Saanich School District

District Literacy Plan
Progress Report

July 11, 2008

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SUMMARY

The Saanich School District is located on Southern Vancouver Island and encompasses the area from Royal Oak to the ferry terminal at Swartz Bay. Within our School District's geographical boundaries are four municipalities: Central Saanich, North Saanich, Sidney and part of the Municipality of Saanich which also extends into the Victoria School District. Within the School District are four First Nations communities: Pauquachin (BO,ḰE,ĆEN), Tsartlip (W̱JOȽEȽP), Tseycum (W̱,SIKEM), and Tsawout (S,ȾAUTW̱).

Saanich District is situated next to three other school districts: Sooke, Victoria, and, the Gulf Islands. As all districts are creating District Literacy Plans, the South Island Districts named above have made a commitment to support each other by:

1. Communicating regularly about the progress of our work via our Island Literacy Network.
2. Limiting our initial work to the citizens and service providers within our school district boundaries to avoid overlap.
3. Sharing our respective documents and, if feasible, collaborating on the development of action plans if we find overlapping areas of need.

The Ministry of Education provided grants to all school districts to begin the process of creating a District Literacy Plan. Concurrently Saanich District secured a grant from Legacies 2010 to engage community members in this process. Legacies 2010 has also committed to providing the Saanich School District Community with future funding to continue with action plan work.

All funding sources have been made transparent to the participants who have engaged in the first stages of this work. Representatives from the community organizations (listed on page 2) decided that the Saanich School District would be the financial steward of all money related to the District Literacy Plan and that all decisions regarding the spending of those funds would be made by the Task Group. To date, expenses have been minimal and expenditures made after seeking consensus and direction from the Task Group.

Stage One: Developing Common Understandings

From November 2007 to June 2008, the Saanich School District participated in or hosted the following meetings:

DATE	HOST	ATTENDEES
November 1, 2007	Ministry of Education District Literacy Plan Forum Campbell River, BC	Holly Mair, Diana Wiseman, Jan Dupuis
January 31, 2008	Ministry of Education District Literacy Plan Forum, Vancouver, BC	Nancy Macdonald, Holly Mair, Diana Wiseman
February 26, 2008	Saanich School District	Task Group Members (see page 4)
April 2, 2008	Saanich School District	Task Group Members (see page 4)
May 12, 2008	Saanich School District	Legacies 2010 - Lori Walker, Steering Committee Members, Contractors (see page 5)

In the absence of a community based Literacy Plan, the School District has invested much of our initial time in forging relationships and building common understandings about the purpose and processes involved in this work. While the School District had some firm relationships established between literacy service providers within the region, we had not engaged in the broad discussions necessary to create a comprehensive community plan.

Working collaboratively with a Regional Literacy Coordinator from Literacy BC, Jan Dupuis, we compiled a list of community organizations that provide direct or indirect literacy services in the region. A letter was sent to each organization inviting them to participate in an initial discussion on February 26, 2008 at the District Resource Centre to explore the concept of creating a District Literacy Plan. The materials presented at this meeting were taken from the ReadNowBC *District Literacy Planning Guide* and information gathered at the ReadNow forum in January 2008. Organizations that did not respond or could not send a representative, were given a follow-up telephone call with an open invitation to join at any time.

At this first Task Group meeting on February 26, we also discussed the differences in how we all define literacy. It was apparent that the definition provided in the ReadNow BC *District Literacy Planning Guide*, would not satisfy all community organizations, so the Task Group began a process of co-creating a provisional definition of literacy to guide this work. Collaborating in this way and the resulting definition has grounded the work and has given participants a better understanding of each other and the services we provide.

A Provisional Definition of "Literacy":

Literacy is an interactive social process that begins with the development of oral language competencies and develops in accordance with an individual's pace and learning style. Literacy is the ability to engage with, understand, and use printed information in daily activities, at home, at work and in the community—to achieve one's goals and to develop one's potential.

Adapted from the *International Adult Literacy and Life Skills Survey* and the International Reading Association.

