficient and uncertain, and this constricts program planning and development;
- **Civic leadership/engagement:** The City of Powell River needs to revisit the declaration made by the local government in recent years that it is a “Learning Community” and engage the energies of the business community and local political leaders, in order to promote the importance of lifelong literacy as vital to the cultural and economic life of the region.

3.3.3. Opportunities

What’s happening now that we could work with, make use of, or benefit from?

- **Existing locations:** There are various locations in the PRRD, institutional and otherwise, that are appropriate for hosting literacy programs, especially ones in which the literacy component is embedded in other activities;
- **Existing service providers:** Although at times the number of literacy service providers leads to some confusion and overlap among services, it is a positive sign that there are so many organizations willing to undertake the work of addressing the literacy needs of our regional community;
- **Existing community activities:** Whether literacy-related activities (e.g., the Powell River Festival of Writers) or not (many other festivals & celebrations throughout the year), there are many opportunities for including a literacy component in activities that naturally attract the participation of the entire community;
- **Klah men Language Program:** For addressing the literacy needs of the Sliammon community, this program represents a remarkable opportunity, since it is a literacy service provided by School District 47, staffed by Sliammon people and designed for the needs of Sliammon people, and embeds linguistic literacy in the appropriate context of cultural literacy;

- **Literacy Council & engaged community members:** The PRRD has already benefited from the activities of the Literacy Council, which has established a basis for positive inter-sector collaboration and fruitful cooperation;
- **Workplace literacy:** There are indications that the local business community is becoming more attuned to the importance of literacy and other skills in ensuring a strong local workforce; what is needed is a higher degree of engagement on the part of the business community in developing and implementing programs and services to address the needs of these businesses and their employees.

The upshot here is that there are many reasons to expect success in future, given the resources, organizations, and individuals who are presently committed to improving the literacy profile of the community. What is needed is greater coordination of these resources along with a new sense of purpose and greater engagement from the other stakeholders such as the business community and local political leaders. Also needed is secure, stable, and sufficient funding to optimize the literacy potential.

3.3.4. Challenges

What could stop us or get in our way?

- **The difficulty of getting real commitment from community leaders:** These challenges extend from the difficulty of getting political will behind the need for a new library facility to the absence of workplace literacy programs;
- **The lack of sustainable adequate facilities for hosting literacy services:** Although there are some dedicated facilities in the region, there is a need for more places where literacy services can be regularly offered, rather than on an ad hoc basis as is currently done;
- **The overlap of services and lack of coordination of services:** There needs to be better coordination of all literacy services and resources, so that members of the community can be well informed about the options that exist for addressing their needs;
- **Uncertainty about the future of many services in light of unpredictable funding:** Lack of sufficient and stable funding threatens the existence of several successful programs, and affects the ability of programs to engage in meaningful program planning and development;
- **All barriers to participation in literacy programs:**
 - **Stigma felt by people who may benefit from literacy programs:** This is a huge barrier which prevents many people in need from making use of services that could help them; a great amount of work and sensitivity will be needed in order to break down this barrier;
 - **Problems with transportation:** This is commonly cited as a problem for many youth and adults who would otherwise take part in literacy programs;
 - **Childcare:** Availability of funding for childcare programs is essential for success in adult and family literacy programs, and funding is constantly uncertain;
 - **Motivation:** Members of the community who stand to gain from participation in literacy programs are often unaware of the tangible benefits, so outreach and education are required;
 - **Knowledge of programs being offered:** There are many programs and services available, but often those who might benefit most are unable to get clear information about what they are and how to access them;
- **Literacy is broader than just reading:** Different definitions of “literacy” and tools can be used to assess individuals’ literacy levels; the Literacy Council will need to be clear about the definition(s) of literacy that it promotes in the community;

- **Availability of low-skill entry-level jobs undercuts campaign for importance of literacy:** Because of a local employment boom, many people with low literacy levels are now being employed in entry-level jobs; however, if their literacy skills are not addressed, the workers will not be able to advance or, when times change, they will likely be the first to be laid off;
- **Lack of resources to train and up-grade skills of literacy practitioners and service providers in the community:** The PRRD has many skilled and enthusiastic service providers, but these key members of the community must be given the resources they need to continue to develop their skills.

3.3.5. Existing links among services

There are quite a number of literacy-related services and resources available in the PRRD, and many are well linked together. However, it should be noted that the most successful connections among services tend to be among those that are offered by the same provider. For example, the Family Place hosts a Parent-Child Mother Goose program, and also Parent-Child Drop-In sessions, Toddler Time, as well as offering book borrowing and other activities. Families participating in one of these activities are likely to be well informed about other activities that might be of interest. But connections among the service providers are not as well established, and this is simply the result of the fact that all service providers and agencies tend to be working hard in their own corner of the world, doing their best to provide good services for their clients, and do not always have the time to stay fully aware of the entire range of related services throughout the community. One of the more important tasks for the Literacy Council in future will be to continue bringing together all service providers and agencies in the community, to maintain and strengthen the lines of communication, and to ensure that there is as little duplication of services as possible.

3.4. Overall summary

The situation in the PRRD is a positive one, but at the same time there is plenty of room for growth and improvement. The Literacy Council acknowledges that progress has been made in the community, by providing children and young families with a good choice of services and venues. Since the formation of the Literacy Council in 2004, public awareness of the importance of early literacy and of the availability of relevant literacy services has increased, although there is considerable room for further growth in this regard.

The Literacy Council hopes that it can build on recent successes in early literacy and family literacy, and services can be developed for some of the populations that are less well served; e.g. Sliammon, youth, adults, seniors. In all of these cases, there is considerable work to be done in establishing the most relevant way to integrate literacy into activities that are already a part of people's lives, since it is unreasonable to expect that everyone in need of literacy services will be willing or able to access these services in a classroom or other institutional setting. A great deal of work must be done to ensure that literacy services for these groups are made easily accessible; that barriers to participation and stigma are drastically reduced; and that the targeted groups can be brought to understand the tangible benefits that will result from increased literacy (whether directed towards employability, success in school, ability to participate in children's education, or simply the pleasure of engaging with the cultural life of the community). In a very real sense, literacy must be smuggled into the daily fabric of the community, if it is to be expected that all people will take advantage of literacy services. This is especially true when one speaks of adults who bear the stigma of low literacy skills.

Another key area for future work is in engaging our civic leaders to join with the Literacy Council in promoting the importance of literacy skills in all aspects of community life. There are many obvious benefits to having an educated engaged citizenry, and many less obvious ones; and it is the task of the Literacy Council to keep working to make these benefits clear to local business leaders, elected leaders, and everyone else in the community.

Adding up all of the community's needs and challenges, the Literacy Council developed the following set of values that target these needs and challenges:

- **Access:** People in need have increased access and reduced barriers to accessing literacy services;
- **Community commitment and leadership:** Political and business leaders are working alongside the providers of literacy services to realize a common vision;
- **Cooperation and coordination of services:** The Literacy Council is building stronger relationships among existing services and providers, and is carrying out more advocacy, research, training, and fundraising to maintain existing literacy services and develop new literacy services;
- **Diversity:** Literacy services of all types for all ages and all backgrounds are available;
- **Integration:** Literacy services are embedded in all types of activities;
- **Motivation & incentive:** People needing literacy services understand the benefits;
- **Sustainability:** Services will continue to be offered.

These will be taken up and discussed in greater detail in §4.1 (p. 23ff.).

4. The Community Literacy Plan

On April 2, 2007, the Literacy Council held a special session devoted to creating a vision for literacy in the PRRD. This session was facilitated by Judy Brooks, Regional Literacy Coordinator. A considerable part of the visioning session was spent discussing what some of the Literacy Council's core values are, as a committee and a community.

