

District Literacy Plan 2008-2009

School District 69 Qualicum &
Oceanside Literacy Now Initiative



Presented to the Board of Education
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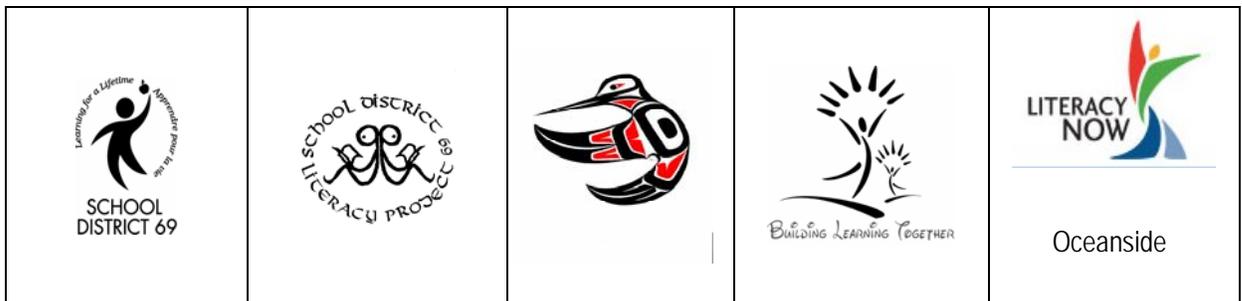


Table of Contents

EXECUTIVE SUMMARY	3
DEVELOPMENT OF THE DISTRICT LITERACY PLAN.....	6
Our Vision of Literacy.....	7
Guiding Principles for Working Together for Oceanside Literacy Now	8
PHASE 1: Planning January 2007 -.....	9
PHASE 2: Legislative Change and Planning May 2007 - June 2008 -	10
DISTRICT LITERACY PLAN GOALS FOR 2008-09.....	12
Evaluation of the District Literacy Plan.....	12
WORK IN PROGRESS	13
a.) Draft Community Profile of Oceanside	13
b.) Oceanside Literacy Assets.....	17
c.) Questions and Issues to consider for future planning	17
IMPLEMENTATION OF THE DISTRICT LITERACY PLAN	18
APPENDIX 1 - PARTICIPANTS IN OCEANSIDE LITERACY NOW INITIATIVE.....	19
APPENDIX 2 - AN OVERVIEW OF PLANNING WITHIN BUILDING LEARNING TOGETHER.....	20
APPENDIX 3 - DISTRICT LITERACY PROJECT (K-12) SUMMARY OF 2008 READING SUCCESS IN SCHOOLS.....	25
APPENDIX 4 - EDI SUMMARY TABLE NEIGHBOURHOOD	27
APPENDIX 5 - LITERACY GOALS -SCHOOL DISTRICT 69 QUALICUM ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT	28
APPENDIX 6 - CHARACTERISTICS OF A PROPOSED DEVELOPMENTAL APPROACH TO EVALUATION OF LITERACY INITIATIVES IN THE DISTRICT LITERACY PLAN	29
APPENDIX 7 - TERMINOLOGY.....	30
APPENDIX 8 - SOURCES	31

Executive Summary

District Literacy Plan and the *Oceanside Literacy Now* Initiative

The community literacy plan, or the District Literacy Plan (DLP) as it is now officially named by the province, is our guide for action to deliver on the vision of *Oceanside Literacy Now*. School District 69 Qualicum, also known as “Oceanside,” comprises the City of Parksville, the Town of Qualicum Beach, and smaller communities in five surrounding electoral areas.

The DLP is an annual requirement of the Ministry of Education, which is the lead ministry in the provincial government for cross-ministry literacy planning. To develop this plan, we have used the *Community Literacy Planning Guide* presented by the *2010 Legacies Now* initiative, and the *ReadNow BC District Literacy Planning Guide*. These guides recognize that the process of achieving a community vision of literacy is evolutionary, but that putting vision into action works best if each year there is a process to reflect on past work, predict future needs, and celebrate progress.

In this plan *‘learning for a lifetime’* has been identified as a phrase that captures the spirit of the vision in a few words (it is also the motto used by the school district)

The District Literacy Plan rests on almost ten years of history in the district. Early childhood educators began to share hopes for collaborating to support learning in the ages 0 to six, called pre-school. The School District supported this and created a position called Community Literacy Coordinator in 1999. A multi-sectoral community coalition was formed, called *Building Learning Together* (BLT). Partners began to meet and share ideas about what could be accomplished together. In the first year, much effort was devoted to developing a common vision, strategies and ideas that could be linked with others in new projects. This collaborative planning has resulted in over 22 initiatives in support of early learning, and services for children and families offered throughout the communities in School District 69.

In 2006, BLT applied for initial funding through 2010 Literacy Now to expand community collaboration for literacy beyond the early years, and invited participation from many different community individuals and organizations. Although focused on services for children and families, BLT projects involve participants from babies to seniors as various members of the community work across age levels to address literacy for children, adults and aboriginal learners. Engaging the broader community was a way to ensure that all literacy needs were addressed, and more participants joined the community collaboration. Through 2007 there were a number of meetings of community groups and individuals to explore possibilities. This group named itself the *Oceanside Literacy Now* Initiative, agreed upon a vision and continued the process of community literacy planning.

The vision is:

Oceanside – a community of adults, youth and children having a level of literacy allowing them to function comfortably and safely at home, at school, at work or at play.

The *Oceanside Literacy Now* initiative builds on the work of the *Building Learning Together* coalition of community partners, which is a very successful example of community collaboration. The *Oceanside Literacy Now* Guiding Principles have also been drawn from the experience of BLT, in combination with those recommended in the Community Literacy Planning Guide.

In May of 2007, the government mandated school district Boards of Education as responsible for coordinating planning for literacy at the community level.

As a result, a Transitional District Literacy Plan for the *Oceanside Literacy Now* initiative was developed from their work in progress, and submitted to the School District 69 Board of Education in October 2007 for approval.

In early spring of 2008, a Community Literacy Facilitator was hired using some of the funds made available for planning. Under the banner of the *Oceanside Literacy Now* initiative, she began to work in May, 2008. She met with school district staff and a variety of community partners to continue the consultation for the next stage of the District Literacy Plan for submission to the Board of Education in June, and subsequently to the Ministry of Education in July.

Though the organizational structure and decision-making processes of *Oceanside Literacy Now* are still being discussed, several design teams have been developing ideas for the way ahead. These teams have focused on the pre-natal needs, the 0-6 age range, literacy in schools, out of school youth, working adults, and retired adults. Included in each of these there has been consideration for the literacy needs of the aboriginal communities of Oceanside.

In early June, three focus groups were organized by the Community Literacy Facilitator involving a large number of different individuals or partner representatives. An effort to continue the process by brainstorming ideas for “Dreams of our ‘Living for Learning’ Community” was very successful. These ideas, and those brought forward from the groups participating in the process in 2007, will form the basis for further planning discussions in the fall of 2008 when work to extend BLT across the generations in a new coalition, will get underway.

The Way Forward

In moving forward, the *Oceanside Literacy Now* coalition will consider how significant progress is possible in four goals set out by the Government of BC initiative, called *ReadNowBC*.

- Increasing the number of children entering school ready to succeed
- Increasing the number of children in school who read successfully
- Increasing the number of adults with the reading and literacy skills needed to function in everyday life and succeed in the workplace
- Increasing the number of Aboriginal people who read successfully

Further work will also seek community consensus on an understanding of literacy in the 21st Century and in the context of Oceanside. We are a community of choice for an increasing number of retirees and seniors from all parts of Canada and BC, and Oceanside is growing at twice the provincial average. Problems facing some families in our community include a lack of affordable housing and family incomes that are below the provincial average. Poverty is somewhat hidden, but is a real challenge for some residents and families. Recent research in Oceanside has identified labour force concerns that might be mitigated by literacy programs.

The complexity of literacy for any community context is perhaps best described in the United Nations declaration of the Literacy Decade, 2003-2012:

A renewed and expanded vision of literacy is essential for success. Such renewed vision admits that literacy is not confined to any particular age (childhood or adulthood), institution (i.e. the school system) or sector (i.e. education); that it is related to various dimensions of personal and social life and development; that it embraces a wide range of scenarios, strategies and means; and that it is a lifelong learning process.