Stage Two: Gathering Local Information:

The second priority that was identified by the Task Group, was to gain a better understanding of (1) the communities within the School District and (2) the literacy services we all provide. Committee members requested that demographic data provided by Census Canada be explored and that an Inventory of Community Literacy Assets be developed. This process has been supported by two private contractors who the Task Group collectively agreed to hire with our Legacies 2010 grant: Daphne Macnaughton, who has reviewed and augmented information regarding service providers in the community (Appendix 1); and, Erica Lay, who has provided electronic literacy asset mapping services (Appendix 2). The Task Group plans on sharing this preliminary work with a broader community group and will solicit help in expanding and refining the inventory.

Stage Three: Reflecting With Others

The Steering Committee has made some preliminary observations that it will continue to explore in the 2008/09 school year. We plan on furthering our work by hosting a "Community Launch" to bring together (1) literacy service providers and (2) citizens who access their services. We plan on engaging many people in dialogue regarding community assets, needs and gaps in service. This information, paired with the demographic research to date, will provide us with a more complete "picture" of the literacy needs in the District.

Stage Four: Developing Goals and Action Plans

This final stage of our work will be to engage literacy service providers and the citizens who access those services. Through this process we will create goals and action plans that will form the basis of our District Literacy Plan. We are hopeful that with the 2010 funding and possible funding from other sources, we can initiate plans that will have positive effects on literacy development within our community.

Community Table Task Group

Individual Members of the Task Group:

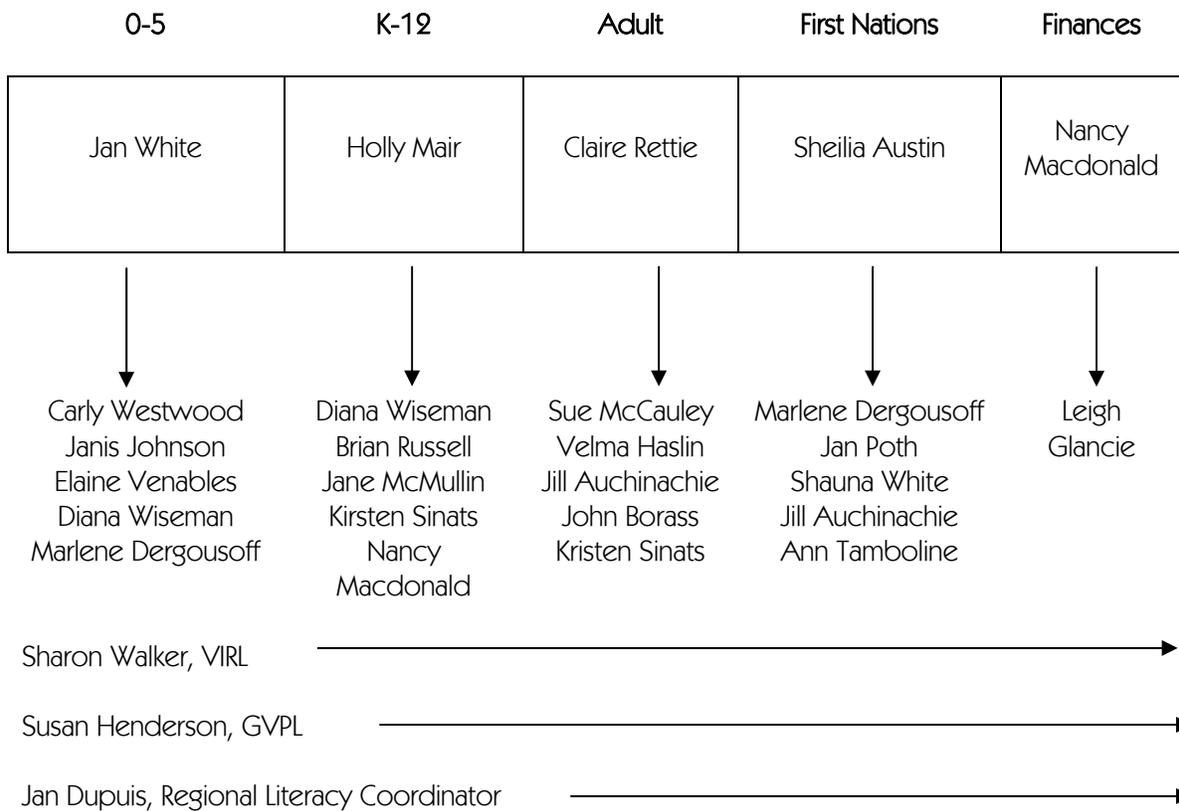|	
Ann Tamboline	First Nations Teacher
Barb Lund	COPACS President
Brian Russell	Saanich Teachers' Association
Carly Westwood	Vancouver Health Authority
Claire Rettie	Victoria READ Society
Diana Wiseman	Instructional Support Teacher
Elaine Venables	Beacon Community Services
Elizabeth Pack	Vancouver Island Regional Library
Holly Mair	Instructional Support Teacher
Jan Dupuis	Regional Literacy Coordinator
Jan Poth	Individual Learning Centre Administrator
Jan White	Early Years Coordinator
Jane McMullin	Speech Language Pathologist
Janis Johnson	Peninsula Connections
John Borass	Camosun College
Kirsten Sinats	ESL Teacher
Marlene Dergousoff	Assistant Superintendent of Schools
MaryLynne Rimer	Board Chair SD 63
Nancy Macdonald	Assistant Superintendent of Schools
Sharon Walker	Vancouver Island Regional Library
Shauna White	First Nations Teacher
Sue McCauley	Silver Threads
Susan Henderson	Greater Victoria Public Library
Velma Haslin	Saanich Rotary Club