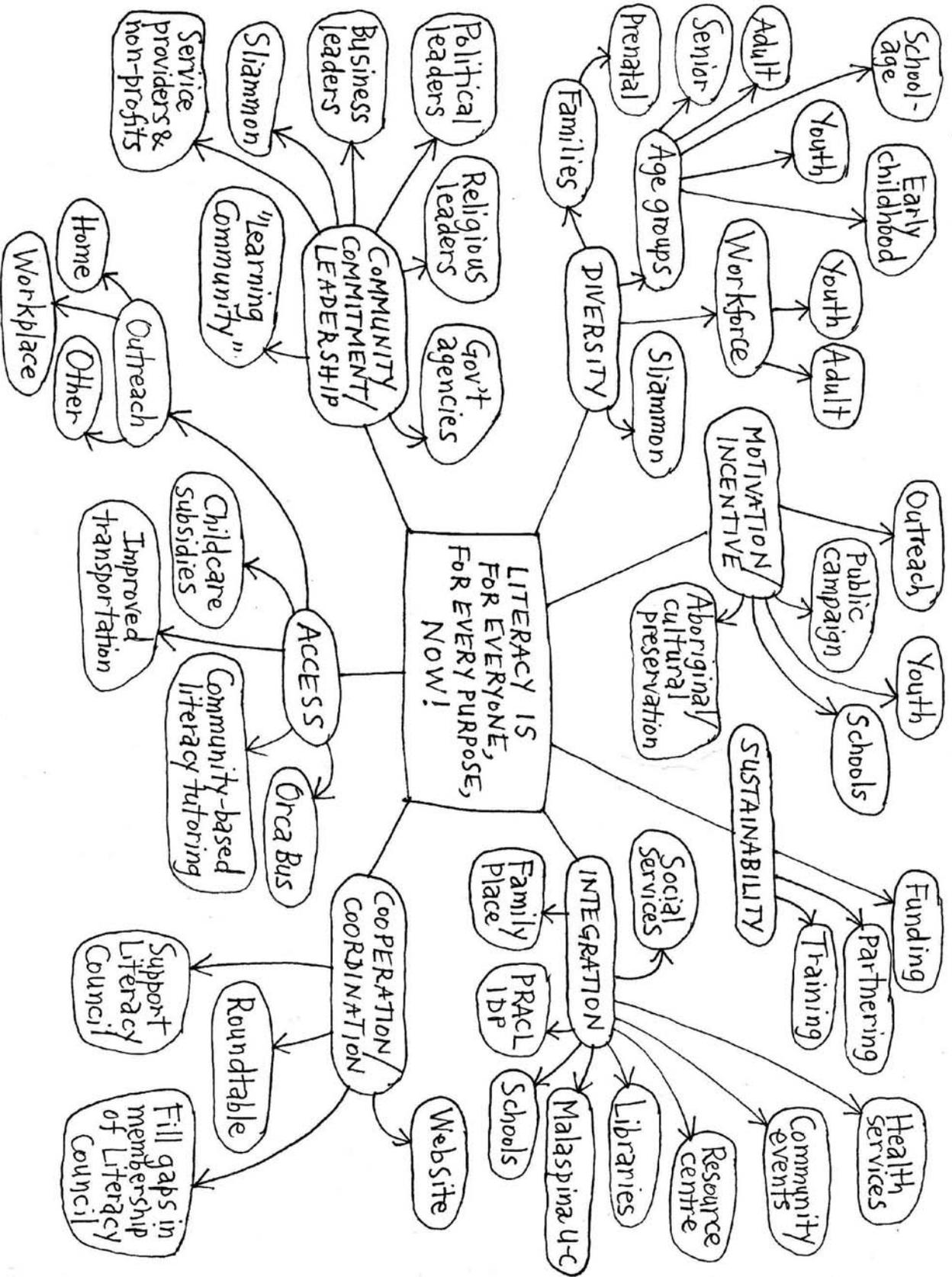
VALUES:

- **Access:** Minimal barriers between those in need and the services which can help them
- **Community Commitment/Leadership:** Political and business leaders are working alongside the providers of literacy services to realize a common vision
- **Cooperation/Coordination:** Stronger relationships between services and providers
- **Diversity:** Literacy services of all types for all ages
- **Integration:** Literacy services are embedded in all types of activities
- **Motivation/Incentive:** People needing literacy services understand the benefits
- **Sustainability:** Services will continue to be offered

VISION:

Literacy is for everyone, for every purpose, now!

The vision is the long-range goal used in developing the Community Literacy Plan. The mindmap on the following page graphically depicts the Literacy Council's vision and values, along with the specific goals and activities associated with these values.



4.1. Our Values

In the following seven subsections, the values of the Literacy Council are used as the basis for developing a Community Literacy Plan (CLP). A comprehensive and successful plan will contain multiple initiatives, each of which will realize multiple values; but many initiatives will tend to focus more on one of the seven values. Therefore, for each of the values, some of the key initiatives that fall under that value most directly are used as examples of the sorts of projects under consideration. It should be noted that these initiatives are ones that the Literacy Council has determined to be important for eventual success, although it will not be responsible for pursuing all of the initiatives, since it will be working alongside many other community partners, some of which will be willing to take on specific projects. The Literacy Council sees its role as a dedicated advocate for the community's literacy needs, and as a support, central clearinghouse and consultant for all projects and initiatives bearing on the state of literacy in the PRRD; but it certainly does not expect to design or deliver all literacy activities.

Note that these subsections are organized alphabetically, so as not to suggest that any one of these values is necessarily more important than any others. The Literacy Council considers that they are equally important values and should be incorporated into planning and actions as the community moves forward to make literacy services pervasive, natural, available, easy to find, enjoyable, and relevant to everyone in our community.

4.1.1. Access

People in need have increased access and reduced barriers to accessing literacy services.

- **Childcare subsidies:** Many programs and services currently offered would attract greater participation if on-site childcare could be provided; universal childcare and an increase in childcare spaces are required;
- **Improved transportation:** Many programs and services currently offered would attract greater participation if potential participants were better able to get to them; transportation subsidies could be provided for program participants; a long-range goal could mean improved public transportation;
- **Develop community-based adult literacy tutoring:** Adult literacy tutoring is currently available primarily through Malaspina University-College; this service can be supplemented and its scope enlarged by finding a neutral non-institutional place in the community whose primary focus is not educational;
- **Develop home outreach:** Many potential users of literacy services are housebound and unable to get out on a regular basis, and although the public library does offer home delivery of library materials and online services, more can be done to service the needs of these people;
- **Develop workplace outreach:** Another way of taking services to those in need, and embedding those services in normal daily activities, is to work with the local business community to provide workplace literacy services (which can be disguised as skills upgrading, computer training, etc.);
- **Develop outreach into “non-conventional” venues for literacy services:** Integrate services into the normal routines and activities of people's lives, using places such as the Town Centre Mall, drop-in or possibly storefront literacy help, etc.;
- **Support the “Orca Bus”:** Take family literacy services out into the rural areas of the region on a mobile bus, in order to reach parts of the population that are otherwise less likely to seek services in the City of Powell River.

4.1.2. Community Commitment and Leadership

Political and business leaders are working alongside the providers of literacy services to realize a common vision.

- **Reactivate “Learning Community” commitment:** As an umbrella philosophy and a way of galvanizing public interest, support, and participation, revisit the past declaration of the City of Powell River as a “Learning Community” and initiate a public campaign to raise awareness of the benefits of lifelong learning, both at the personal level and at the levels of the family and the community;
- **Engage Sliammon and other aboriginal communities:** Work to build on the success of the K̓l̓a ah men Language Program in the public schools, and help to broaden its scope; furthermore, the Literacy Council will seek training in the different needs of the local aboriginal communities with respect to literacy and its integration into a broader social context, so that it can better help these communities develop literacy programs that respect their needs and desires;
- **Engage local business community**
 - Chamber of Commerce
 - Business leaders, small business owners
 - Unions
- **Engage local political leaders**
 - City Council
 - Regional District
- **Engage service providers, non-profits**
 - Housing advocates
 - Anti-poverty advocates
 - Service clubs, benevolent organizations
- **Engage churches, local religious leaders**
- **Engage government agencies concerned with at-risk populations, employment, etc.**
 - Human Resources and Skills Development Canada (HRSD)
 - Ministry of Employment and Income Assistance (MEIA)
 - Ministry of Children and Family Development (MCFD)
 - Service Canada

4.1.3. Cooperation and Coordination of Services

The Literacy Council is building stronger relationships among existing services and providers, and is carrying out more advocacy, research, training, and fundraising to maintain existing literacy services and develop new literacy services.

- **Organize a roundtable on aligning services:** One way of bringing together all service providers and potential new partners in an effort to better coordinate existing services and integrate new services is to roll out the new Community Literacy Plan as part of a cross-sector roundtable, or series of roundtables to increase collaboration among the individuals and organizations most centrally concerned with improving literacy in the PRRD;
- **Support the activities of the Literacy Council:** One continual problem that members of the Literacy Council report is that their participation in the Council is “off the side of their desks”; with the best intentions in the world, they are often unable to provide enough time to follow-up activities or to initiating new programs;
- **Fill gaps in the membership of the Literacy Council:** Representatives of the local business community, city council, or Sliammon do not regularly attend meetings of the Literacy Council, and there are other sectors of the local community whose input and support would be highly valued;
- **Develop a website:** A website will be a useful tool in collecting and presenting information about literacy-related initiatives and services going on in our region, and will help providers and members of the community better understand what is available and how the various services and activities link together.

4.1.4. Diversity

Literacy services of all types for all ages are available.

- **Sliammon and non-Sliammon aboriginal communities**
- **Parents & families**
- **Prenatal/parenting education**
- **Early childhood**
- **School-age children**
- **Youth**
- **Youth workforce**
- **Young adult**
- **Adult**
- **Adult workforce**
- **Seniors**

The goal here is to reach as many groups in the community as possible, given available resources, and to pay attention to the different needs of these groups, which differ significantly from one group to another.

4.1.5. Integration

Literacy services are embedded in all types of activities.

- **Family Place**
- **PRACL Infant Development Program**
- **Schools**
- **Malaspina University-College**
- **Library**
- **Resource centre**
- **Community events**
- **Health services**
- **Social services**

A good deal of imagination and hard work will be required here, in order to embed literacy services into pre-existing activities. Targeting young children and families is where the greatest successes are currently to be found; but the Literacy Council and its partners in the community must work to incorporate literacy into otherwise non-literacy-related activities. Tasks that people are already engaged in are all potential points of entry into literacy services, whether explicit (i.e., in a classroom or other institutional setting) or implicit (i.e., concealed in some community activity). Locations that are already hosting literacy programs, e.g., Powell River Public Library, Malaspina University-College, Family Place, and others, have a natural advantage in this regard, but it will be essential to explore all of the possibilities for establishing new services and broadening the scope of existing services by finding imaginative new venues. It is possible that the greatest successes might lie outside the current mainstream, in locations and activities that are currently not associated with literacy.