(cited in *Community Literacy Planning Guide*. P. 2)

The work to create an inventory of the literacy assets in Oceanside is well underway. Initial work was done by the *Oceanside Literacy Now* participants. That effort has been furthered by additional research by the Community Literacy Facilitator. A useful next step will be to merge this knowledge with that of other community partners, to avoid duplication and to identify ways that the inventory can be used to build awareness about *learning for a lifetime* in Oceanside.

The plan for the work of the *Oceanside Literacy Now* initiative does not preclude any organization or group of keen citizens picking any dream and running with it, or inventing new ways to celebrate learning in the community. In how the plan is framed and realized however, the hope and intent is to encourage and expand the ongoing collaboration across groups and areas of our district community. We are more effective working together.

This plan sets out the following goals for working together in the coming year.

1. Collaborate:
 - a) Renew and expand the Oceanside Literacy Now initiative
 - b) Review and formalize process for effective collaboration with Board of Education and partners in community literacy planning
2. Continue "Work in Progress":
 - a) Finalize the community profile
 - b) Finalize inventory of community literacy assets, analyze gaps and links
 - c) Discuss and prioritize the information and ideas brought forward from all participants
 - d) Create / reformulate as action plans initiatives that address early literacy, literacy in K-12, Adult Literacy Learners and Literacy Learning of Aboriginal People
 - e) Share with partners, and document, current literacy programs and activities in Oceanside.
3. Monitor and evaluate:
 - a) Review effectiveness of actions
 - b) Adjust goals and strategies and revise DLP for 2009 -10

The Board of Education and *Oceanside Literacy Now* will continue to invite the participation of the diverse groups and organizations in our community as we work together to realize our vision of literacy in Oceanside.

Evaluation of the District Literacy Plan

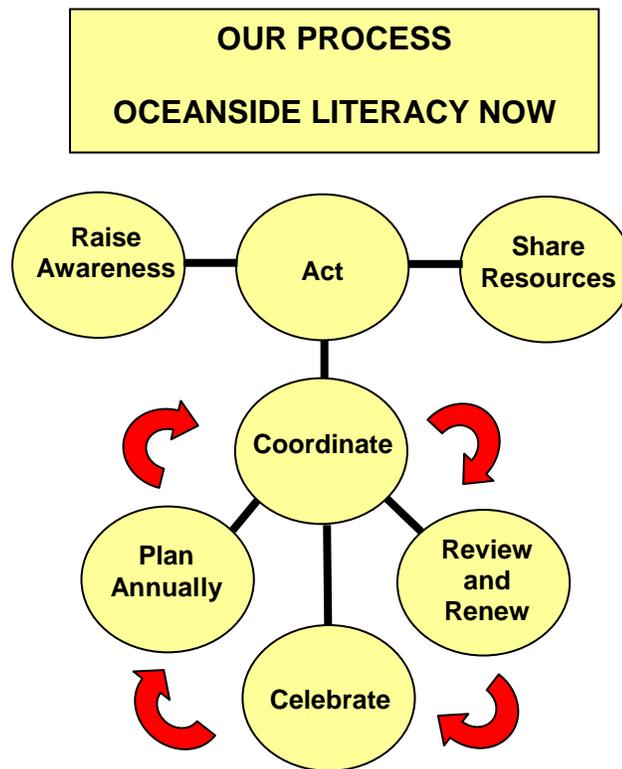
Our approach to evaluation will be developmental. Appendix 6 provides more information about what this will mean in practice. Indicators of progress in reaching the vision will be agreed upon and data will be gathered. As part of this process we will emphasize the role of reflection and renewal as ongoing elements of our self-evaluation. We will use knowledge gained of what has worked to plan for the future.

Development of the District Literacy Plan

The district has always held literacy to be central to its educational mandate. Going beyond this, almost a decade ago the Board began to develop a special interest in early learning and family literacy, which led to the Building Learning Together Coalition of Community Partners. (BLT)

Oceanside Literacy Now has the advantage of learning from the development of BLT as a successful coalition. In developing our plan *Oceanside Literacy Now* has relied on guidelines in two provincial resource documents: *Community Literacy Planning Guide, 2006* and the *ReadNow BC District Literacy Planning Guide, 2007*.

The planning process is one that builds on current success, and is set out below.



[adapted from *ReadNow BC District Literacy Planning Guide*]

Our Vision of Literacy

A major accomplishment of the first year's work together is the development of a vision for *Oceanside Literacy Now*:

Oceanside—a community of adults, youth and children having a level of literacy allowing them to function comfortably and safely at home, at school, at work or at play.

The motto used by the school district has been identified as a phrase that captures the spirit of this vision in a few words.

Oceanside— a learning for a lifetime community.

Literacy can mean many things to many people. The definition given within the BC government's *Read Now* initiative is helpful to our community's understanding:

Literacy is the ability to understand and employ printed information in daily activities at home, at work and in the community – to achieve one's goals and to develop one's knowledge and potential.

International Adult Literacy Survey, 1995 cited in District Literacy Planning Guide p.3.

The complexity of literacy for any community context - including our own-- is described in the United Nations declaration of the Literacy Decade, 2003-2012:

A renewed and expanded vision of literacy is essential for success. Such renewed vision admits that literacy is not confined to any particular age (childhood or adulthood), institution (i.e. the school system) or sector (i.e. education); that it is related to various dimensions of personal and social life and development; that it embraces a wide range of scenarios, strategies and means; and that it is a lifelong learning process.

(cited in Community Literacy Planning Guide. P. 2)

Defining literacy is a challenge:

As the world becomes more complex, so too does the definition of literacy - evolving from a narrow definition to a broader view. Where once literacy was thought of as encompassing only basic reading and writing, perhaps at a certain grade level, we now accept that there are many literacies. Literacies are essential cultural, social and academic practices and understandings that involve not only reading, writing and mathematics, but also other abilities such as understanding and using languages, music, media, social skills, and civic understanding.

(cited in Community Literacy Planning Guide. P. 2)

Guiding Principles for Working Together for Oceanside Literacy Now

Considerable effort has been expended both in the Literacy Now Community Planning Guide and within the BLT coalition, to set out guiding principles. These help the partners to work together smoothly and achieve set objectives. They are:

Relationships and Collaboration

Oceanside Literacy Now builds and supports networks, partnerships, and mentoring relationships.

Innovation

Oceanside Literacy Now explores and values new ways of viewing existing programs, new partnerships, and new ideas for programs.

Respect

People will be treated with respect and will be encouraged to freely share their ideas. Diversity will be welcomed and valued in Oceanside Literacy Now.

Capacity Building

Initiatives within Oceanside Literacy Now promote and sustain life long learning for all and focus on improving the life chances of children and adults. People feel empowered to act.

Access for all

All community members have the opportunity to be part of the Oceanside Literacy Now initiative. We respect the hopes and dreams of everyone, and there is a place for all.

Strength Building

Success grows from long-term, sustained commitment to the vision of Oceanside Literacy Now and constant learning from both success and failure.

Sustainability

Oceanside Literacy Now builds on past success to enhance present practices and look ahead.

Joy

People are involved in friendly and enthusiastic ways, celebrating success and enjoying the process as well as the product of their endeavors.

PHASE 1: Planning January 2007 -

Building Learning Together & Oceanside Literacy Now

Just under a decade ago, School District 69 made a bold move. It created a position called Community Literacy Coordinator in order to engage community partners and agencies working with young children and begin discussions about how to more effectively support early learning for children and families in Oceanside. In the first year the partners developed a collective vision and strategies for effective inter-sectoral collaboration. A coalition was formed called, *Building Learning Together* (BLT). BLT has been the champion of literacy across the life span and began with a focus on the early years. [Appendix 2 is an Overview of Planning and Programs of BLT]

With potential support from an organization called 2010 Legacies Now to develop, BLT applied for a LiteracyNow grant . A small task group formed to brainstorm potential community members to participate in this initiative. Invitations were sent and the group convened in January, 2007. It became known as the “Oceanside Community Literacy Now Initiative.”

The planning began with imagining possibilities, starting an inventory of community literacy assets, and identifying gaps. The following sub-groups were formed to move this work forward.