Community Organizations Represented:

This group consists of 24 individuals, who represent 12 organizations on the Saanich Peninsula.

Members of our Task Group made a commitment to work within one or more of the four different pillars of the District Literacy Plan. In addition, Task Group Members volunteered to take a leadership role in organizing the work related to the pillars and to consult with the community groups most related to each pillar. These individuals are herein identified as the Steering Committee:

Jan White
Holly Mair
Claire Rettie
Sheilia Austin
Nancy Macdonald

Saanich District Literacy Plan Organizational Chart

0-5	K-12	Adult	First Nations	Finances
Jan White	Holly Mair	Claire Rettie	Sheilia Austin	Nancy Macdonald

0-5	K-12	Adult	First Nations	Finances
Carly Westwood Janis Johnson Elaine Venables Diana Wiseman Marlene Dergousoff	Diana Wiseman Brian Russell Jane McMullin Kirsten Sinats Nancy Macdonald	Sue McCauley Velma Haslin Jill Auchinachie John Borass Kristen Sinats	Marlene Dergousoff Jan Poth Shauna White Jill Auchinachie Ann Tamboline	Leigh Glancie

Sharon Walker, VIRL →

Susan Henderson, GVPL →

Jan Dupuis, Regional Literacy Coordinator →

THE PRINCIPLES

The principles of collaboration, universal access, respect and open communication were developed and maintained through dialogue with everyone who attended each of the Task Group meetings on: February 26, April 2 and May 12. All meetings followed these operational principles:

- advance notice of meetings, with reminder emails the day before
- small discussion and group discussion
- opportunities for community partners to interact with each other at meetings
- notes from meetings and discussion groups to all participants and those who could not attend
- consensus decision making model
- group decisions on all financial expenses
- group decisions on all contractors who have been hired
- shared leadership
- refreshments at all meetings

Throughout the process there has been representation from all pillar groups which we plan to continue and hope to extend in the 2008/09 school year.

DEMOGRAPHICS

All data used to compile the community profiles were collected in the 2006 Census and are available on the Statistics Canada website. In compiling this report, the Steering Committee made the following decisions around the reporting of data:

- The data for the Municipality of Saanich have been included, even though we are only working with the northern portion of this municipality. In discussions with the Victoria School District, it was decided that each district would focus on the literacy services within the respective district boundaries to avoid overlap and duplication in reports.
- After careful analysis of the 2006 Census data available for our First Nations communities, we decided not to include it in this progress report. Our reason for making this decision is that in most cases Statistics Canada has only reported on the Tsawout community (East Saanich 2), leaving us with an incomplete picture. One of our goals next year will be to work collaboratively with the four First Nations communities to come to a better understanding of the community profiles.

The Saanich Peninsula is a stable region of 40,460 residents and is comprised of the municipalities of Central Saanich, North Saanich, Sidney and the First Nations communities. A small portion of the Municipality of Saanich is also located within Saanich School District boundaries as indicated on the Literacy Asset Map (see Appendix 2). Separately, the populations are distributed as per the table below.

Population by Community

Central Saanich	15,745
North Saanich	10,823
Sidney	11,315
Saanich	108,265
First Nations communities	2,577*

*These Nations include the Pauquachin, Tsartlip, Tseycum, and Tsawout

As reported in the 2006 census, the populations of these communities show a modest growth of 0.5 – 0.7% annually with the exception of the First Nations population which is growing at an average of 4.7% annually.