4.1.6. Motivation/Incentive

People needing literacy services understand the benefits.

- **Outreach:** Access and/or develop materials which can be distributed to and used by social service providers and agencies that work in the community; these materials will familiarize people with the benefits of increased literacy and with the services that are available for them;
- **Public campaign:** An educational campaign will be created and launched to publicize and promote the positive aspects of increased literacy and to reduce the stigma associated with seeking help with literacy;
- **Youth:** Youth in the PRRD must be specifically identified as a population at risk, especially in the current employment climate, in which low literacy skills might not impede entry into the job market, but will certainly impede future progress and ability to secure a stable satisfying career;
- **Aboriginal communities and cultural preservation:** Sliammon community leaders must be encouraged to continue developing the K'la ah men Language Program, as a vital ingredient in helping the Sliammon community preserve its language and the cultural heritage that it represents; efforts must be made to understand and address the needs of the non-Sliammon aboriginal communities in the PRRD;

- **Schools:** Schools are a good point of entry for literacy services that can reach adults, since these adults have children in the school system, and they want to be able to help their children succeed in school.

4.1.7. Sustainability

Services will continue to be offered.

- **Funding:** All agencies in our community will be supported in their efforts to obtain stable and sufficient funding for the range of community literacy services;
- **Partnering:** There are opportunities for partnering that we have not taken advantage of, because many of the service providers in the community are already challenged by dwindling funding and missing resources; but it is essential in building sustainability so that providers and potential users of services can know that these services will continue to be offered and they can plan accordingly. Thus, the goal is to create new partnerships throughout the community, with business leaders, political leaders, churches, non-profit organizations, school, and anyone who stands to gain from the PRRD becoming a place where literacy and lifelong learning are valued;
- **Training:** Ongoing training is an important and essential part of the plan for offering well-designed, up-to-date services to address the literacy needs of our community; our practitioners, childcare specialists, educators, and anyone engaged in our work in the community, will have opportunities to improve their skills and knowledge, so that they can become better able to offer help to anyone needing literacy services.

4.2. Vision

Literacy is for everyone, for every purpose, now!

This Vision is a simple statement and expresses the Literacy Council's strong wish to have a vision statement that engages every member of the community. It expresses the desire that literacy be seen as inclusive of all age groups, ethnicities, education levels, and literacy needs; furthermore, it speaks to the fact that literacy should be integrated into all activities taking place in our community, and should not be thought of as separate from those activities. Finally, it expresses our commitment to engaging the whole community and reducing the barriers to participation in literacy education by making more people aware of the benefits of higher literacy, reducing the stigma associated with insufficient literacy skills, and making literacy skills part of everyone's everyday life.

4.3. Components of the Community Literacy Plan

Through consideration of the values espoused in §4.1, and extensive discussion about how best to realize those values, the Literacy Council has determined its top five priorities for action. These priorities are enumerated and discussed in the five following subsections.

It should be noted that the Plan assumes that the Literacy Council will continue to exist and be a primary player in the implementation of the Plan.

Objective #1: Find funding and hire a Literacy Coordinator

What needs to be done?

- Through a sponsoring agency, the Powell River Literacy Council will apply for Literacy Now Implementation funding to retain a Literacy Coordinator. Employed by the sponsoring agency and answerable to the Council, the coordinator will be responsible for:
 - Coordinating all activities related to literacy in the PRRD;
 - Providing assistance for initiatives relating to literacy services in the PRRD;
 - Acting as a central information clearinghouse;
 - Seeking funding to maintain all existing literacy initiatives and researching funding opportunities for new initiatives including training;
 - Creating a website and any pertinent printed materials to publicize literacy initiatives among service providers and the broader community;
 - Supporting the Literacy Council in its work.

Who will do it?

- Powell River Literacy Council
- Sponsoring agency

What are the resources needed?

- Funding

When does this activity need to be done?

- ASAP

How will we know we have succeeded?

- The PRRD has a Literacy Coordinator.

Objective #2: Raise public awareness

What needs to be done?

- Through an imaginative campaign, educate the public about the value of lifelong learning in many different contexts;
- Engage all key stakeholders in the community in this project, and actively seek their input as to how best to engage the populations that they represent;
- Work to ensure that, in so far as possible, the stigma felt by people with low literacy skills is reduced, by defining literacy broadly and stressing the advantages that come from having increased skills;
- Offer “self-diagnosis” tools, so that people can discover their own level of literacy skills;
- Provide information to professionals in the health and social services regarding detecting or assessing low literacy skills;
- Supply professionals in the health and social services with tools for addressing low literacy skills, tactfully steering people in the direction of services or activities that might help them to improve their skills, etc.

Who will do it?

- Literacy Coordinator
- Powell River Literacy Council

What are the resources needed?

- Literacy Council and Literacy Coordinator’s time and expertise
- Publicity materials
- Website development
- Funding

When does this activity need to be done?

- On-going

How will we know we have succeeded?

- People in the PRRD are aware of available literacy services;
- People in the PRRD understand the importance of increasing their literacy skills;
- Community leaders are engaging in literacy activities and are promoting the value of literacy and lifelong learning;
- Professionals in the PRRD are able to assess low literacy and refer those in need to services.

Objective #3: Embed literacy services in daily activities

What needs to be done?

- The Literacy Council recognizes that people in need of help with literacy skills have busy lives, with little to no time available outside of their normal activities for participation in literacy services; therefore, the Literacy Council will promote ways of embedding literacy services in regular activities in the community, e.g.:
 - In-store help with reading labels, understanding products, etc.
 - Storefront drop-in help with form-filling
 - Reading and writing as part of local festivals and artistic events
 - Sponsoring plain language workshops

Who will do it?

- Literacy Coordinator
- Powell River Literacy Council

What are the resources needed?

- Literacy Council and Literacy Coordinator's time and expertise
- Books and materials
- In-kind support and funding from churches, service clubs, workplaces, etc.
- Volunteer contributions of time, expertise
- Funding for materials development

When does this activity need to be done?

- On-going

How will we know we have succeeded?

- People are participating in activities that (explicitly or implicitly) target literacy skills;
- People report that they are using literacy skills more frequently and with greater success in their everyday activities;
- Literacy is part of many activities in the community.

Objective #4: Train and support service providers

What needs to be done?

- Ongoing training is an essential component of sustainably delivering high-quality and effective literacy services that meet the needs of our community. Therefore, one of the key tasks of the Literacy Coordinator will be to coordinate training and support of literacy service providers. The coordinator, in collaboration with the Literacy Council, will determine training priorities, will fund training programs whenever possible, and will research other sources of funding for training.

Who will do it?

- Literacy Coordinator
- Powell River Literacy Council

What are the resources needed?

- Literacy Council and Literacy Coordinator's time and expertise
- Locations for training
- Input from service providers
- Funding

When does this activity need to be done?

- On-going

How will we know we have succeeded?

- Funding and training opportunities are available;
- People in the PRRD are equipped to provide literacy services;
- Literacy service providers have frequent opportunities to upgrade their skills.

Objective #5: Advocate for a new library

What needs to be done?

- The Literacy Council believes that a new spacious library facility is an essential part of a successful community literacy strategy. The Literacy Council, library staff and board members, and other interested members of the broader community, will advocate for a new library facility, by drawing attention to the benefits for the entire community of having a place which can advocate for lifelong literacy for all ages and for all needs, and can also host directed literacy activities and services.

Who will do it?

- Literacy Coordinator
- Powell River Literacy Council
- Staff and board of Powell River Public Library, friends of the library

What are the resources needed?

- Literacy Council and Literacy Coordinator's time and expertise
- Development of printed materials

When does this activity need to be done?

- Ongoing

How will we know we have succeeded?

- The City of Powell River has committed to a new library facility.

Appendix A. Mission and Members of the Literacy Council

The Mission of the Literacy Council is:

The Powell River Literacy Council is a community group whose purpose is to promote literacy and lifelong learning in the region.

The members of the Literacy Council who participated in the Literacy Now Planning Process are:

- **Deb Bryant:** Consultant, project and community development and coordinator for Success By 6 Powell River. Literacy interest: I have a long-standing interest in teaching and learning as a path to unleashing each individual's potential. I accept as true that:
 - We humans are natural and eager lifelong learners;
 - Our innate love for learning is a constructive force;
 - Language literacy is key to building our capacity to learn.
- **Stephanie Hall:** Chief Librarian. Literacy interest: Being able to read is like being able to pick locks - it's a skill that lets you into other peoples' minds. And some of those minds are pretty cool. I care about literacy because I care about everybody getting a chance to enjoy or benefit from what's been written down, or to improve on it, if they feel the urge.
- **Maureen Hickey:** Child Care Consultant.
- **Jeannette Jones:** Library Technician and Outreach Coordinator of the Powell River Public Library. Literacy interest: Evening the playing field—literacy is the card that “trumps” all socio-economic factors influencing the success of the individual.
- **Natalie Kreter:** Parent, former teacher. Literacy interest: I believe that the way to improve our society/world is through education and that literacy is a cornerstone of education.
- **Margaret Leitner:** Executive Administrator for a non-profit (PREP). Literacy interest: I am interested in early and family literacy, and in working with others to move the "literacy agenda" forward in the community.
- **Jean MacKenzie:** Early Childhood Educator / Bibliophile & book scout / Family Place Coordinator. Literacy interest: At Family Place we see that, among our clientele, there are parents whose life horizons are limited by their lack of functional literacy skills.
- **Eileen McKinnon:** Retired. Literacy interest: I was coordinator of the Malaspina University-College Volunteer Literacy Tutoring programme for about 10 years. I am currently volunteering as a literacy tutor and I am interested in seeing literacy services in this community extended and improved. I am especially interested in services for the adult community.
- **Jenni Rogers:** Committee Coordinator, Powell River Ayjoomixw Spirit of BC Community Committee. Literacy interest: Literacy is one of the four key areas that we (Spirit of BC in Powell River) are focusing to build strength and capacity so in-turn we can have a healthy and strong community.