PRE NATAL, BABIES AND CHILDREN: 0 - 6	DEBORAH DAVENPORT	BLT
SCHOOL AGED CHILDREN	GILLIAN WILSON	VICE-PRINCIPAL BALLENAS SECONDARY SCHOOL
YOUNG ADULTS	ANNE JENKINS	VICE PRINCIPAL OF KWALIKUM SECONDARY SCHOOL
ADULTS	BRONWYN BROWN	LITERACY COORDINATOR - OCEANSIDE - VANCOUVER ISLAND UNIVERSITY
SENIORS	LEANNA GARNER	VOLUNTEER WITH SENIORS & ELEMENTARY PRINCIPAL

In May 2007, each of these sub-groups met separately to narrow the ‘would like to do’ wish-list to ‘can do’ action items. The whole group also came together to decide several matters:

- A Project Steward for the LiteracyNow planning grant of \$10,000 was identified. It was unanimous that the non profit organization, Project Literacy, could fulfill this role.
- Agreement was reached to use funds to engage a part time contractor who would collaborate on the development of a District Literacy Plan.
- The vision statement of Oceanside Literacy Now was adopted.
- Grant Sinclair, a retired principal and community volunteer, was voted as Chair of the *Oceanside Literacy Now* Initiative, and agreed to serve in this role through to the point where a plan and permanent structure for the initiative was in place.

PHASE 2: Legislative Change and Planning May 2007 - June 2008 - **School District 69 Qualicum & Oceanside Literacy Now**

In May 2007, the government of British Columbia passed a significant piece of legislation, Bill 20, which identified Boards of Education as responsible for coordinating community planning for literacy and also for projects on early learning. With the passing of this Bill there was a pause in the *Oceanside Literacy Now* process, as the school district considered the implications of the legislation.

On October 28th, a *Transitional District Literacy Plan for 2007-2008* that described the process to date and anticipated next steps was submitted to the Board of Education on behalf of *Oceanside Literacy Now*. It was approved and forwarded to the Minister of Education

The government subsequently created the *Read Now BC* literacy action plan to support school districts and communities in this new challenge. It outlined expectations organized around four goals:

- Increasing the number of **children entering school** ready to succeed
- Increasing the number of **children in school** who read successfully
- Increasing the number of **adults** with the reading and literacy skills needed to function in everyday life and succeed in the workplace
- Increasing the number of **Aboriginal people** who read successfully.

Boards of Education are expected to work collaboratively with community partners to develop a District Literacy Plan that addresses these goals.

In fall 2007, representatives of the district and *Oceanside Literacy Now* Initiative met to consider the implications of Bill 20 on their work together, and to plan for the hiring of a Community Literacy Facilitator. District and *Oceanside Literacy Now* representatives attended Regional and Provincial Literacy Planning Forums in November and January.

A Community Literacy Facilitator was hired in spring 2008 and has worked with the Chair of *Oceanside Literacy Now*, and the current Community Literacy Coordinator and the district's Literacy Project Coordinator since May. This team met frequently to coordinate planning across the areas of early learning, school based literacy, youth adult and seniors literacy. In addition, the elected Chair continues in his role until the initiative is on a firm footing with an organizational structure suitable to all partners.

The Oceanside Literacy Now Coordination Team - Spring 2008

Community Literacy Coordinator	Deborah Davenport
District Literacy Project Coordinator	Deidre Bjornson
Oceanside Community Literacy Facilitator	Janet Dunnett
Chair Oceanside Literacy Now	Grant Sinclair
Superintendent of Schools-SD 69	Candice Morgan

In the first week of June 2008, three focus sessions were offered by the Community Literacy Facilitator on the topics of the sub groups of adult literacy. Participants were a mix of community partners from *Oceanside Literacy Now's* work over the past year, and new community participants who were both excited by the possibilities presented by the initiative and also who were able to attend at this busy time of year. The question that was asked was, "What would Oceanside be like in 2018, if in 2008 the vision of a *learning for a lifetime* community was embraced?"

In the first session, the brainstorming centered on seniors, who both receive and provide literacy services and learning opportunities.

The second session considered working adults. Though an effort was made to steer the conversation towards literacy in the workplace, this group was interested in discussing the philosophy underlying literacy:

- What is literacy?
- How people without literacy skills access services?
- Who does not access services and why not?

Literacy models that support families and parents were seen by this group as very important.

The third session focused on youth, considering literacy from their unique perspective as students in the latter years of school, and as young adults. This group made clear connections between teaching and learning. Although some participants complimented approaches to learning in schools, others challenged schools to find better ways of reaching students.

All of these group discussions had the outcome of engaging new members from the community in the planning process who may not have participated to date. Their response reassured us that there is a strong interest in the community to pursue the vision of *learning for a lifetime*.

Many ideas have come out of the focus groups and the conversations of *Oceanside Literacy Now*. They are important data to be considered as the process goes forward.

Ideas and dreams can inspire a community. But they will only become actions when 'can-do' people get involved, when opportunities are presented or seized, when relationships continue to strengthen, when collaboration and trust are foremost, when funding is accessed, when volunteers are enthused. There is a long road, and we are on our way together.

DISTRICT LITERACY PLAN GOALS FOR 2008-09

All of the experience and ideas that were part of last year's first phase of the Initiative have been recaptured and expanded. The leaders of the original design groups have been consulted, and they remain committed to the Initiative. There is willingness to work towards action planning with reconstituted design teams that will be expanded to include new partners. Three goals will frame action planning for 2008-09:

The District Literacy Plan sets out the following goals for next year:

1. Collaborate:
 - c) Renew and expand the Oceanside Literacy Now initiative
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2. Continue "Work in Progress":
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3. Monitor and evaluate:
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 - d) Adjust goals and strategies and revise DLP for 2009 -10

The Board of Education and Oceanside Literacy Now will continue to invite the participation of the diverse groups and organizations in our community as we work together in a facilitated process to address these goals.

Evaluation of the District Literacy Plan

Our approach to evaluation will be developmental. Appendix 6 provides more information about what this will mean in practice. Indicators of progress in reaching the vision will be agreed upon and data will be gathered. As part of this process we will emphasize the role of reflection and renewal as ongoing elements of our self-evaluation. We will use knowledge gained of what has worked to plan for the future.

WORK IN PROGRESS

a.) Draft Community Profile of Oceanside

Several sources were used to develop this draft profile. They include:

- Statistics Canada
- School District 69 - Qualicum Statistical Profile (BC Stats)
- District 69 Data Summary 2002/3 - 2006/7 Ministry of Education
- Parksville and Qualicum Beach Chambers of Commerce websites
- Tourism information
- Draft Workforce Development Strategy,
- Regional District of Nanaimo's strategy for recreation
- student projects
- Research on the nature of child poverty in British Columbia (First Call reports)
- Canadian Council on Learning composite set of indicators

Information from these sources provide the basis for an overall view of Oceanside from different perspectives.

“Oceanside “ Area

Vancouver Island's Oceanside region, more usually known as the Parksville-Qualicum area, is located on the East Coast, 150 km north of Victoria and 37 km north of Nanaimo. To the west is Port Alberni, and Tofino. Many refer to Oceanside simply as District 69.

Oceanside is in the traditional territories of the Coast Salish First Nations people, and includes the Qualicum and Snaw-naw-as Bands.

Oceanside is a community of communities between Mt. Arrowsmith and the Strait of Georgia. The two municipalities are the City of Parksville and the Town of Qualicum Beach. Also included are 5 electoral areas 4 of which are in the Regional District of Nanaimo. Between Parksville and Qualicum Beach is rapidly growing French Creek (Area G). To the south of Parksville is Nanoose Bay. (Area E) To the west are four distinctly rural communities, Errington, Coombs, Hillers and Whisky Creek. (Area F.) Some in these communities refer to themselves as residents of Arrowsmith Country. To the north of Qualicum Beach are the communities of Qualicum Bay, Bowser and Deep Bay, which is sometimes referred to as Lighthouse Country. (Area H) Lasqueti Island, off shore from French Creek, is a small Gulf Island. (Area E Powell River Regional District, Islands Trust.)