FAMILY STRUCTURE

The number of single-parent families in our region is below the average for the entire Capital Regional District[1]. The following table shows that Sidney is one community where the challenges of being single parent families may impede with access to literacy resources.

Single Parent Families

Single parent families	Central Saanich	North Saanich	Sidney	Saanich	CRD
	10.2%	7.6%	13.8%	4.4%	15.9%

IMMIGRATION AND ETHNICITY

The immigrant population on the Saanich Peninsula is particularly small. In the 2006 Census, only 0.6% of the population reported living outside of Canada in the five-year period since the previous census data was collected. This is slightly lower than the figure reported for the entire Capital Regional District (1.1%).

In addition, there are very few families who lack the ability to converse in English or French.

Knowledge of Neither English nor French

Central Saanich	North Saanich	Sidney	Saanich	CRD
0.1%	0.1%	0.2%	1.2%	0.7%

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[1] Colwood, Highlands, Langford, Metchosin, Sooke, View Royal, Juan de Fuca E.A., Esquimalt, Oak Bay, Gulf Islands, Saanich, Victoria, Central Saanich, North Saanich, Sidney.

AGE DISTRIBUTION

The Saanich Peninsula has experienced a decline in the number of school-aged children (5-19) and an increase in people of retirement age (60+). The table below shows the age distribution of the four communities.

Age Distribution

	Central Saanich	North Saanich	Sidney	Saanich
0 to 4 years	4.0%	2.9%	3.5%	4.2%
5 to 9 years	5.0%	4.2%	3.8%	4.7%
10 to 14 years	6.7%	5.6%	4.4%	5.8%
15 to 19 years	7.2%	6.8%	4.6%	6.8%
20 to 24 years	5.1%	4.4%	3.5%	7.5%
25 to 29 years	3.2%	2.4%	2.8%	5.5%
30 to 34 years	4.1%	2.9%	3.7%	5.2%
35 to 39 years	5.5%	4.2%	4.9%	6.1%
40 to 44 years	7.7%	5.9%	5.8%	7.3%
45 to 49 years	9.1%	8.7%	6.3%	8.1%
50 to 54 years	8.8%	9.9%	6.7%	8.1%
55 to 59 years	8.8%	10.1%	8.0%	7.6%
60 to 64 years	6.2%	9.3%	6.7%	5.4%
65 to 69 years	4.6%	6.7%	5.8%	4.2%
70 to 74 years	3.9%	5.9%	6.1%	4.0%
75 to 79 years	4.1%	4.0%	7.0%	3.8%
80 to 84 years	3.4%	3.6%	7.6%	3.1%
85 years and over	2.7%	2.0%	8.8%	2.6%

As the age structure in the communities shifts to an older population, the literacy services will likely shift in focus as well. As this happens the Task Group feels it is important to monitor those residents aged 0–19 to ensure they have access to appropriate services.

FIRST NATIONS

Of the 196,070 British Columbians identified in the 2006 Census as First Nations, 2,577 live on the Saanich Peninsula. The First Nations Community is comprised of members from four different bands: Pauquachin, Tsartlip, Tseycum, and Tsawout.

In 1989, the four local bands formed the Saanich Indian School Board and opened the LA'U, WELNEW Tribal School. The school houses 185 students from preschool to grade 9. The school is located on the Saanich Peninsula on the Tsartlip Village.

In addition to the LA'U, WELNEW Tribal School, the Saanich Indian School Board also supports The Saanich Adult Education Centre (SAEC) which serves the educational needs of the Tsartlip, Tsawout, Tseycum, and Paquachin communities, as well as others.

Over the last four years, the Saanich School District, the Saanich Indian School Board and local community representatives worked to develop an Enhancement Agreement. The three main goals of the agreement are:

- All students will develop an increased awareness of, and respect for, WSANEC, other First Nations, Métis and Inuit peoples' histories, values, cultures and traditions.
- WSANEC, other First Nations, Métis and Inuit students will develop an increased sense of identity and belonging within the school's learning community.
- WSANEC, other First Nations, Métis and Inuit secondary school students will experience successful transitions.