- **Linda Rosen:** Adult Basic Education Instructor at Malaspina University-College, teaching Math and English Fundamental to Intermediate Levels, as well as Coordinator of the Adult Basic Education Programs and Volunteer Tutor Program; Chair of the Powell River Library Board. Literacy interest: I am participating officially because of my involvement in Literacy Programs at Malaspina University-College.
- **Jeanette Scott:** Retired teacher and trustee on the board of School District #47. Literacy interest: As a deacon in the Anglican Parish of St. David & St. Paul and founding director of The Company of the Wild Goose, I actively promote literacy through storytelling, readers' theatre and intergenerational open play readings.
- **Eleanor Sinclair:** Public Health & Prevention Team Leader, Vancouver Coastal Health/Powell River Community Health. Literacy interest: Public Health Nurses contact all families of newborns and home visit the majority of first time parents and many with their second or more baby. Public Health Nurses recognize the importance of early stimulation and reading to young babies and children and support awareness of this information with all families. Public Health Nurses also see most 2-, 4-, 6-, 12-, and 18-month-old babies through Child Health Clinics held at the Health Unit and are in a position to promote early literacy with the parents of these infants.
- **Monty Tyrwhitt-Drake:** Teacher – special education. My interest in literacy is in the late teen range of age; these young people who fall through the cracks, for whatever reasons, are not well served by the school district. The school district, with limited resources, is putting money and effort where there is going to be more return: on young families and in the Early Childhood Education area. Teens and young adults are less return for the dollar. Teens need something outside school which will attract and involve them and assist with literacies of all kinds.
- **Theresa Verdiel:** Special Education Coordinator, biographies, history. Literacy interest: to support the community in achieving the highest rate of literacy possible in order to reduce unemployment or underemployment, and promote the enjoyment of literature.
- **Rose Marie Williams:** Retired Teacher; Director, Board of the Powell River Employment Programs Society. Literacy interest: A democracy is dependent on a literate society.

Appendix B. Community Literacy Inventory: The data

Note that the following services are listed alphabetically by name of service.

	Name of program and organization	0-3 Parent-Tot Group (PRACL IDP)
	Who does it serve?	Families being served by PRACL's children's services
	What are the goals?	To offer peer support for parents; to offer socialization for children
	What is the location of the program?	PRACL
	How many people are served?	12-15 families
	How is it staffed?	PRACL IDP, physiotherapist, staff from PRACL Supported Child Development
	What are the resources?	books, toys, snacks, transportation support, playground equipment
	What are the greatest successes?	Parents get to know other parents with young children; children are helped to transition into other group settings and are introduced to child peer interaction
	What more would they like to do?	Offer to the wider community
	What would make the service better for your participants?	Subsidized transportation
	Does the service have partners?	No
	Possible links with existing programs	Other health and social service agencies; other parent-tot groups; Family Place
	Name of program and organization	Adult Basic Education (Malaspina University-College)
	Who does it serve?	Adults
	What are the goals?	Increased Skills, Employment, Post Secondary Programs
	What is the location of the program?	Malaspina University-College, 3960 Selkirk Avenue
	How many people are served?	Approximately 150
	How is it staffed?	Paid Instructors trained in specific contact areas
	What are the resources?	Classroom materials, library resources, internet access in all classrooms
	What are the greatest successes?	Students achieving their personal goals
	What more would they like to do?	N/A
	What would make the service better for your participants?	N/A
	Does the service have partners?	No: Funded through AVED
	Possible links with existing programs	Public Library, Family Place, Sliammon Community, Seniors Centre, Model Community
	Name of program and organization	Ages & Stages (Building Blocks 0-6)
	Who does it serve?	0- to 4-year-olds
	What are the goals?	To educate parents about what to do with their children before school entry; to inform them of services in the community; to inform them of how their children are doing in comparison to their peers
	What is the location of the program?	Recreation Complex
	How many people are served?	150-200 per annual session
	How is it staffed?	School District, Success by 6, PRACL, Public Health, Family Place, PacificCare, optometrist, volunteers
	What are the resources?	pencil, paper, books, information from service providers
	What are the greatest successes?	Regular attendance
	What more would they like to do?	N/A
	What would make the service better for your participants?	Reach everybody who needs the services provided
	Does the service have partners?	Many
	Possible links with existing programs	Many

Name of program and organization	Baby Books (Teachers' Association)
Who does it serve?	All new parents in Powell River
What are the goals?	To introduce to parents on the day of their child's birth the importance of reading to their child. This is done by providing every mother of a newborn (a) two top quality children's story books and (b) a letter congratulating the parent on the birth of their child as well as encouraging the parent to read to their children as soon as possible.
What is the location of the program?	Powell River General Hospital
How many people are served?	On average 150 families per year
How is it staffed?	All by volunteers (approximately 6 people)
What are the resources?	Children's reading books and gift wrap from various sources
What are the greatest successes?	Many. Several parents have contacted us to thank us for the books and have said the books are excellent and are very popular with their children
What more would they like to do?	N/A
What would make the service better for your participants?	N/A
Does the service have partners?	Powell River & District Teachers' Association, Powell River General Hospital
Possible links with existing programs	N/A
Name of program and organization	Bag a Book (Powell River Public Library)
Who does it serve?	Caregivers
What are the goals?	To improve caregivers' access to high-quality children's literature and to materials and information to enhance the experience for both parent and child
What is the location of the program?	Powell River Public Library
How many people are served?	Several per week
How is it staffed?	Powell River Public Library
What are the resources?	Funding (provided by Success By 6); replacement funding
What are the greatest successes?	Children's enjoyment from receiving a free book
What more would they like to do?	Replace books; purchase new books and bags; sponsor activities; bring in authors
What would make the service better for your participants?	A better way of displaying the Book Bags; more toys and activities
Does the service have partners?	Success By 6, Daycares, Preschools, Family Place
Possible links with existing programs	Schools, playgroups, childcare providers
Name of program and organization	Basic Computer Skills Tutorials (Malaspina University-College)
Who does it serve?	Adults
What are the goals?	Become computer literate for employment and independent use
What is the location of the program?	Malaspina University-College, 3960 Selkirk Avenue
How many people are served?	Approximately 22
How is it staffed?	Paid Instructor trained in specific contact area
What are the resources?	Classroom materials, library resources, internet access in all classrooms
What are the greatest successes?	Students achieving their personal goals
What more would they like to do?	N/A
What would make the service better for your participants?	N/A
Does the service have partners?	No: Funded through AVED
Possible links with existing programs	Public Library, Family Place, Sliammon Community, Seniors Centre, Model Community

Name of program and organization	Book Bag Exchange (Family Place/PREP)
Who does it serve?	Families and caregivers with young children
What are the goals?	To improve families' access to high-quality children's literature and to materials and information to enhance the experience for both parent and child
What is the location of the program?	Family Place
How many people are served?	Approximately 15 books per month
How is it staffed?	Family Place
What are the resources?	Funding (provided by Success By 6); replacement funding
What are the greatest successes?	Children's enjoyment from receiving a free book
What more would they like to do?	Replace books; purchase new books and bags; sponsor activities; bring in authors
What would make the service better for your participants?	A better way of displaying the Book Bags; more toys and activities
Does the service have partners?	Success By 6, local retailers (for books, bags, materials), Library, recycling centre
Possible links with existing programs	Schools, playgroups, childcare providers
Name of program and organization	Book Bin (Family Place/PREP)
Who does it serve?	Families and caregivers with young children
What are the goals?	To improve families' access to high-quality children's literature and to materials and information to enhance the experience for both parent and child
What is the location of the program?	Family Place
How many people are served?	Approximately 6-8 per month
How is it staffed?	Family Place
What are the resources?	Books (donated)
What are the greatest successes?	Children's enjoyment from receiving a free book
What more would they like to do?	More space, more books, reading area
What would make the service better for your participants?	More books, more space
Does the service have partners?	No
Possible links with existing programs	None
Name of program and organization	Book lending (Powell River Public Library)
Who does it serve?	The entire community of the PRRD
What are the goals?	To support reading for recreation, education and information
What is the location of the program?	Powell River Public Library
How many people are served?	163,655 loaned items in 2006
How is it staffed?	Unionized staff (Hours: Mon., Thurs. 10-6, TWF 10-8:30, Sat. 10-5)
What are the resources?	55,000 items – books, audiobooks, films, and music
What are the greatest successes?	Steadily increasing circulation over the past decade
What more would they like to do?	Expand outreach program, renovate or otherwise expand to allow for a larger collection, more study space, more computers, and a programming room; improve large print and other small collections
What would make the service better for your participants?	In a recent survey, the number one proposed improvement was improved facilities (by a large margin)
Does the service have partners?	City, Province of BC, PRRD, many others on smaller initiatives
Possible links with existing programs	Almost infinite!