Each of these communities has a distinct flavor and lifestyle. The tourism guide for 2008 notes that the city of Parksville is renowned for its beaches. Qualicum Beach is “a charming town core amidst the blooms and antique shops”. Nanoose Bay and French Creek are appreciated by outsiders for golfing and boating . Lighthouse Country is full of “quiet peaceful retreats”. Arrowsmith Country boasts about its galleries and artists. Lasqueti is described on its website as “an island of individuals” that Statistics Canada has identified as the most highly educated community in BC. These characterizations do not do justice to the wide variety of lifestyles and outlooks across this varied district, but do reflect how Oceanside communities see themselves.

Demographics of School District 69 Qualicum- 2006 Census

2006 POPULATION		
	NUMBER	% OF REGION
CITY OF PARKSVILLE	12 081	26.8%
TOWN OF QUALICUM BEACH	8,899	19.8%
REST OF REGION	24,055 *	53.4%
TOTAL REGIONS	45,035	100%

*Lighthouse Country approx. 3500
Lasqueti Island approx. 400

The growth rate of the last 5 years is at 2.7% compared to a provincial growth rate of 1.1%. This growth is fuelled by the desire of many Canadians and especially citizens from other parts of BC to retire here.

The composition of the Oceanside population is key to understanding the labor market and the dynamics of youth and age which have a variety of impacts in Oceanside. The population includes the growing numbers of retirees. Qualicum Beach has the highest median age in Canada, at 60.9 years compared to the lowest median age in Arrowsmith of 43.1 years, and that of BC which is 40.8 years. The proportion of adults who are over 65 in Oceanside is twice as high as in the rest of BC and Canada.

Children ages 0-17 are 15.8% of the population, compared to the provincial average of 19.9%. The School District works with a number of data sources to project enrollment as part of its planning, and has reported declining enrolment since 1999. The labor market participation rate (proportion of 15-64 working full or part time or looking for work) is about 46%, which is significantly lower than the provincial average of 57%.

Aboriginal Demographics in Oceanside

The 2006 census counted 1170 citizens of Oceanside who identify as Aboriginal. This is 2.6% of the total population of the area. The two First Nations in the area are the Snaw-naw-as and the Qualicum. The on-reserve population of Nanoose in 2006 was 191, a 7.7% drop from the previous census in 2001. In the 2006 census, the median age in Nanoose was 24.8, and the number of school age children was 50. According to Statistics Canada, there are 86 people living on the Qualicum reserve, a 21.1% increase over the last census in 2001. There is a high portion of the Aboriginal community living off reserve, and also who are not Coast Salish.

Visible Minorities and Migrants Demographics in Oceanside

There are few visible minorities in the Oceanside area, 3% of the population. This is well below the provincial average of 27.5%. In addition, the proportion of the population that is international migrants is also low, 2.5% of the population in comparison with the provincial average of 5.3%. The labour force issues, named as a crisis in a recently completed research document, suggest that in the next few years, Oceanside will be in competition for skilled immigrants.

Youth Demographics in Oceanside

The youth population between the ages of 18 and 24 is the smallest cohort in Oceanside at 3,551 or 7.9%. This compares to 9.8% provincially. Approximately 1.9% is receiving income assistance compared to 2.6% in the province. Research suggests that the greatest cost benefit to literacy is with youth.

Employment in Oceanside

Up until the 1990's the main employers in the area were in the primary industries of logging, commercial fishing and agriculture industries. They still employ 6.7% of the labor market in the area but have declined by 23% in the period between 2001 and 2006. The School District, tourism sector and retail services have become the largest employers. The largest employer in the District is the School District 69 with approximately 580 full or part-time employees. Quality Foods comes second, with 400 employees. Third in line is Tigh na Mara Resort and Conference Center with 224 employees. Construction employs 10.5% of the labour force, substantially higher than the province (5.9%) fuelled by the housing needs of newcomers pour into the area. Health services are providing a growing number of jobs to service the aging population. There were 920 new jobs created in this sub sector of services since 2001. Finally, the area is ideally suited to home-based businesses, and this trend is likely to continue. An indication of the speed of growth of small business is that 1011 business licenses were issued in Parksville in 2007, compared to 671 in 2001.

Education in Oceanside

The general level of education of adults in Oceanside is similar to the rest of the province albeit with a smaller proportion of university graduates and a higher proportion of diploma holders. The community has a satellite campus of Vancouver Island University (formerly Malaspina University College) that offers a variety of community education programs, Elder College and continuing education.

School District 69 Qualicum has a total of 4653 full time equivalent students in this system as of March 31, 2008, with a decline of 200 students since September, 2006. There are 9 elementary schools, 3 middle schools, 2 secondary schools and an alternate program. It also provides a French Immersion program, comprehensive Special Education programs and services, First Nations Education Program, Career Education Programs, an International Student program, and a Collaborative Education Alternative Program distributed learning programs for students who are "learning at a distance", often at home. Ten schools are part of the provincial Network of Performance-Based Schools. (NPBS) Two elementary schools, one in Errington and another in French Creek are named as Community Schools. Most schools foster connections with their communities and the district coordinates community services with other ministries and agencies through its schools.

The district monitors the educational outcomes of students through School Growth Plans, the Aboriginal Education Enhancement Agreement and the District Achievement Contract. The Dogwood Completion Rate, a Ministry of Education indicator, has averaged 74% over the last 5 years, which is lower than the provincial average of 79%.

The School District has had a focus on literacy since 1999, as is described elsewhere in this DLP. (Appendices 2,3 & 5)

There are also several small independent or faith-based schools in Oceanside.

Income Patterns in Oceanside

Oceanside could be defined as middle income when it comes to employment income. There are some very high incomes. House prices start at \$350,000. Yet the dominant feature of income is that it is lower than provincial averages. Employment in the service sector is not high paying, and much of the tourism industry is seasonal. Many retirees live on fixed pension incomes. Many residents however regard the quality of life in the area as a higher priority than a high employment income.

Income assistance levels in the district (3.3%) are comparable to provincial percentages (3.5%) Income recipients include the disabled. Employment for the disabled has been identified as a challenge in labour force study.

Lower average income rates are higher in Oceanside than in the province. Average family incomes are \$54,965 compared to \$64,821 in B.C. Families with incomes between 20,000 and 79,999 are 71.6% compared to 60.4% in B.C. Median incomes for one and two earner couples with children in Oceanside were the lowest of any census grouping in BC. One earner is getting \$38,781 (compared to \$47,951 for BC). As another indicator of distress, poverty rates for couples with children were 14% in Oceanside, (compared to 10.8% in Nanaimo, 10.3% in Courtenay, and 12.9% in Port Alberni, the three closest large communities around. For BC as a whole the comparable poverty rate was 13.1% in 2000).

Research in Early Learning (See Appendix 4 for a copy of the EDI Summary Table - Neighbourhood Results. HELP maps combine results from Qualicum and Nanaimo districts)

Work undertaken by the Human Early Learning Partnership at UBC (HELP) to identify child vulnerability across a range of indicators in five domains is proving to have validity across cultures, and including Aboriginal children. HELP was contracted by the Ministry of Education to coordinate the administration of the *Early Development Instrument* (EDI) by Kindergarten teachers to assess the state of children's development in their first year of school. HELP has created a useful series of community, regional and provincial maps that visually represent the results of the EDI. Children's scores on the EDI are mapped *where they live*, rather than in the area they go to school. Given the small cohorts of Kindergarten children in the school district, the areas mapped are combined in a way that does not necessarily conform to the usual community organization of the district. The areas are: Qualicum and Coombs, Errington and Nanoose, Parksville, Northwest and Lasqueti, and another area stretching the length of the district named Waterfront.

In School District 69, mapping has revealed that 28.4% of children were vulnerable in at least one of the domains of their development in 2003, and now, five years later, 31.2% are vulnerable. Qualicum is among the middle vulnerability districts in the province. Three of 5 domains had a *decrease* in vulnerability (Emotional Maturity, Language and Cognitive Development, Physical Health and Well-being.) There was a *slight* increase in vulnerability in Communications Skill and General Knowledge, (although the district is the 9th least vulnerable in the province in this domain.) There was a significant *increase* in vulnerability in Social Competence in all mapped areas of the district between 2003 and 2006.

It has been suggested by analysts that the lower level of vulnerability in Language and Cognitive Development, and Communication Skills and General knowledge could be related to the focus on early learning in the district, through the efforts of BLT. The overall results do indicate that there are disparities between the neighbourhoods mentioned above, and further analysis is warranted to assist with planning.