The task group is encouraged by the strong relationships that have formed during the creation of the Enhancement Agreement and look forward to enriched relationships and further collaboration between the School District and the Aboriginal people who live on the Saanich Peninsula.

EDUCATION

The number of young adults, aged 25-34, who have completed the minimum of a high school graduation certificate is better than, or equal to the provincial average of 9.5%. Despite this finding, we were purposeful in analyzing the Census data for the education level of this cohort. The Task Group wanted to be able to track how young adults who did not graduate with their peers have faired in the region.

The 2007 Graduation Rate statistics provided by the Ministry of Education indicated that 28% of eligible students did not graduate within 6 years of schooling. However, amongst the adults aged 25-34, the numbers of non-graduates are significantly lower (4.5%-10%).   This could indicate a variety of things, including the possibility that young adults are returning to school or taking longer to complete school than the current 6 years (between grades 9 to 12) measured by the Ministry of Education.

Highest Level of Schooling
Adults over Age 25-34

	Central Saanich	North Saanich	Sidney	Saanich
No certificate, diploma or degree	4.5%	5.3%	10%	7.7%
High school certificate or equivalent	27.3%	22.1%	32.7%	23.7%
Apprenticeship or trades certificate or diploma	13.6%	15.9%	11.3%	9.2%
College, CEGEP or other non-university certificate or diploma	21.4%	28.3%	22%	20.0%
University certificate or diploma below the bachelor level	5.5%	1.8%	24.2%	5.5%
University certificate, diploma or degree	28.6%	25.7%	18.7%	34.0%

THE COMPOSITE LEARNING INDEX

In 2006, the Canadian Council on Learning created the Composite Learning Index (CLI) as an attempt to measure Canada's performance in a number of areas related to lifelong learning. Every community is measured on an annual basis in four key areas: Learning to Know, Learning to Do, Learning to Live Together, and Learning to Be. These indicators are combined to create numeric scores that represent the state of learning in communities across the country.

In 2007, the CLI score in the four municipalities represented surpassed the Canadian average. This is not only true of the aggregate population of the region but of each separate community in the region. The Canadian Council on Learning is currently working with First Nations, Inuit and Métis peoples to address how data pertaining to learning are currently collected and presented about Aboriginal Peoples. Therefore, at this time, the Task Group has no data on the First Nations communities.

Composite Learning Index (CLI) Score, 2007

	Central Saanich	North Saanich	Sidney	Saanich	Canada
Composite Learning Index Overall Score	84.0	83.8	85.4	84.9	76.2
Learning To Know	5.1	5.0	5.1	5.4	5.1
Youth reading skills	535**	535**	535**	535**	528
Youth math skills	538**	538**	538**	538**	532
Youth problem-solving skills	536**	536**	536**	536**	529
High-school drop-out rate	7.5%*	7.5%*	7.5%*	7.5%*	9.1%
Post-secondary participation	35.3%*	35.3%*	35.3%*	35.3%*	39.9%
University attainment	23.9%*	23.9%*	23.9%*	23.9%*	26.9%
Distance to Schools	1.7 km	2.2 km	1.3 km	1.3 km	2.9 km
Distance to post-secondary	12.9 km	20.8 km	19.6 km	3.3 km	10.5 km
Learning to Do	5.3	5.5	5.7	5.5	5.2
Availability of workplace training	55.2%	55.2%	55.2%	55.2%	56.1%
Job-related training	23.2%*	23.2%*	23.2%*	23.2%*	22.8%
Distance to vocational schools	5.4 km	3.6 km	2.5 km	4.1 km	14.8 km
Learning to Live Together	5.7	5.6	5.9	5.8	4.8
Participation in clubs	23.8%*	23.8%*	23.8%*	23.8%*	17.6%
Volunteering	43.7%	43.7%	43.7%	43.7%	45.3%
Charitable giving	71.9%*	71.9%*	71.9%*	71.9%*	68.1%
Distance to libraries	4.2 km	5.9 km	1.7 km	3.3 km	7.8 km
Distance to associations	2.2 km	3.5 km	1.5 km	2.2 km	4.7 km
Distance to religious organizations	1.8 km	2.0 km	1.3 km	1.4 km	3.5 km
Learning to Be	6.7	6.6	6.7	6.7	5.4
Exposure to reading	92.8%*	92.8%*	92.8%*	92.8%*	82.2 %
Exposure to Internet	66.3%*	66.3%*	66.3%*	66.3%*	59.9%
Exposure to sports	52.8%*	52.8%*	52.8%*	52.8%*	43.3%
Exposure to museums etc.	39.7%*	39.7%*	39.7%*	39.7%*	33.5%
Exposure to performing arts	42.3%*	42.3%*	42.3%*	42.3%*	38.3%
Access to broadband Internet	83.3%	68.6%	100%	87.4%	82.5%
Distance to museums and galleries	2.0 km	4.3 km	1.3 km	2.6 km	5.0 km