	Name of program and organization	Book lending (Sliammon Library Project)
	Who does it serve?	Sliammon First Nation
	What are the goals?	To raise awareness of literacy and raise school success
	What is the location of the program?	Ahms Ta Ow School
	How many people are served?	All Sliammon citizens
	How is it staffed?	Library technician, Ahms Ta Ow support
	What are the resources?	Books, magazines, craft supplies, films
	What are the greatest successes?	Reading programs attended by children; Family Literacy Day
	What more would they like to do?	Increase circulation; more community participation
	What would make the service better for your participants?	More shelving & materials; deciated staffing
	Does the service have partners?	Provincial grant money
	Possible links with existing programs	N/A
	Name of program and organization	Book lending (Tla'amin Child Development Centre)
	Who does it serve?	All parents of children 0-6
	What are the goals?	To encourage reading with one's child
	What is the location of the program?	Tla'amin Child Development Resource Centre
	How many people are served?	~12 families
	How is it staffed?	Tla'amin Health
	What are the resources?	Books, toys, time
	What are the greatest successes?	Positive relationships with families
	What more would they like to do?	More outreach into people's homes
	What would make the service better for your participants?	More visibility of materials
	Does the service have partners?	No
	Possible links with existing programs	Other health-related events in the community
	Name of program and organization	Books For Babies (Powell River Public Health Nursing)
	Who does it serve?	Parents with newborns
	What are the goals?	To encourage early literacy awareness in families
	What is the location of the program?	Outreach
	How many people are served?	Unknown
	How is it staffed?	Powell River Public Health Nursing, Library
	What are the resources?	Books, CDs
	What are the greatest successes?	All families with newborns are reached by this program
	What more would they like to do?	N/A
	What would make the service better for your participants?	N/A
	Does the service have partners?	Province provides books
	Possible links with existing programs	No

Name of program and organization	CAP site (Family Place, Powell River Public Library, Chamber of Commerce, Malaspina University-College, Lund Hotel, Texada Library, Texada Credit Union, Teow Shum (Sliammon First Nation))
Who does it serve?	Parents, caregivers, BOND graduates
What are the goals?	To provide supervised computer access to families with young children
What is the location of the program?	Family Place
How many people are served?	Approximately 10 users per week
How is it staffed?	Family Place
What are the resources?	Computer, internet access, maintenance, staff help
What are the greatest successes?	Provides an opportunity to use a computer for those who might not otherwise have access
What more would they like to do?	Provide onsite support, tutoring, help with job searching, help with online completion of EI and other forms
What would make the service better for your participants?	Better computer, more space, support staffing
Does the service have partners?	CAP program, BOND
Possible links with existing programs	Malaspina University-College, Career Link, Powell River Public Library, government programs
Name of program and organization	Daycare (Tla'amin Child Development Centre)
Who does it serve?	Children 0-5
What are the goals?	Early introduction of Sliammon language; singing & reading
What is the location of the program?	Tla'amin Child Development Resource Centre
How many people are served?	~14-18 children/year
How is it staffed?	Tla'amin Health
What are the resources?	Books, toys, snacks, crafts materials, language resources
What are the greatest successes?	Children are excited about books and are ready to enter preschool
What more would they like to do?	More staffing
What would make the service better for your participants?	N/A
Does the service have partners?	No
Possible links with existing programs	Other daycares
Name of program and organization	Dragon Naturally Speaking (Powell River Public Library)
Who does it serve?	Citizens of Powell River with disabilities
What are the goals?	To boost accessibility to electronic resources for those with disabilities
What is the location of the program?	Reference Room, Powell River Library
How many people are served?	All those with disabilities in Powell River
How is it staffed?	Library staff
What are the resources?	Computer and software
What are the greatest successes?	Enabling disabled to study
What more would they like to do?	Increase accessibility with improved facility
What would make the service better for your participants?	Dedicated area for disabled patrons
Does the service have partners?	Neil Squire Foundation
Possible links with existing programs	N/A

Name of program and organization	Dragon Naturally Speaking (School District 47)
Who does it serve?	All students in kindergarten to grade 7
What are the goals?	To help students struggling with written output
What is the location of the program?	Every primary school in the district (except Texada)
How many people are served?	Unknown
How is it staffed?	SPED teachers
What are the resources?	computer, software
What are the greatest successes?	Students who have trouble writing down their thoughts can find a way to express themselves
What more would they like to do?	Shorten the training time for the voice-recognition system
What would make the service better for your participants?	Shorter training time
Does the service have partners?	No
Possible links with existing programs	No
Name of program and organization	Every Child Ready To Read (Powell River Public Library)
Who does it serve?	Parents & caregivers
What are the goals?	To inform parents of the critical nature of the early learning years and enable them to enrich their child's learning environment
What is the location of the program?	Outreach to community from Powell River Public Library
How many people are served?	60-80/year
How is it staffed?	Library technician
What are the resources?	Books, toys, snacks, handouts
What are the greatest successes?	Increased school-readiness for preschoolers
What more would they like to do?	Reach more areas of greater concern for school-readiness
What would make the service better for your participants?	More engagement of parents on topic of literacy
Does the service have partners?	No
Possible links with existing programs	LAPS
Name of program and organization	K-12 Language Arts (School District 47)
Who does it serve?	Kindergarten to grade 12
What are the goals?	To reinforce and strengthen reading and writing skills
What is the location of the program?	Every school in the district
How many people are served?	All students
How is it staffed?	Teachers
What are the resources?	Everything required to teach reading and writing
What are the greatest successes?	Participation in the Read For The Top competition and Festival of the Performing Arts; strong literacy skills
What more would they like to do?	More resource materials
What would make the service better for your participants?	N/A
Does the service have partners?	Parents
Possible links with existing programs	Festival of the Performing Arts, Library

Name of program and organization	Keys to Literacy (School District 47)
Who does it serve?	Parents, child-care providers
What are the goals?	To work with childcare providers in the community (licensed and unlicensed) to help them to provide early literacy skills
What is the location of the program?	Brooks School
How many people are served?	~20 people, 3 times per year
How is it staffed?	One representative from PacificCare, 2 from School District 47
What are the resources?	Handouts/binder, snacks, money for additional daycare resources
What are the greatest successes?	The opportunity for childcare providers to meet with one another and discuss strategies, get new ideas, and set realistic expectations about child development
What more would they like to do?	Run the program more frequently
What would make the service better for your participants?	Greater consistency of delivery
Does the service have partners?	PacificCare
Possible links with existing programs	Any hosting facility large enough, PRACL
Name of program and organization	Kla ah men Language Program (School District 47)
Who does it serve?	School-age K-12
What are the goals?	To introduce the Sliammon language to Sliammon First Nations students as well as non-First Nations students; to give them a basis in the language so they can continue learning; to reintroduce the Sliammon language to families in the community
What is the location of the program?	James Thompson Elementary School, Oceanview Middle School, Brooks Secondary School, afternoon kindergarten & preschool program in Sliammon
How many people are served?	There are about 120 Sliammon children in the public school system; 75-80 kids at Thompson (20 more non-Sliammon children in the program); about 20-25 at Oceanview; about 12-15 at Brooks
How is it staffed?	3 Sliammon language teachers
What are the resources?	The language itself, the community, the world
What are the greatest successes?	3 Sliammon students have entered the University of Victoria using Sliammon language; Sliammon and non-Sliammon children expose the community to language
What more would they like to do?	The long-term goal is to see the whole community fluent in the language, to archive the language, to work with elders, to promote cross-cultural acceptance & understanding
What would make the service better for your participants?	Acceptance from universities and schools that First Nations Languages are valid
Does the service have partners?	SD 47 & Sliammon community
Possible links with existing programs	Sliammon traditional stories can be used in many other literacy programs in Powell River
Name of program and organization	Kurzweil 3000 software (Powell River Public Library)
Who does it serve?	Citizens of Powell River with disabilities
What are the goals?	To boost accessibility to electronic resources for those with disabilities
What is the location of the program?	Reference Room, Powell River Library
How many people are served?	All those with disabilities in Powell River
How is it staffed?	Library staff
What are the resources?	Computer and software
What are the greatest successes?	Enabling disabled to study
What more would they like to do?	Increase accessibility with improved facility
What would make the service better for your participants?	Dedicated area for disabled patrons
Does the service have partners?	Neil Squire Foundation
Possible links with existing programs	N/A