Oceanside and the Composite Learning Index

Since 2006, the Canadian Council on Learning has tracked 17 indicators to provide information about the many different ways Canadians learn—in school, in the home, at work and in the community. It is conceptually based on four pillars: Learning to Know, Learning to Do, Learning to Live Together and Learning to Be. All these statistics are combined to produce a single score that reflects the state of lifelong learning in the community. It can be compared with itself over time or with other communities. A high CLI score means that a particular city or community possesses learning conditions that support economic and social well-being. The CLI in Parksville and Qualicum Beach in 2008 is 82, in comparison to the national average of 77. Further analysis of CLI results is warranted in the context of education, employment, socio-economic status and other community data.

WORK IN PROGRESS

b.) Oceanside Literacy Assets

The Oceanside District Literacy Plan will be implemented by an alliance of partners who agree with the vision. The essence of community work though is to recognize that beneath all organizations are people, with a variety of motivations and needs.

- People who have expertise and who are paid.
- People who have expertise and who are not paid.
- People who do some of both.
- People in organizations of all sorts that include the vision as one part of what they do.
- People in government agencies who have guidelines and policies to direct them.
- People in business who know that support has to be “good for business” too.
- People of faith communities whose belief is in-action, and who may express it.
- Children, youth, families, adults in their working years, retirees, the elderly.

Oceanside Literacy Now Initiative will succeed to the extent that it can tap all these people and motivate them in a sustained way because they believe in the vision and because being engaged is satisfying. At this time, there is no funding being provided to the initiative beyond that to cover the costs of coordination. Literacy Now funding is part of the Legacies 2010 project and ends in that year. It will be necessary to access funds through grants or contributions from partner organizations.

The work to inventory the literacy assets in Oceanside is well underway. Initial work was done by the Oceanside Literacy Now participants, and that has been augmented by research done by the Community Literacy Facilitator. A useful next step will be to review with Oceanside Literacy Now participants similar efforts by other community partners in order to avoid duplication and to determine format, contents and distribution.

This work will be finalized and an inventory developed in 2008-09.

c.) Questions and Issues to consider for future planning

A number of issues surfaced through the process to date as relevant to future planning by Oceanside Literacy Now. These issues were formulated as questions at a meeting of the Oceanside Literacy Now partners on June 11, 2008 :

1. How can everyone, from all parts of the district and in all income brackets, and in all walks of life, be engaged in the Oceanside Literacy Now Initiative?
2. What are the barriers that may be faced by people who want to improve their literacy, and how can the barriers be removed?
3. How can the community communicate its successes as the Oceanside Now Initiative builds and prospers?
4. How can we integrate workplace literacy into the unique fabric of the Oceanside community?
5. What strategies will attract and retain the kind of labour force that Oceanside needs?
6. How can community members, who will contribute their time to literacy work, see themselves as part of the big picture vision of Learning for a lifetime?
7. How does essential information get to all community members, regardless of their reading level?
8. How can people of all ages be part of the way Learning for a lifetime is realized in Oceanside?
9. How can the Oceanside Literacy Now initiative reach those who need encouragement and support to retain their literacy level because they might be isolated, getting older, or dealing with a disability?
10. How can school activities be brought into the community, and community activities be brought into the schools in support of literacy?
11. How can the community's resources, (including funding available and human resources), stretch to support Learning for a lifetime, across the life span.

IMPLEMENTATION OF THE DISTRICT LITERACY PLAN

In the fall of 2008, participants in Oceanside Literacy Now will be reconvened to discuss the goals and tasks outlined in the District Literacy Plan.

The Superintendent of Schools working with the Chair of Oceanside Literacy Now will establish an Advisory Committee that will oversee implementation and evaluation of this plan, and the development of a multiple-year plan that will be brought to the Board of Education in June 2009.

Appendix 1 - Participants in Oceanside Literacy Now Initiative

The Oceanside Literacy Now Initiative is emerging from the work of Building Learning Together, which has been building capacity for literacy in Oceanside since 2000. With the success of this collaboration for early learning, partners have begun to consider how to extend support to literacy across the life span. In 2007, many of these partners began to meet to explicitly plan for this future. In 2008, the work has continued, and has introduced a broader group of partners to the initiative. Though this extension to learning for a lifetime is at its formative stage, substantial interest has been shown in working together in new partnerships.

Partners, in their individual or organizational capacity, have joined the planning process for the Oceanside Literacy Now initiative, or shown interest in doing so.

Members of the BLT Steering Committee:

Education Organizations

- School District 69 Staff and Administration
- School District 69 Parent Organizations
- School District 69 Students
- School District 69 Trustees
- Vancouver Island University
- Elder College

Representatives from Government

- Vancouver Island Health Authority -Public Health
- Ministry of Children and Family Development
- Local Governments of Parksville and Qualicum Beach
- Regional District of Nanaimo: Recreation and Parks Department
- Royal Canadian Mounted Police
- Vancouver Island Regional Library

Representatives from Social Service Agencies

- Family Resource Association
- Family and Community Support Services
- Salvation Army
- Society of Organized Services
- Pacific CARE

Community Organizations

- Project Literacy and The Write Place
- Oceanside Community Response Network
- Federation of University Women
- Qualicum Beach Museum
- Auxiliary Trillium Lodge/ Eagle Park
- The Gardens at Qualicum Beach
- Oceanside Volunteer Association
- Oceanside Community Arts Council
- Qualicum Beach Seniors Club
- Arrowsmith Community Enhancement Society
- Rotary
- Katimavik Participants
- Wildwood Community Church, Bowser
- St. Stephen's community meals program
- Oceanside Star

Business or Employment Related Organizations

- Parksville Chamber of Commerce
- Qualicum Beach Chamber of Commerce
- Parksville Economic Development
- A variety of business people working in high-employment segments of Oceanside
- The Career Center

First Nations

- Snaw-naw-as First Nation
- Qualicum First Nation

Appendix 2 - An Overview of Planning within Building Learning Together

Building Learning Together (BLT), formed in 1999, has become a working partnership that brings together all sectors of the community to focus on the development and delivery of a coordinated comprehensive system of supports and services for young children (0 - 6 years) and their families. Coordinating this project is the Community Literacy Coordinator (CLC) position created in 1999 by School District 69, thus confirming its strong commitment to early literacy/learning, intervention, and protective programming. The CLC works to build, facilitate, and support a multi-disciplinary coalition of local community members who are engaged in an ongoing dialogue around “healthy children and families”. BLT believes a healthy literate community is established through collaboration and sharing. The Building Learning Together Coalition acknowledges that young children and families are healthiest and most resilient when they are actively connected to and positively engaged in their local community.

The Building Learning Together Advisory Committee comprises over 100 community groups and committed individuals championing this vision and the local BLT Steering Committee meets monthly to share ideas, information and experiences. The BLT Coalition of Community Partners also has supported several other BC communities by hosting workshops for visiting administrators, educators, early childhood development specialists and other community partner groups. The work of the coalition has been acknowledged provincially and internationally.

The BLT Steering Committee works in partnership to develop unique, innovative projects that are not duplicated locally. Project members believe change and innovation are fuelled by a process that honors individuals and their contribution—however big or small. Based on 10 Guiding Principles, mutual respect and trust have become the foundational base for this initiative. Everyone has a role to play.

Since 1999, BLT has:

- Demonstrated increased collaboration and integration between service providers;
- Developed new integrated models of service delivery as mutual trust, understanding and respect have grown between agencies and community partners.
- Increased community knowledge and understanding of early childhood development issues
- Increased opportunity for children and families by providing multiple entry points to service supported by satellite programming in community neighbourhoods.
- Increased sustainability as multiple partnerships take ‘ownership’ in program development and continued programming.

In addition, BLT continues to:

- a) Support families in their role as primary caregivers and educators of their child
- b) Provide direct learning opportunities for parents, caregivers, daycares, preschools and children in a variety of stimulating play environments
- c) Provide families with knowledge and confidence about child development
- d) Develop social support networks for families
- e) Increase families’ ability to access and link with family resources
- f) Mobilize partnerships to include multiple stakeholders, i.e. high schools students and Grand-buddy mentors, service clubs, non-profit sector, agencies, education, businesses and individuals
- g) Develop community ownership.

