

COMOX VALLEY

School District 71

COMMUNITY/ DISTRICT LITERACY PLAN 2008

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For additional copies or for more information about this report please contact Danielle Hoogland at dhoogland@shaw.ca or by phone at 250-897-0525.

Summary

The Comox Valley extends from Oyster River to Fanny Bay on eastern Vancouver Island. The Comox Valley is the home of the K'ómoks First Nation whose traditional territories includes Courtenay, Cumberland, Comox, Hornby Island, Denman Island, Black Creek, Merville, Dove Creek, Royston, Union Bay and Fanny Bay. According to the 2006 BC census, the population of the Comox Valley is 62,934.

In October 2006, the North Island Regional Literacy Coordinator invited community members to discuss literacy in the Comox Valley. This group became the Comox Valley Literacy Council. In May 2007, the Literacy Council applied for Literacy Now planning funds through the Legacies Now 2010 Initiative. In October 2007, their application was approved and a Task Group¹ began preparing the community literacy plan. In December 2007, Danielle Hoogland, was hired as the Literacy Now Coordinator to facilitate the CV Literacy Now Committee and to coordinate the research and writing of the Comox Valley Literacy Plan.

As part of the planning process, the CV Literacy Now Committee organized and hosted a Literacy Now Launch in April 2008. The event brought together over forty community members and leaders to discuss the community's literacy strengths and challenges through multiple and diverse perspectives. Community members reviewed existing literacy work and services, identified gaps and challenges within literacy services, and explored their hopes and dreams as a learning community. The articulated hopes and dreams is the basis of the Comox Valley Literacy Plan.

The five priorities of the Comox Valley Literacy Plan are to:

1. Build a collaborative learning community
2. Generate awareness and promote literacy and learning in the Comox Valley
3. Support new and existing workplace literacy initiatives
4. Continue to support and build the capacity of Family and Cultural literacy services and initiatives
5. Identify the means to implement the Comox Valley Literacy Plan

The CV Literacy Now Committee is committed to working together toward the vision of a supported, coordinated, collaborative life-long learning community. The implementation of the CV Literacy Plan is one step toward that vision.

¹ For reasons of clarity, the Task Group for the Comox Valley Literacy Now Plan will henceforth be referred to as the Comox Valley Literacy Now Committee.

Values and Vision

The vision of the CV Literacy Now Committee is *Literacy for Life*. This vision of the Committee emerged as people participated in discussions concerning their values as a life-long learning community. These values include accessibility, awareness and promotion, diversity, collaboration, sustainability, service, and availability.

Accessibility:

People who seek access to learning services experience fewer barriers.

Awareness and Promotion:

Comox Valley learning services are promoted as positive, accessible, welcoming and empowering opportunities for the learner, their families, and their communities. Literacy awareness is described as essential to the cultural, social and academic practices of our citizens.

Diversity:

Literacy services are inclusive of all individuals regardless of age, gender, language, culture, sexuality, ability, and competency.

Collaboration:

To build and strengthen relationships among existing services and providers, among different learning groups, and among community members where those who have literacy skills and abilities support those who want to learn.

Sustainability:

Sustainability is not restricted to attaining funds. Sustainability means supporting our current literacy services and continuing to nurture existing and new partnerships. The momentum that has been generated by the initial planning process is maintained to protect the vitality and viability of the literacy plan.

Service:

The community *actively* provides more advocacy, research, training, service, and outreach to people who would benefit from literacy services.

Availability:

Learners have access to relevant learning supports that enable them to reach their full potential with dignity and confidence. These supports include: building workplace literacy skills essential to the economic growth and sustainability of our community, social and cultural literacy skills essential to a diverse and inclusive community, and early years literacy skills that create a foundation for life-long learning.

The Process

The Comox Valley Literacy Now Committee evolved from a core group whose vision was to increase awareness and help to raise literacy levels in the Comox Valley. The Literacy Now Committee continues to expand and now includes: Elizabeth Johnson (Vancouver Island Regional Library), MaryAnn McCrea (School District 71), Sheila Kenny (School District 71), Lynn Joseph (School District 71 and Aboriginal Education Council), Janice Nicklin (North Island College), Fran Prince (Aboriginal Education Council and K'ómoks First Nation), Judy Brooks (North Island Regional Literacy Coordinator), Patti Matthews (CV Multicultural & Immigrant Support Society), Deborah Ross (Service Canada), Karen Barr (CALLS Adult Learning Centre), Wedlidi Speck (Wachiay Friendship Centre), Elizabeth Shannon (CV Social Planning Society), Dianne Huddle (Createworks), Joseph Dunn (CV Success by Six), and Sarah Kerr (Valleylinks). A complete list of the Committee and community members involved in the creation of the CV Literacy Plan is included in Appendix A.

The Literacy Now Committee followed the Guiding Principles of Literacy Now². Members are committed to collaborating, building partnerships, and creating a supported learning community.

The Literacy Launch (April 2008) made the process of creating a community literacy plan as inclusive as possible. Over 70 invitations were sent to organizations, community members, and community leaders. Over 40 community members and leaders attended the event (Appendix A). The results of the discussions that occurred at the Literacy Launch informed the basis of the CV Literacy Plan. For the Literacy Launch discussion results please refer to Appendix B.

Incidentally, there were two community literacy projects that took place concurrently to the Literacy Now Planning phase. These were: (1) the CALLS Adult Learning Centre's *Mobilize Literacy Initiative* and (2) the Wachiay Friendship Centre's research and writing of *An Integrated Cultural Literacy Action Plan*.