Name of program and organization	Kurzweil 3000 software (School District 47)
Who does it serve?	All students in kindergarten to grade 12
What are the goals?	To help students struggling with reading comprehension
What is the location of the program?	Every school in the district
How many people are served?	Unknown
How is it staffed?	SPED teachers
What are the resources?	computer, software, scanner
What are the greatest successes?	High school students can successfully sit the provincial exams
What more would they like to do?	Have more in each school
What would make the service better for your participants?	Easier access to hardware, software
Does the service have partners?	No
Possible links with existing programs	Library, PRACL, Malaspina University-College
Name of program and organization	Ladybug (School District 47)
Who does it serve?	Kindergarten to grade 2
What are the goals?	To address children's lack of school-readiness with respect to literacy skills
What is the location of the program?	Every primary school in the district
How many people are served?	Approx. 20% of students in grades K to 2
How is it staffed?	District Early Literacy Resource Teacher and SSA's
What are the resources?	games, songs, rhymes, puppets, props, stickers, toys, etc.
What are the greatest successes?	Students exiting from early intervention
What more would they like to do?	N/A
What would make the service better for your participants?	N/A
Does the service have partners?	Parents
Possible links with existing programs	Keys to Literacy
Name of program and organization	Lending Library (PRACL IDP/SCD)
Who does it serve?	Families being served by PRACL IDP and SCD as well as community at large
What are the goals?	To provide educational information on parenting, specific disabilities, and child development
What is the location of the program?	PRACL
How many people are served?	200-300 people/year
How is it staffed?	PRACL
What are the resources?	Books, videos, DVDs, toys, equipment
What are the greatest successes?	Limited resources in the community are distributed widely; parents have access to educational material and can try books or videos before buying them
What more would they like to do?	Open the library up to the general community; provide more staffing; find more funding; have a better location
What would make the service better for your participants?	More choice, more selection of materials
Does the service have partners?	No
Possible links with existing programs	Library, Family Place

Name of program and organization	Literacy & ESL Materials (Malaspina University-College)
Who does it serve?	Adults
What are the goals?	Increased Skills, Employment, Post Secondary Programs for ESL learners
What is the location of the program?	Malaspina University-College, 3960 Selkirk Avenue
How many people are served?	Approximately 15
How is it staffed?	Paid Instructor trained in specific context area
What are the resources?	Classroom materials, library resources, internet access in all classrooms
What are the greatest successes?	Students achieving their personal goals
What more would they like to do?	N/A
What would make the service better for your participants?	N/A
Does the service have partners?	No: Funded through AVED
Possible links with existing programs	Public Library, Family Place, Sliammon Community, Seniors Centre, Model Community
Name of program and organization	Literacy and Parenting Skills (Family Place/PREP)
Who does it serve?	Parents with young children
What are the goals?	To enhance parenting and adult literacy skills in an interactive format
What is the location of the program?	Recreation Complex
How many people are served?	10-15 people per 10-week session, twice per year
How is it staffed?	Funding provided by Success By 6; staffing by Family Place
What are the resources?	Space (Recreation Complex); flip charts; children's books; snacks; child-minding service
What are the greatest successes?	(Service has not been offered yet)
What more would they like to do?	Have enough space in the Family Place facility to offer this program
What would make the service better for your participants?	TBD
Does the service have partners?	Success By 6, Recreation Complex
Possible links with existing programs	Might lead to parents deciding to upgrade education skills; other Family Place services
Name of program and organization	Literacy, Large-print, & ESL Materials, CNIB Books on Tapes and Daisy-Disks (Powell River Public Library)
Who does it serve?	Those with literacy challenges or impaired vision
What are the goals?	To help those with vision problems continue to enjoy reading and learning
What is the location of the program?	Powell River Public Library
How many people are served?	All residents of Powell River with challenges
How is it staffed?	Library staff
What are the resources?	Software, audio tapes, Daisy Reader books
What are the greatest successes?	Supporting those in need
What more would they like to do?	Increase awareness to clients and increase accessibility
What would make the service better for your participants?	Improved facility would mean that library could dedicate a specific area
Does the service have partners?	CNIB, Province of BC
Possible links with existing programs	N/A

Name of program and organization	Lund Library (Lund Community Society)
Who does it serve?	The residents of the Malaspina Peninsula. Primarily a small fishing and logging community North of Powell River on the Sunshine Coast.
What are the goals?	The goals of the Lund Community Society are to foster community involvement through educational, recreational, cultural and spiritual endeavors. The Lund Lending Library will fall under our educational and cultural goals.
What is the location of the program?	Lund Community Centre
How many people are served?	None yet
How is it staffed?	Volunteers and paid employees funded through our direct access to gaming grants, grants to HRDC for summer students, and our annual grants from the Regional district for maintenance etc.
What are the resources?	Volunteers, the three acre property and old school facility reinvented as a community center building
What are the greatest successes?	One of our greatest successes was hosting a parent led community education program with school district 47, North Island College, and local parents for four years when this facility was initially closed in June of 2000. We had full parent participation, student led fundraising, and various activities including arts and photography led sessions by community members for four years endorsed by and supported through the regional and school district in this area.
What more would they like to do?	We would like to host daily, weekly and monthly activities for the community. This would include seminars of an educational, literary and artistic nature. We would like to hire people to help us make this happen.
What would make the service better for your participants?	We wish to hire staff and provide more resources to the general public with the hopes of drawing in more community involvement.
Does the service have partners?	None currently
Possible links with existing programs	Success by 6, Malaspina University-College
Name of program and organization	Lund Playgroup (Lund Community Society)
Who does it serve?	Parent-child group 0-7
What are the goals?	To provide a weekly event for children aged newborn to pre-primary, to play together & experience age-appropriate activities promoting social, cognitive and language development while providing a venue for parents to support each other through discussion and social interaction
What is the location of the program?	Lund Community Centre
How many people are served?	12 families, up to 17 children
How is it staffed?	One facilitator
What are the resources?	Community will, operating costs, books, toys, supplies, snacks, administrative wage
What are the greatest successes?	Community-building, started with 4 families and now up to 12
What more would they like to do?	More program development, speakers, workshops, regular storyteller, music component
What would make the service better for your participants?	More music, language development, workshops
Does the service have partners?	Success by 6, community volunteering & donations
Possible links with existing programs	Family Place, Lund Library
Name of program and organization	Moe the Mouse (Tla'amin Child Development Centre)
Who does it serve?	Children 4-5
What are the goals?	To encourage speech development in children
What is the location of the program?	Tla'amin Child Development Resource Centre
How many people are served?	~12 children/year
How is it staffed?	Tla'amin Health
What are the resources?	Stuffed animals, booklets, DVDs, manuals, handouts
What are the greatest successes?	Children enjoy learning speech sounds
What more would they like to do?	Explore all of the resources and activities in the kit
What would make the service better for your participants?	Offer wider variety of activities
Does the service have partners?	Coast Garibaldi speech & language pathologist
Possible links with existing programs	Daycare

Name of program and organization	Nobody's Perfect (PREP)
Who does it serve?	Parents of children aged 0-5
What are the goals?	To educate and support parents in their primary parenting role
What is the location of the program?	Family Place, Public Health, and space that can accommodate a group and serve food
How many people are served?	2 series of 6 sessions per year, approx. 20-25 parents per year
How is it staffed?	Public Health Nursing and community facilitator
What are the resources?	Books, meal, CDs, videos/DVD, childcare subsidy, transportation subsidy
What are the greatest successes?	Participants enjoy the program & wish it were longer or that they could take it again
What more would they like to do?	Keep the program current so that it addresses current needs of all parents
What would make the service better for your participants?	Offer longer program
Does the service have partners?	PRCYFSS, PRACL, MCFD, MEIA, Sliammon Community Health Nursing
Possible links with existing programs	Sliammon, School District 47, PRCYFSS, BOND, Public Health Nursing, other social service agencies
Name of program and organization	Parent-Child Drop-in (Family Place/PREP)
Who does it serve?	Families and caregivers with young children
What are the goals?	To provide a neutral venue for all families and caregivers of young children to meet, make friends, and find support and information to raise healthy children; to provide referrals to community programs; to allow parents to make contact with ECD practitioners
What is the location of the program?	Family Place
How many people are served?	Approximately 150 visits per month; approximately 11 new families per month
How is it staffed?	Family Place provides the venue; Ministry of Child and Family Development provides funding which goes towards staffing and operating expenses
What are the resources?	Staffing, early childhood playroom, washroom and change table, snacks, diapers, adult lending library
What are the greatest successes?	Return visits; supportive atmosphere; meeting place for people from different social groups; socialization for preschoolers; time to build trust over repeated visits
What more would they like to do?	Host a community kitchen; offer a counseling room and a separate activity room; have storage space
What would make the service better for your participants?	Stable funding
Does the service have partners?	Powell River Child Youth and Family Services, Powell River Employment Program Society; Powell River Public Library; Recreation Complex
Possible links with existing programs	Many other agencies could have a regular presence in Family Place to offer services and do outreach
Name of program and organization	Parent-Child Mother Goose (PRCYFSS, PRACL, Family Place/PREP)
Who does it serve?	Families and caregivers with children from 0 to 12 months
What are the goals?	To enhance the parent-child relationship, to increase parent networking, to promote early literacy skills
What is the location of the program?	Family Place
How many people are served?	15-20 families attend each 8-10 week session; three times per year
How is it staffed?	Family Place provides the venue; PRACL IDP and PRCYFSS provide staff for the infant program
What are the resources?	Handouts, snacks
What are the greatest successes?	Parents continue to attend and ask for more sessions; parents make long-term connections with other families; parents make contact with local ECD practitioners in a neutral setting
What more would they like to do?	Expand the program; increase number of facilitators; find stable funding
What would make the service better for your participants?	The program would benefit from space for a designated activity room, separate from the "drop-in" lounge area
Does the service have partners?	PRCYFSS and PRACL IDP provide facilitators
Possible links with existing programs	Sliammon, Powell River Public Library, child-care facilities, recreation services, parent-tot groups, churches, school district