The Building Learning Together project has worked hard to develop strong community capacity by joining hands with many community partners. This approach has succeeded in developing and delivering coordinated supports and services to the children and families of Oceanside, based on knowledge, time and expertise throughout the project. Youth (both typical and special needs) continue to be actively involved in many of the learning initiatives. Service clubs and businesses are valued supporters and help to strengthen the process of building a strong foundation. Significant emotional energy, with invested individual commitment on the part of agencies, businesses, parents, teachers, and volunteers, have established strong ownership of the Building Learning Together initiative as documented by the tremendous in-kind donations received to date.



Building Learning Together Projects Update - January 2008



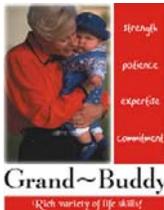
"Art Through the Eyes of a Child" Art Auction - Children from 3 to 13 donated 200 pieces of artwork representing their "Wish for the World". Local galleries and businesses framed them at no cost, and a silent auction was held on the evening of April 13, 2007, with proceeds going to support BLT programs.



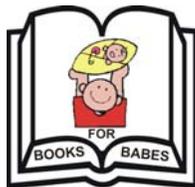
Bedtime Baggies - This imaginative tool allows parents to take advantage of their child's strength as a visual learner by helping children understand what is going on around them, organize information, learn new vocabulary and better express themselves.



BLT Backpacks - Queen Alexandra Foundation for Children, Shell Canada, Thrifty Foods and SD 69 partnered to buy 120 additional Backpacks and educational books and toys. Over 300 BLT Backpacks for children now circulate in the community.



BLT Buddies - Over 200 community BLT Buddies continue to support all early literacy initiatives of the BLT Steering Committee. BLT Buddies include Words On Wheels Bus Drivers and On-Board Helpers, BLT Buddy Readers in the schools, painters and carpenters, senior/youth mentors, and many more.



Books for Babes - To date over 1,300 cloth "baby's first book" gift bags, made by residents of Trillium Lodge, have been delivered by Public Health Nurses to families on baby's first home visit. Inside, parents find baby's first book and many valuable community contacts. Offered in partnership with Vancouver Island Regional Libraries.



Children's Services Directory - A second, updated edition was printed in Summer 2006, profiling twenty-two District 69 non-profit and government agencies offering services for children 0-6 and their families. A third edition is planned for 2008.



Circle of Friends Conferences - This event was most recently held February 17-18, 2006. Numerous workshops and seminars led by professionals in the field of early education helped broaden our understanding of how parents and educators can work together to support children aged 0-6 in their journey toward successful learning.



Community Mapping Station, BLT Database, & UBC's HELP Project - BLT is part of the Human Early Learning Partnership mapping project, aimed at tracking early learning opportunities for children 0-6. Data is collected on all BLT initiatives.



Cook Up a Bedtime Story - A nutritious cooking activity with take-home ingredients, playtime and a visit from Mother Goose. Part of Munchkinland Discovery Centre programming.



Cook Up a Recipe® Cards Resources - A series of recipes and stories specifically designed for beginning level literacy, Cook Up a Recipe cards can be used at home for beginning readers who want to cook the recipes from Cook Up a Bedtime Story.



C-Zone: Munchkinland Construction Zone - Federally funded through the New Horizons for Seniors Grant, C-Zone links seniors with high school students in designing, creating and painting model buildings for Munchkinland, or baking or knitting for BLT programs. This program is part of the school curriculum and includes a Mentorship Program. C-Zone began in the fall of 2007 and has recorded over 300 visits by seniors and students to date.



Dads' Night Out - Four community partners: BLT, School District 69, Libraries, and Recreation & Parks, joined hands to offer dads and children 0-6 fun activities each Tuesday evening, starting October 2007.



GooseTrax - In the Fall of 2007 BLT began to participate in an innovative 3-year Challenge Research Project - community data will be collected and analyzed, using a bar-code technology, in order to better serve young children and their families.



Growing Dreams - We offer support to other BC school districts and communities by sharing the BLT process and our steps to success in a one-day workshop.



Growing Dreams Resources - Building Learning Together is in the process of developing model kits for communities to purchase and assemble, as well as a manual on Munchkinland, and how it came to be.



Literacy Now - In conjunction with Legacies 2010, Literacy Now is a provincially-funded community development initiative designed to increase literacy levels by providing funding, support and resources to communities across BC. Whereas BLT has addressed the 0-6 world since 1999, the development of a "cradle to grave" literacy plan will be assumed by the entire community.



Mother Goose and Friends - Several Mother Goose and Friends sites run each Fall and Spring throughout the community. Attendance has topped 4,000 visits. Families enjoy the magic of stories, songs and rhymes. Includes a fruit snack donated by Thrifty Foods.



Mother Goose Goes to School - Offered in eight elementary schools, preschoolers become familiar with the school and its library while participating in the Mother Goose & Friends Program.



Munchkinland Discovery Centre - A portable was transformed into an educational play centre, including interactive play/learning areas: Stuffed Buddy Hospital, Sunflower Grocery, Dine-O-Diner, Construction Zone, Culture Club First Nations area, etc. Munchkinland opened in January, 2006 with major funding from Vancouver Foundation, Royal Bank and Queen Alexandra Foundation for Children, and has had over 7,000 visits to date.



Ready Set Learn - Provincial funding provides an opportunity for all district elementary schools to welcome families and their three-year-olds to an open house and information event. This event helps to make early connections with families and their young children.



Roots of Empathy - This program is offered in 14 Kindergarten and Grade 1 classrooms in SD 69. Trained instructors visit classrooms three times per month to offer this important anti-bullying program, along with babies and their parents.



Spinoza Bears- These comforting bears are used by six local service agencies in their work with children and families in need. Audiotapes in the bears' tummies enhance interactive reading activities.



Teaching From The Heart - A facilitated small-group experience for parents and children, to promote fun-filled, effective learning. Part of Munchkinland Discovery Centre programming.



Top Cop Reading Program - The program runs in 18 classrooms. Community Policing continues to deliver this innovative encouragement to reading, in partnership with Vancouver Island Regional Libraries



Travelling Tales - 200 "Bed-Time Baggies" were created as part of the Mother Goose and Friends Program, sponsored by Literacy BC and *Vancouver Sun*. These multi-sensory visual supports assist in sequencing, improve memory and attention span, etc.



We Believe in Kids Festival - Held for the first time in April 2007, the Festival included a presentation by singer/children's advocate Raffi, Children's Art Auction, and a free day of community fun for children & families. Partners included: Parksville & Qualicum Libraries, First Nations, PacificCARE, Oceanside Community Arts Council, Vancouver Island Health Authority, Community Policing, Royal Bank, and Recreation & Parks.



Words On Wheels (W.O.W.) Bus - Partially supported by SOS Outreach Programs, the WOW Bus has received over 4,000 visits and made over 200 stops at Bowser, Errington, SOS/Health Unit, and many other local sites - community agencies continued to provide ongoing support, information and referrals for our families.

BLT Mission Statement:

To enhance children's development by supporting strong family relationships and community capacity through effective learning opportunities



Phone: (250) 248-4041

Website: www.sd69.bc.ca (follow links to BLT)

Appendix 3 - District Literacy Project (K-12) Summary of 2008 Reading Success in Schools

We continue to determine how the district literacy initiative will articulate with the Oceanside community literacy planning. The District Literacy Project Coordinator is part of the Oceanside Literacy Coordination Team. As well, she attends the Building Learning Together (Early Learning) Community Coalition meetings held monthly. Opportunities to integrate school initiatives with the Community are regularly discussed. Significant is the SD 69 Early Years Network established this year. The following are goals from the District Literacy Innovation Grant and the District Literacy Project Plan (K-12).