* data only available at the economic region level   **data only available at the provincial level

LABOUR FORCE

The unemployment rate in the region is lower than the provincial average of 6%.

Unemployment Rate

	Central Saanich	North Saanich	Sidney	Saanich	CRD
Percentage of Residents Unemployed	3.1%	2.3%	2.6%	4.6%	4.3%

The Town of Sidney services the primary commercial center for the Saanich Peninsula. The majority of businesses (78%) have five or less employees and the top employers by industry in Sidney are listed in the table below.

Labour Force by Industry
Top Industry Employers in Sidney

Business Services	22.7%
Other Services	22.2%
Health Care and Social Services	11.9%
Retail Trade	11.7%
Manufacturing Industries	8.9%
Finance and Real Estate	6.3%
Educational Services	5.6%
Construction Industries	5.5%
Wholesale trade	3.2%
Agriculture and other resource based industries	1.8%

Central Saanich is the next largest centre for businesses and is home to the Keating Business Park which houses many light industry businesses. The main business activities include tourism, technology, retail and light industry. Central Saanich is traditionally known as a farming community and agriculture is still an important part of the economy in the area.

North Saanich has the fewest commercial businesses. Other than the Victoria International Airport, the Ocean Sciences Centre, Dunsmuir Lodge and various small convenience stores/restaurants, the area has maintained a rural character.

HOUSEHOLD INCOME LEVELS

There is a large diversity in household income levels in the region as shown in the table below.

Household Income, Capital Region, 2005

	Central Saanich	North Saanich	Sidney	Saanich	CRD
Total Private Households	6,240	4,275	5,195	31,180	145,438
Median Household Income	$68,422	$81,632	$49,270	$72,304	$53,310
% in Low Income after Tax	5.0	4.3	7.6	8.6	9.8

The Saanich School District has identified four goals in the District Achievement Contract: Literacy, Numeracy, Social Responsibility, and Graduation Completion. These goals have been developed from the careful analysis of student achievement data as well as from the information provided by schools in their school plans. Within the context of the District literacy goal, the following objectives have been established for the 2007-2008 school year.

Objective 1 - To Improve primary students' reading achievement

The District will provide professional development workshops:
- on reading practices and interventions that support success for all students in primary classrooms.
- on differentiated instruction as it pertains to reading achievement.
- on reading strategies that can be used in all curricular areas.
- to support teachers' continued implementation of Benchmarks Reading Assessment and moreover to use this assessment to inform instruction.
- to train Reading Recovery teachers.
- to enhance the Saanich "Supporting Early Literacy Project".
- to improve the consistency in the collection of assessment data.

Objective 2 - To Improve intermediate/middle students' reading achievement

The District will provide professional development workshops:
- on reading practices and interventions that support success for all students in intermediate/middle classrooms.
- on differentiated instruction as it pertains to reading achievement.
- on reading strategies that can be used in all curricular areas.
- to support teachers' continued implementation of DART reading assessment and moreover to use this assessment to inform instruction.
- to enhance current intervention projects, specifically Target Reading and Soar to Success.
- to improve the consistency in the collection of assessment data.

Objective 3 - To improve the reading achievement of First Nations students

The District will continue to include First Nations teachers and support staff in the professional development opportunities initiated at their respective schools.

The District will continue to support First Nations teachers and support staff in supplementing school reading programs with culturally relevant materials for the First Nations students.

The District is noticing preliminary success with our First Nations students who are participating in linear programming at the secondary level. We will continue to offer this program and begin to collect data on its success.

Objective 4 - To Improve intermediate/middle students' writing achievement

The District will provide professional development workshops:
- to support teachers' continued implementation of school-based Grade-Wide Writes.
- on writing practices and interventions that support success for all students in intermediate/middle classrooms.