Name of program and organization	Parents As Literacy Supporters (PALS) (School District 47)
Who does it serve?	Kindergarten
What are the goals?	Builds the capacity of parents to support their child's school learning
What is the location of the program?	Kelly Creek Kindergarten and grade 1 class, Grief Point Kindergarten classes, James Thompson / Sliammon Kindergarten class
How many people are served?	Approx. 75 children and their families per year
How is it staffed?	SD trustee volunteer & kindergarten teachers
What are the resources?	take-home bags with selections of age-appropriate children's books relating to topics being developed in each session; Program-support take-home materials: crayons, felt pens, play dough, pencils, glue, scissors, dice, playing cards, teacher-generated handouts
What are the greatest successes?	Parents understanding their role in supporting their children's learning in school
What more would they like to do?	Maintain & strengthen this kind of program through the primary grades
What would make the service better for your participants?	Encourage businesses to see the value in supporting their workers to attend sessions during the workday without incurring a penalty
Does the service have partners?	No
Possible links with existing programs	Book Bag at Family Place; Library
Name of program and organization	Powell River Early Years Centre (Powell River Child, Youth, and Family Services)
Who does it serve?	Parents attending secondary school and parents in the community with children 0-5
What are the goals?	To provide positive healthy child development
What is the location of the program?	Powell River Early Years Centre
How many people are served?	8 children
How is it staffed?	PRCYFSS
What are the resources?	All of the resources of a licensed childcare facility
What are the greatest successes?	Children make healthy developmental progress; parents stay in school
What more would they like to do?	Greater sustainability in staffing
What would make the service better for your participants?	Transportation, assured continuity of program
Does the service have partners?	Board of Education
Possible links with existing programs	PRACL IDP, Public Health, BOND, Family Place
Name of program and organization	Preschool screening (School District 47)
Who does it serve?	Preschoolers
What are the goals?	To identify students entering kindergarten who are at risk of low school-readiness
What is the location of the program?	Every primary school in the district
How many people are served?	Approx. 120 per year
How is it staffed?	District Early Literacy Resource Teacher
What are the resources?	Basket of props
What are the greatest successes?	Identify at-risk children and apply early intervention
What more would they like to do?	N/A
What would make the service better for your participants?	N/A
Does the service have partners?	Preschools (to set parents' expectations)
Possible links with existing programs	Any program that targets literacy in preschoolers

Name of program and organization	Read For The Top - Red Cedar Book Awards (School District 47)
Who does it serve?	Grades 6-9
What are the goals?	To increase amount of reading that students do & increase profile of reading
What is the location of the program?	Oceanview, Assumption, Cote du Soleil, Evergreen, Kelly Creek, Grief Point, Edgehill, Henderson, James Thompson, Texada
How many people are served?	~800 students/year
How is it staffed?	SD 47
What are the resources?	~\$4000 budget for books, medallions, plaques, incentives, gift certificates for books, prize money
What are the greatest successes?	Reading gets a high profile, reading is portrayed as cool
What more would they like to do?	Expanding it to Vancouver Island
What would make the service better for your participants?	More incentives at lower levels
Does the service have partners?	Breakwater Books, A&W
Possible links with existing programs	Private schools, Powell River Literary Society
Name of program and organization	Ready Set Learn (School District 47)
Who does it serve?	3 year olds & their families
What are the goals?	To familiarize children with their neighbourhood school
What is the location of the program?	Any elementary school
How many people are served?	Approx. 100 children/year
How is it staffed?	SD47 and community agencies
What are the resources?	Kit of information including a book, copy of Ready Set Learn booklet about school preparation
What are the greatest successes?	Preschoolers are comfortable with their neighbourhood school and its teachers and staff; families understand the importance of school-readiness
What more would they like to do?	N/A
What would make the service better for your participants?	More community agencies participating
Does the service have partners?	No
Possible links with existing programs	Community agencies
Name of program and organization	Red Cedar Book Awards (Powell River Public Library)
Who does it serve?	Children in grades 4 to 7
What are the goals?	To support and promote BC children's writers, to provide reading enjoyment for school-age children
What is the location of the program?	Powell River Public Library
How many people are served?	Approx. 100 per year
How is it staffed?	Library staff
What are the resources?	Provincial program materials, books
What are the greatest successes?	Reading groups in library, trips to award ceremony
What more would they like to do?	Encourage greater participation
What would make the service better for your participants?	Improved children's library
Does the service have partners?	Public Library Service Branch, Province of BC
Possible links with existing programs	N/A

Name of program and organization	Signing for Baby (PRACL IDP)
Who does it serve?	Parents with babies from birth to 1 year old
What are the goals?	To promote early communication between parent and child
What is the location of the program?	PRACL; other locations in the community
How many people are served?	20-30 families/year
How is it staffed?	PRACL
What are the resources?	video, kit, snack, handouts, books (for sale)
What are the greatest successes?	Allows children and parents to communicate when the child is pre-verbal; improves parent/child communication; reduces frustration and behaviour problems
What more would they like to do?	Find funding to give books away; offer service more frequently
What would make the service better for your participants?	Have more sessions, longer sessions
Does the service have partners?	No
Possible links with existing programs	Any other early child development service or agency
Name of program and organization	Sliammon Library Project (Powell River Public Library)
Who does it serve?	Sliammon First Nation
What are the goals?	To raise awareness of literacy and raise school success
What is the location of the program?	Ahms Ta Ow School
How many people are served?	All Sliammon citizens
How is it staffed?	Library technician, Ahms Ta Ow support
What are the resources?	Books, magazines, craft supplies, films
What are the greatest successes?	Reading programs attended by children; Family Literacy Day
What more would they like to do?	Increase circulation; more community participation
What would make the service better for your participants?	More shelving & materials; deciated staffing
Does the service have partners?	Provincial grant money
Possible links with existing programs	N/A
Name of program and organization	Sliammon Parent-Tot Group (Sliammon Child Development Centre)
Who does it serve?	Parents and young children aged 0-3
What are the goals?	To encourage parent-child interaction
What is the location of the program?	Tla'amin Child Development Resource Centre
How many people are served?	5-8 families/year
How is it staffed?	Tla'amin Health
What are the resources?	Books, toys, snacks, handouts
What are the greatest successes?	Parents are singing with their children
What more would they like to do?	Transportation for families, phoning and organizing time, bring in more resource people
What would make the service better for your participants?	More preparation time, more books and toys
Does the service have partners?	Public Health Nursing, Coast Garibaldi (for speech pathologist)
Possible links with existing programs	Parent-Child Mother Goose (Family Place)

Name of program and organization	Speech and Language Program (Vancouver Coastal Health Authority)
Who does it serve?	Families with infants and preschoolers
What are the goals?	Improve the speech and language skills of infants and preschoolers and strengthen parenting skills to support early childhood development
What is the location of the program?	Powell River Community Services with outreach services to homes and child care centres
How many people are served?	Service is available to families of infants and preschoolers in the Powell River community
How is it staffed?	One full-time Speech-Language Pathologist employed by VCHA
What are the resources?	N/A
What are the greatest successes?	Speech and language skills are the foundation for literacy development. Children with good receptive and expressive language skills will be more successful in their school programs.
What more would they like to do?	More resources to provide prevention and promotion activities and workshops for the community
What would make the service better for your participants?	Early referrals to the program and more resources for educational activities
Does the service have partners?	Community and Family Health within Vancouver Coastal Health programs and other community agencies
Possible links with existing programs	Child Development Agencies, private SLP's, Library, Sliammon First Nations Preschoolers.
Name of program and organization	Storytime (Breakwater Books)
Who does it serve?	Children around age 3-8
What are the goals?	To have children enjoy stories
What is the location of the program?	Breakwater Books
How many people are served?	3-6/week
How is it staffed?	Volunteer kindergarten
What are the resources?	Cookies
What are the greatest successes?	One couple come in every week for storytime; 20 people for one reading
What more would they like to do?	N/A
What would make the service better for your participants?	N/A
Does the service have partners?	No
Possible links with existing programs	No
Name of program and organization	Storytime (Powell River Public Library)
Who does it serve?	Parents, caregivers, preschoolers, toddlers
What are the goals?	To entertain preschool children and explore emergent reading concepts
What is the location of the program?	Powell River Public Library
How many people are served?	~600/yr
How is it staffed?	Library technician
What are the resources?	Books, toys, snacks, craft supplies, puppets
What are the greatest successes?	Parents and children enjoy language and literacy together
What more would they like to do?	Increase number of sessions
What would make the service better for your participants?	Improved facility (i.e., children's library)
Does the service have partners?	No
Possible links with existing programs	N/A