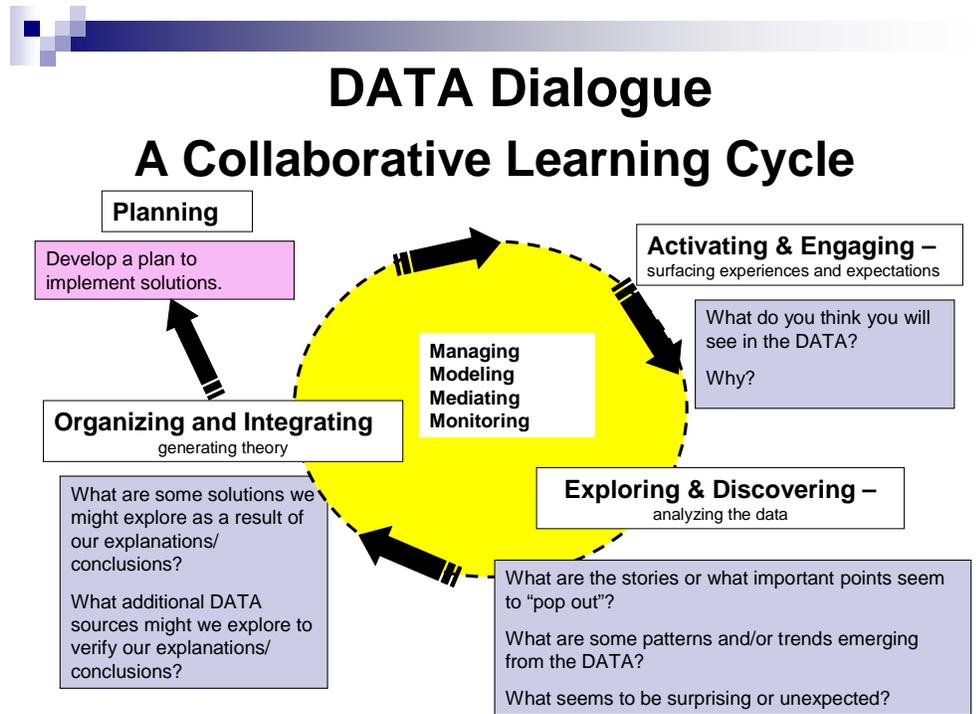
Goals:

- Ensure explicit instruction in reading across all levels
- Continue to support authentic assessment practices at all levels
- Support a systematic framework for learning
- Continue to develop a variety of resources for reading instruction

Strategies/Tasks	Participating Groups	Partnerships	Timelines/Measuring Success
<ul style="list-style-type: none"> • Provide in-service for the new K-12 Language Arts Curriculum • Provide professional learning opportunities for READ Teams in elementary schools consistent with the principles of Balanced Literacy • Develop a network for early learning and primary teachers 	<ul style="list-style-type: none"> • Early reading teachers • District Literacy Project Coordinator • All elementary schools • Community volunteers • BLT staff 	<ul style="list-style-type: none"> • Ministry Innovation Grant • Schools • BLT 	<ul style="list-style-type: none"> • Increased use of flexible small group instruction • Increased number of schools using READ Team including community volunteers • Increased number of primary teachers and early learning educators attend the Early Years Network
<ul style="list-style-type: none"> • Provide professional learning opportunities for the assessment cycle (for, as and or learning) across all curriculum areas and all grade levels 	<ul style="list-style-type: none"> • District Literacy Project Coordinator • All schools • BLT staff 	<ul style="list-style-type: none"> • Ministry Innovation Grant • BLT educators and partners 	<ul style="list-style-type: none"> • Increased number of teachers using assessment 'for and of' learning in their practice • Increased number of teachers using Standard Reading Assessments like the DART in their classrooms throughout the year • K teachers using the Kindergarten Learning Project developmental continua for oral language, reading and writing • Early Years Network conversations re: developmentally appropriate assessment for young children
<ul style="list-style-type: none"> • Continue to support strategies and structures that focus on student diversity, learning teams, collaboration and research 	<ul style="list-style-type: none"> • District Literacy Project Coordinator • All schools • BLT staff • District Education Team 	<ul style="list-style-type: none"> • Ministry Innovation Grant • BLT educators and partners 	<ul style="list-style-type: none"> • All schools have representative Learning Teams at Supporting Diversity professional learning opportunities • Increased use of strategies to support all learners modeled
<ul style="list-style-type: none"> • Support continued development of a variety of BLT Early Learning Projects in SD 69, Qualicum (e.g. Munchkinland, WOW bus, Ready Set Learn). 	<ul style="list-style-type: none"> • District Literacy Project Coordinator • All schools • BLT staff 	<ul style="list-style-type: none"> • Ministry Innovation Grant • BLT educators and partners 	<ul style="list-style-type: none"> • All elementary schools aware of the work of the BLT staff in preparation for a variety of programs offered in partnership with the BLT and our schools
<ul style="list-style-type: none"> • Develop resources to support the new English/Language Arts curriculum specifically, oral language 	<ul style="list-style-type: none"> • District Literacy Project Coordinator • All schools • BLT 		<ul style="list-style-type: none"> • Increased use of Lit circle bins and other interactive literacy support materials housed at the District Resource Centre

This 'Data Dialogue' flow chart illustrates the cycle of conversation we are implementing in our district with all our partners as we reflect on our learning initiatives.

The express purpose of these dialogues is to generate strategic solutions, plan initiatives/projects and monitor our success. We believe this model of 'Data Dialogue' can contribute to the evaluation of the District Literacy Plan.



Appendix 4 - EDI Summary Table Neighbourhood

Nanaimo-Ladysmith/Qualicum

School Districts 68 and 69

Summary Table: Percent Vulnerable

	Physical Health and Well-being			Social Competence			Emotional Maturity			Language and Cognitive Development			Communication and General Knowledge			Vulnerable on one or more scales of the EDI			
	Wave 1	Wave 2	Change	Wave 1	Wave 2	Change	Wave 1	Wave 2	Change	Wave 1	Wave 2	Change	Wave 1	Wave 2	Change	Wave 1	Wave 2	Change	
Diver Lake	9.4	7.4	-2.0	15.6	6.0	-9.7	19.3	2.2	-17.1	12.5	6.0	-6.5	10.9	4.5	-6.5	29.7	13.3	-16.4	Diver Lake
Hammond Bay	5.3	11.8	6.6	7.0	11.4	4.4	7.1	4.9	-2.3	1.8	4.8	-3.0	1.8	10.9	9.1	12.3	20.9	8.6	Hammond Bay
Departure Bay	17.6	10.5	-7.1	17.6	6.8	-10.7	17.8	7.7	-10.1	11.0	7.8	-3.1	9.7	5.0	-4.7	25.7	20.9	-4.8	Departure Bay
Long Lake	15.6	10.8	-4.7	15.6	12.1	-3.5	22.2	10.8	-11.4	13.3	11.5	-1.9	11.1	7.6	-3.5	28.9	21.0	-7.9	Long Lake
Pleasant Valley - Rutherford	18.0	9.5	-8.6	14.8	10.0	-4.8	13.8	9.5	-4.3	15.0	8.1	-6.9	16.4	6.1	-10.3	26.2	21.7	-4.5	Pleasant Valley - Rutherford
Cinnabar - Extension	15.9	16.7	0.8	15.9	9.3	-6.5	19.0	8.7	-10.4	16.1	6.7	-9.4	17.7	7.3	-10.4	33.3	22.0	-11.3	Cinnabar - Extension
Westwood	20.0	12.3	-7.7	14.0	12.8	-1.2	14.3	9.8	-4.5	8.3	10.6	2.2	8.0	9.8	1.8	28.0	23.2	-4.8	Westwood
Gabriola	n/a	18.4		n/a	6.1		n/a	8.2		n/a	6.3		n/a	10.2		n/a	24.5		Gabriola
Lantzville - Dover	12.8	5.2	-7.6	10.3	10.5	0.2	16.7	10.0	-6.6	15.4	11.5	-3.9	6.4	10.9	4.5	29.5	26.1	-3.4	Lantzville - Dover
Cedar - Yellow Point	14.6	11.8	-2.8	6.3	11.8	5.5	18.8	9.6	-9.1	25.0	9.7	-15.3	18.8	11.0	-7.7	43.8	27.2	-16.5	Cedar - Yellow Point
Errington/Nanoose	23.5	6.4	-17.1	21.2	26.5	5.4	30.0	16.7	-13.3	17.3	6.3	-11.1	13.5	4.1	-9.4	40.4	28.6	-11.8	Errington/Nanoose
Qualicum/Coombs	20.6	14.5	-6.1	6.5	19.6	13.2	6.7	5.5	-1.2	6.3	10.9	4.6	3.2	10.7	7.5	28.6	28.6	0.0	Qualicum/Coombs
Pariseville	12.2	12.1	0.0	9.3	17.9	8.6	8.3	7.8	-0.5	5.3	4.5	-0.9	5.3	7.5	2.1	26.7	29.9	3.2	Pariseville
Waterfront	4.8	8.6	3.9	4.8	25.9	21.1	9.5	12.7	3.2	9.5	3.4	-6.1	4.8	8.6	3.9	17.5	34.5	17.0	Waterfront
Ladysmith	10.2	13.2	3.0	10.0	25.3	15.3	15.9	6.2	-9.7	12.0	14.0	2.0	8.0	12.0	4.0	26.0	36.5	10.5	Ladysmith
South Wellington - Cassidy	23.1	21.3	-1.8	19.2	23.0	3.7	15.4	16.9	1.6	23.1	14.8	-8.3	21.2	9.8	-11.3	42.3	37.7	-4.6	South Wellington - Cassidy
Northwest/Lasqueti	22.9	9.3	-13.6	12.5	25.6	13.1	15.2	18.6	3.4	18.8	20.9	2.2	8.3	9.3	1.0	43.8	39.5	-4.2	Northwest/Lasqueti
Northfield	6.7	21.6	14.9	6.7	23.2	16.5	6.7	18.7	12.0	16.9	21.3	4.4	5.1	15.1	10.0	26.7	41.0	14.3	Northfield
Newcastle - Townsite	20.6	24.4	3.8	20.6	21.3	0.7	27.9	20.8	-7.1	11.9	18.1	6.1	11.8	17.4	5.6	45.6	41.4	-4.2	Newcastle - Townsite
Nanaimo - Downtown	12.5	22.2	9.7	14.7	20.2	5.4	19.8	16.4	-3.4	14.3	20.0	5.7	10.4	18.9	8.5	32.3	41.6	9.3	Nanaimo - Downtown
South Nanaimo	23.9	24.7	0.9	26.9	21.8	-5.0	22.9	21.0	-1.9	36.7	23.4	-13.3	22.9	25.4	2.4	47.7	44.6	-3.1	South Nanaimo