Objective 5 - To Improve intermediate/middle First Nations achievement in writing

The District will continue to include First Nations teachers and support staff in the professional development opportunities being initiated at their respective schools.

The District will continue to support First Nations teachers and support staff in supplementing school writing programs with culturally relevant materials for the First Nations students.

Objective 6 - To improve secondary students' literacy achievement

The District will provide professional development workshops:
- on reading practices and interventions that support success for all students in secondary classrooms.
- on differentiated instruction as it pertains to reading achievement.
- on literacy strategies that can be used in all curricular areas.
- to support teachers' continued implementation of DART reading assessment and moreover to use this assessment to inform instruction.
- to improve the consistency in the collection of assessment data.

The supporting data that has lead to these goals can be found in the Saanich District Achievement Contract: Benchmarks Reading Assessments, DART Reading Assessments, Foundation Skills Assessments, and Provincial Exam Assessments in English Language Arts for grades 10 and 12.

In addition to the District literacy goal information, the Task Group feels that the graduation completion goal information is important to building an overall picture of literacy needs in a District Literacy Plan for Saanich. Within the context of the graduation completion goal, the District identified the following strategies for the 2007-2008 school year. The data used to arrive at these goals includes graduation completion data from the Ministry of Education which can be found in the Saanich District Achievement Contract.

Objective 1 – To increase the number of students completing grade 12 requirements over 6 years

Schools in the District will:
- continue to identify students who are at risk through other assessments and implement programs to support these students.
- implement a new withdrawal process and work with district level Student Advocate Instructional Support Teacher (new 2007).
- assess the success of the linear secondary school integrated programs for students at risk.
- expand trades initiatives and secondary school apprenticeships for all students.
- make online courses available to all students including those in regular programs.
- enhance secondary peer tutoring and counselling programs.
- investigate the need for BAA courses which will address the needs of students who have difficulty in regular programming.
- adjust program delivery to meet the needs of at-risk First Nations learners.

Schools that offer individualized programs such as the Individual Learning Centre and South Island Distance Education School will:
- implement student-led conferencing.
- assign a teacher to each student to monitor progress
- establish procedures to refine tracking of students in Individual Learning Centre and SIDES, based on new ministry requirements for course completion.
- offer "teacher paced" courses to support students who need firmer deadlines.

First Nations tutors from secondary schools will continue assisting students in middle school.

Preliminary Observations of the DLP Steering Committee:

The DLP Steering Committee has made the following observations regarding the demographic data collected for the region.

1. As the Statistics Canada (2006 Census) data for our First Nations Communities is incomplete, a key goal of our work next year will be to engage the First Nations and Aboriginal communities in meaningful discussions on the literacy needs of those communities. Members of the Committee are hopeful that this work will complement the goals and strategies outlined in the Enhancement Agreement.
2. The shifting age of the region is causing a subsequent shift in the types of services provided. In our work next year, we want to be mindful that adequate services continue for groups such as children and youth, whose populations have been shrinking. The Steering Committee is especially interested in drawing more explicit connections between the importance of oral language and the development of literacy competencies.
3. The household income level information gathered through Statistics Canada (2006 Census) has caused us to question the connection between poverty and low literacy competencies.
4. The Steering Committee is interested in taking a closer look at the age cohort of 25-34. The Saanich School District has begun some interesting work in disaggregating secondary non-completion rates and has begun to create a profile of factors that lead to non-completion. We'd like to continue work in this area and further the work by tracking that cohort into early adulthood to investigate whether adequate literacy services are available.

Plans for Next Year:

1. The members of the DLP Steering Committee plan on furthering our work by hosting a "Community Launch" to bring together (1) literacy service providers and (2) citizens who access those services. We plan to engage them in dialogue to explore community literacy assets and what they perceive as literacy service gaps. This information, paired with the demographic research to date, will provide a more complete picture of the comprehensive literacy needs on the Peninsula.
2. We need to begin more discrete work with each "pillar" (Early Learners, K-12 Students, Aboriginal Learners, Adult Learners) to first find out more information to help guide out thinking, and second, to begin collaborative work on programs to enhance and expand the literacy services now provided.
3. We need to reflect on our preliminary recommendations and solidify specific goals and action plans.

Appendix 1:   Draft Inventory of Community Literacy Assets: Progress to Date
Appendix 2:   Community Literacy Asset Map: Progress to Date