Name of program and organization	Strong Start Centres (School District 47)
Who does it serve?	Parents and children under 5
What are the goals?	To support developmentally appropriate activities and teach parents skills, improve literacy and school readiness
What is the location of the program?	James Thompson School, Brooks/Henderson School
How many people are served?	N/A
How is it staffed?	Paid school district personnel in partnership with youth and family services
What are the resources?	Books, toys, snacks, manipulatives, playground, transportation, arts, crafts
What are the greatest successes?	N/A
What more would they like to do?	Offer programs at all neighborhood schools
What would make the service better for your participants?	N/A
Does the service have partners?	PRCYFSS
Possible links with existing programs	Family Place, preschools, kindergarten
Name of program and organization	Summer Enrichment Program (PRACL SCD)
Who does it serve?	Children 3-5 who are already served by PRACL SCD, and other children from the community (at-risk or not)
What are the goals?	To enrich and continue progress for children with special needs
What is the location of the program?	Preschool in the community
How many people are served?	~15 children (6-week session)
How is it staffed?	PRACL SCD and owner/operator of preschool; Malaspina ECD practicum students
What are the resources?	books, toys, snacks, supplies
What are the greatest successes?	Parents understand the importance of early reading and play
What more would they like to do?	Become more sustainable; know that the program can be offered every year
What would make the service better for your participants?	Subsidized transportation; longer sessions
Does the service have partners?	Preschool, Library, PacificCare Resource & Referral
Possible links with existing programs	SD47
Name of program and organization	Summer Read and Recreation (School District 47)
Who does it serve?	Kindergarten to grade 5
What are the goals?	To maintain healthy reading level during the summer
What is the location of the program?	Edgehill School
How many people are served?	Approx. 100 per year for a 5-week session
How is it staffed?	Teachers and high-school students
What are the resources?	leveled books, snacks, transportation
What are the greatest successes?	Children advancing in reading and writing during the summer
What more would they like to do?	Encourage greater attendance
What would make the service better for your participants?	N/A
Does the service have partners?	No
Possible links with existing programs	Sliammon

Name of program and organization	Summer Reading Club (Powell River Public Library)
Who does it serve?	All school-age children in Powell River
What are the goals?	To maintain or increase reading levels
What is the location of the program?	Powell River Public Library
How many people are served?	Approx. 150 per year
How is it staffed?	Library technician and summer student
What are the resources?	Books, crafts, games, authors, snacks
What are the greatest successes?	Having children experience the joy of reading and connecting with friends
What more would they like to do?	Provide service to outlying areas
What would make the service better for your participants?	Improved facility would mean that weather would not hamper the program
Does the service have partners?	Public Library Service Branch, Province of BC
Possible links with existing programs	N/A
Name of program and organization	Toddler Time (Family Place/PREP)
Who does it serve?	Families and caregivers with children from 13 to 30 months
What are the goals?	To enhance the parent-child relationship, to increase parent networking, to promote early literacy skills
What is the location of the program?	Family Place
How many people are served?	5-6 families per session; ongoing
How is it staffed?	Family Place
What are the resources?	Handouts, snacks, activity equipment
What are the greatest successes?	Parents continue to attend and ask for more sessions; parents make long-term connections with other families; parents make contact with local ECD practitioners in a neutral setting
What more would they like to do?	Expand the program; increase number of facilitators; find stable funding, advertise, purchase more and better activity equipment
What would make the service better for your participants?	The program would benefit from space for a designated activity room, separate from the "drop-in" lounge area
Does the service have partners?	School District 47 provides partial funding
Possible links with existing programs	Sliammon, Powell River Public Library, child-care facilities, recreation services, parent-tot groups, churches, school district
Name of program and organization	Transition classrooms (School District 47)
Who does it serve?	Students in grades 8 and 9 who struggle in core academic areas, specifically English and Math. These are most often grey area students
What are the goals?	To provide a program where less able students will make progress and feel successful geared to their specific entry level
What is the location of the program?	Oceanview Jr Secondary School
How many people are served?	about 60
How is it staffed?	2 educators each in English and Math blocks
What are the resources?	textbooks, specific computer programs, advice from SPED staff, extra time, support in other core subjects
What are the greatest successes?	The improvement in self esteem of the students because they are in a situation where they are experiencing success without the 'pull out' model. We have also been able to hold our reluctant grade 9 students in the system. Before we implemented we were losing more kids out of frustration and a feeling of hopelessness.
What more would they like to do?	For the most part the students would like to achieve at the same rate as their peers. This program gives them hope as it parallels but does not duplicate the regular program. Kids at this age just want to fit in. This helps to some degree.
What would make the service better for your participants?	Different programs which we may not be aware of which may provide support in the basic skills development
Does the service have partners?	This is a school-initiated program which runs with the financial support of the School District
Possible links with existing programs	as we try to parallel other classes it is the aim of the program to move as many kids as possible into the 'mainstream' once they are more confident and able.

Name of program and organization	Volunteer Adult Literacy Tutor Program (Malaspina University-College)
Who does it serve?	Adults
What are the goals?	Develop skill level necessary to: attend ABE program, increase independence and self esteem, be employed
What is the location of the program?	Malaspina University-College, 3960 Selkirk Avenue
How many people are served?	Approximately 25
How is it staffed?	Paid Coordinator/Tutor Trainer and Trained Volunteer Tutors
What are the resources?	Classroom materials, library resources, internet access in most classrooms
What are the greatest successes?	Students achieving their personal goals
What more would they like to do?	N/A
What would make the service better for your participants?	Tutors available additional hours
Does the service have partners?	No: Funded through AVED
Possible links with existing programs	Public Library, Family Place, Sliammon Community, Seniors Centre, Model Community
Name of program and organization	You Make The Difference (Child, Youth, & Family Services Society)
Who does it serve?	Parents and children up to 5 years old
What are the goals?	To encourage positive parent-child interaction
What is the location of the program?	PRCYFSS
How many people are served?	8-10/session
How is it staffed?	PRCYFSS
What are the resources?	Books for parents, snacks, child-minding, videos, toys & books for children
What are the greatest successes?	Building a good positive relationship between parent and child; parents recognize that they are the child's best teacher
What more would they like to do?	Offer the service more frequently (via partnering); find more funding
What would make the service better for your participants?	Greater accessibility, more locations, greater frequency
Does the service have partners?	No
Possible links with existing programs	Could offer in more sites, e.g., PRACL
Name of program and organization	You Make The Difference (Tla'amin Child Development Centre)
Who does it serve?	Parents and children up to 5 years old
What are the goals?	To encourage speech development in young children and empower parents as the child's first teacher
What is the location of the program?	Tla'amin Child Development Resource Centre
How many people are served?	5-8 families/year
How is it staffed?	Tla'amin Health
What are the resources?	Books, toys, snacks, handouts
What are the greatest successes?	N/A
What more would they like to do?	Use materials in a different way
What would make the service better for your participants?	More testimonials from parents who have completed the program
Does the service have partners?	No
Possible links with existing programs	PRCYFSS (runs YMTD in Powell River)

APPENDIX C. Aboriginal Literacy Program Offerings In School District No. 47

In accordance with the Local Education Agreement and the Aboriginal Education Enhancement Agreement the school district undertakes initiatives specific to improving the literacy skills of aboriginal students. This is reflected in school district's Accountability Contract. The current goal areas are:

- To improve student achievement in all areas of literacy.

Specific activities include:

1. Guided reading program
2. Introduction to Power Speak
3. One on one intervention using First Nations resource workers
4. Summer school opportunities
5. PALS program at Chi-chuy afternoon kindergarten
6. Corrective reading program in grades 3 to 7
7. District reading teacher works with staff members
8. District writing teacher works with students and staff

- To improve student achievement in all areas of numeracy.

Specific activities include:

1. After school instruction provided by a teacher.
2. After school hands on math.
3. After school assistance for grades 8 and 9 via online learning.

- To continue to offer the Klah ah men Language Program from kindergarten to grade 12.

APPENDIX D. School District No. 47 Literacy Plan

The school district is required to submit an annual Accountability Contract to the Ministry of Education. The contract includes initiatives specific to improving the literacy skills of all students. The current goals are:

- To improve student achievement in reading.

Specific activities include:

1. Early intervention programs for identified at-risk kindergarten students.
2. Early intervention programs for identified students in grades ½.
3. Summer reading program for at risk students in grades ½
4. Differentiated instruction for specific grade 2 students who are not reading at grade level.
5. Use of leveled classroom reading materials in grades 3 to 9.
6. A pilot program that uses direct one on one reading intervention
7. Promote the use of a balanced reading program.
8. Initiate a pilot program of computer based reading intervention at the grade 8/9 level.
9. Differentiated instruction strategies for lower performing males in grades 5 to 9.
10. District reading teacher works with teachers.

- To improve student achievement in writing.

Specific activities include:

1. Balanced writing framework developed and initiated at the elementary level.
2. District writing teacher works with students and staff.
3. Additional intervention instruction for targeted students.
4. Pilot project using Picture Word Induction Method with targeted groups of lower performing students.

- To improve student achievement in numeracy at the grades 4 to 9 levels.

Specific activities include:

1. Focus on improving skills in mathematical problem solving in grades 4 to 7.
2. Focus on improving skills in working with grade appropriate number concepts in grades 4 to 7.
3. Teachers will use assessment results from 2006/07 to inform their instruction for 2007/08.
4. The district will develop additional strand concept and problem solving assessments to further assist teachers.

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