Sorted by

Physical Health and Well-being	Totals: 9 ▽ 5 ▲	3 5 6 7	Social Competence	Totals: 6 ▽ 10 ▲	3 2 5 11	Emotional Maturity	Totals: 10 ▽ 2 ▲	2 2 8 2 7	Language and Cognitive Development	Totals: 9 ▽ 4 ▲	3 6 3 4 5
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Province-wide Vulnerability Cut-offs:

EDI Scale	Cut-off Value
Physical Health and Well-being	6.92
Social Competence	5.58
Emotional Maturity	5.83
Language and Cognitive Development	5.38
Communication and General Knowledge	3.89

Communication and General Knowledge	Totals: 8 ▽ 10 ▲	4 5 8 4	Vulnerable on one or more scales of the EDI	Totals: 9 ▽ 6 ▲	1 5 4 3 8
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Notes:
 Source: EDI Wave 1 (2006/02 - 2008/04) and Wave 2 (2004/05 - 2006/07), Human Early Learning Partnership.
 The total sample size for Wave 2 is 2963 students. Boundaries for SD 68 provided by Anne Williams. Boundaries for SD 69 were delineated by HELP staff.
 EH - HELP - July 2007

Appendix 5 - Literacy Goals -School District 69 Qualicum Aboriginal Education Enhancement Agreement

One of the goals of the Aboriginal Education Enhancement Agreement is to improve the literacy achievement at all levels of aboriginal students in School District 69.

First Nations Program staff monitors:

- course participation, completion and achievement levels of English / Language Arts 6, English 9, Communications 12 and English 12;
- FSA results for grade 4 and 7 for aboriginal students
- Report card results

These results are compared with those of non-aboriginal students in the district and in the province. Strategies to support literacy learning of aboriginal students are monitored and adjusted on the basis of this review of indicators.

Recent data has shown that there is a high percentage of grade 6 and 9 students achieving at a "C" level in their English / Language Arts courses. Staff are investigating each individual student and making a plan to help them increase their achievement.

The literacy goal is one of 6 in the Enhancement Agreement. The others are:

- To improve the attendance of aboriginal students in school
- To improve the numeracy achievement at all levels of aboriginal students
- Increase the percentage of aboriginal students completing Grade 12
- Encourage aboriginal students to expand their post-secondary entrance options.
- Enhance First Nations students' understanding of their heritage, sense of belonging and personal belief that they can be successful in British Columbia's public education system.

[excerpt from Qualicum School District Aboriginal Education Enhancement Agreement Update Report to the Board 2006/07]



Appendix 6 - Characteristics of a Proposed Developmental Approach to Evaluation of Literacy Initiatives in the District Literacy Plan

The Traditional Evaluation

Measures success against predetermined Goals.

Positions the evaluator outside to assure Independence and objectivity

Designs the evaluation based on linear cause-effect logic models.

Aims to produce generalizable findings across time and space

Accountability is focused on and directed to external authorities and funders

Accountability is to control and locate blame for failures.

Evaluator controls the evaluation and Determines the design based on the Evaluator's perspective about what is Important

Evaluation engenders fear of failure

Developmental Evaluation

Develops new measures and monitoring Mechanisms as goals emerge & evolve

Positions evaluation as an internal, team function integrated into action and ongoing interpretive processes.

Designs the evaluation to capture system dynamics, interdependencies and emergent interconnections.

Aims to produce context-specific understandings that inform ongoing innovation.

Accountability is centered on the innovations' deep sense of fundamental values and commitments.

Learning to respond to lack of control and stay in touch with what's unfolding and thereby respond strategically

Evaluator collaborates in the change effort to design a process that matches philosophically and organizationally

Evaluation support hunger for learning

Michael Quinn Patton, 2006 [Evaluation for the Way we Work](#)

Appendix 7 - Terminology

2010 Legacy Now BC

This is a non profit organization that receives funds from government and private sources. Its purpose is to create sustainable legacies across the province, as a result of BC's hosting of the 2010 Olympic and Paralympic Winter Games

Asset based development

This comprehensive approach to mobilizing communities involves using the entire community's assets, based on a common vision and plan. Those assets can be traditional, such as delivering learning services, and non traditional, such as building the 'cultural climate' in the community to accept and rejoice in life long learning.

Alternative Structures for Inter-Sectoral Work

- **Networking**

This is the simplest form of inter-sectoral work. Information is shared and communication increases to the benefit of everyone. If networking consists only of an interest in gaining information rather than sharing information, it is less useful. Trust emerges as more information and resources are shared for the benefit of all.

- **Coordination**

This is formalized sharing of resources, information, and some common goals.

- **Coalition**

Here leadership and decision making is shared by all through a direct democratic or an indirect representative process. Decision making is formalized and clear, as is communication. The objective is to develop, create and discover more resources for the benefit of everyone in the coalition. BLT is structured as a coalition.

- **Collaboration**

This is the most formal structure. A written vision and mission are shared by everyone within the collaboration. Programs, information, resources, and projects are interdependent. Communication is very clear and open, trust and relationships are strong. Members have a strong sense of accomplishment, belonging, purpose, and responsibility. Goals are clearly defined and often met. Shared, developed, and discovered resources are significantly amplified through the collaborative process.

- **Inter-sectoral collaboration**

When individuals and organizations with diverse expertise, experience and resources join forces to plan, and execute efforts to achieve a common vision or goal, they are working in an inter-sectoral manner. In Oceanside, this collaboration may include teachers, parents, volunteers, non-profit groups, service delivery groups, the business community, youth, seniors, depending on the task.

"Literacy" - provincial goal

The provincial government has identified as a "great goal" that BC will be the most-literate, best educated jurisdiction in North America, and has identified the Ministry of Education as the lead ministry in meeting this goal. The Ministry of Advanced Education is a partner and both ministries are focused on the delivery of Read Now BC, the government's initiative for literacy.

Literacy Now BC

In conjunction with Legacies 2010, Literacy Now is a provincially-funded community development initiative designed to increase literacy levels by providing funding, support, and resources to communities across BC.

Vision

This is a concise statement defining an organization's long-term direction. It is what the organization is working for, 5, 10 or even 15 years into the future.

Appendix 8 - Sources

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