1. The CALLS Adult Learning Centre *Mobilize Literacy Initiative* was a federal government-funded job-creation project that surveyed the accessibility of community resources for people with low literacy skills. The project also:
 - researched and developed a draft business plan for a social enterprise to support and enhance learning services in the community
 - created a lifelong learning resource guide
 - developed an accessible website to support people requiring learning supports,
 - organized and hosted a community event to raise awareness of community learning organizations.

2. In October 2007, The Wachiay Friendship Centre received funding through the BC Association of Friendship Centres to create *An Integrated Cultural Literacy Action Plan*. This plan is the initial stage of a literacy strategy that intends to address the literacy needs within the Wachiay

² The Guiding Principles of Literacy Now include Relationships and Collaboration, Innovation, Respect, Capacity Building, Access for All, Strength Building, Sustainability, and Joy (Community Literacy Planning Guide 4).

Friendship Centre and the Comox Valley Aboriginal communities. For a list of their summary recommendations, please refer to Appendix C.

Furthermore, the Comox Valley Women's Resource Centre recently received funding from the Status of Women Canada for *The Wheelhouse Project*. This initiative aims to address the isolation and hardship experienced by immigrant and elder women (over age 50) due to barriers that prevent them from achieving economic security and accessing community resources. These barriers include first language literacy, second language literacy, and cultural literacy. During the next three years, the Women's Resource Centre will host skill development and community awareness workshops for both the women and the community at large. The Literacy Now Committee and the Women's Resource Centre will continue to collaborate to best serve the literacy needs of immigrant and elder women.

The Comox Valley Literacy Plan was created over six months. The following table is a summary of our process.

Table 1: Comox Valley Literacy Now Planning process

Month (in 2008)	What was accomplished
January	Literacy Now Coordinator hired and introduced to Literacy Now Committee Literacy Now Committee Values and Vision Display created for Volunteer Fair at Driftwood Mall. Organizations contributed information, books, and handouts (pens, stickers, notepads) for public.
February	Discuss literacy plan approach Review Comox Valley profile and inventory to date Mobilize Literacy Initiative presented by Dianne Huddle, Project Manager
March	Individual meetings with Literacy Now Committee and community members re: literacy services
April	Literacy Now Launch April 3 rd Review of Literacy Now Launch discussion outcomes: literacy service "gaps", hopes and dreams, and values as a learning community (Appendix B) Literacy plan areas of focus chosen.
May	Committee worked on literacy plan including prioritizing objectives, timeline and assessing what resources are needed Presentation to Courtenay City Council
June	Comox Valley Literacy Now participated in the Comox Valley Gateway to Lifelong Learning Fair organized and hosted by the Adult Learning Centre CALLS' Mobilize Literacy Initiative Final Community Literacy Planning meeting. Literacy plan reviewed and revised.
July	Community Literacy Plan reviewed and submitted

The Profile

“Komox” is derived from the Kwakw’ala term, kw’umalha, meaning “plentiful, rich, wealthy”. The Comox Valley is indeed the “land of plenty” geographically, culturally, historically, ecologically, and environmentally.

Comox Valley and the K’ómoks First Nation are located on the north east coast of Vancouver Island. Nestled between the Beaufort Range and the Strait of Georgia, the Comox Valley stretches 50 km along the coast from Fanny Bay to the Oyster River. The Comox Valley is unique in that distinct municipal, rural, and cultural communities live and work together as part of the Regional District of Comox Strathcona. The three municipal centres include the City of Courtenay (population 22,533), the Village of Cumberland (population 2,881), and the Town of Comox (population 13,008)³. The rural communities, accounting for 38.9% of the Comox Valley region, include the predominantly agricultural communities of Merville and Black Creek and the southern seaside communities of Royston, Union Bay and Fanny Bay. Hornby Island and Denman Island, two Gulf Islands accessed by ferry from Buckley Bay, are artist and agricultural communities with populations of 1074 and 1095 respectfully. The Comox First Nation, which includes 272 members⁴, has three reserves in the Comox Valley. The Comox Indian Reserve #1, adjacent to the Town of Comox, is the largest reserve with 160 residents. The Pentledge Indian Reserve #2 is located at the confluence of the Puntledge and Tsolum rivers adjacent to the City of Courtenay. Goose Spit is the third and smallest reserve.

History

The Pentlatch and K’ómoks First Nations have a long history in the Comox Valley⁵. The coastal waters of Baynes Sound and the Georgia Strait provided the First Nations a corridor for travel and access to the rich marine life for sustenance. Inland First Nations people harvested camas, onions, berries, and hunted wildlife which flourished in the meadows.

In 1862, the first wave of European settlers arrived in Augusta Bay, which became known as Comox Bay. *The Landing*, now the Town of Comox, became the economic centre. Other settlers soon arrived attracted to the safe harbours for commerce and to the meadows for agriculture. In 1874/5 a wharf was built at *The Landing* facilitating the docking of large vessels and thereby increasing both freight and passenger travel.

In 1888 the coal seams opened in Cumberland and miners and supplies arrived via the Comox Harbour and Union Bay. The lumber industry also developed to supply the coal mines and the growing community. By 1945, the coal mining industry diminished. The Comox Valley was however established agriculturally with dairy, potatoes and eggs among the principal crops. To this day,

³ Population data is according to BC Census 2006 unless otherwise noted.

⁴ Statistics Canada 2006 Census. For details see:

<http://www12.statcan.ca/english/census06/data/profiles/community/Details/Page.cfm?Lang=E&Geo1=CSD&Code1=5925801&Geo2=PR&Code2=59&Data=Count&SearchText=Comox&SearchType=Begin&SearchPR=01&B1=All&Custom=>

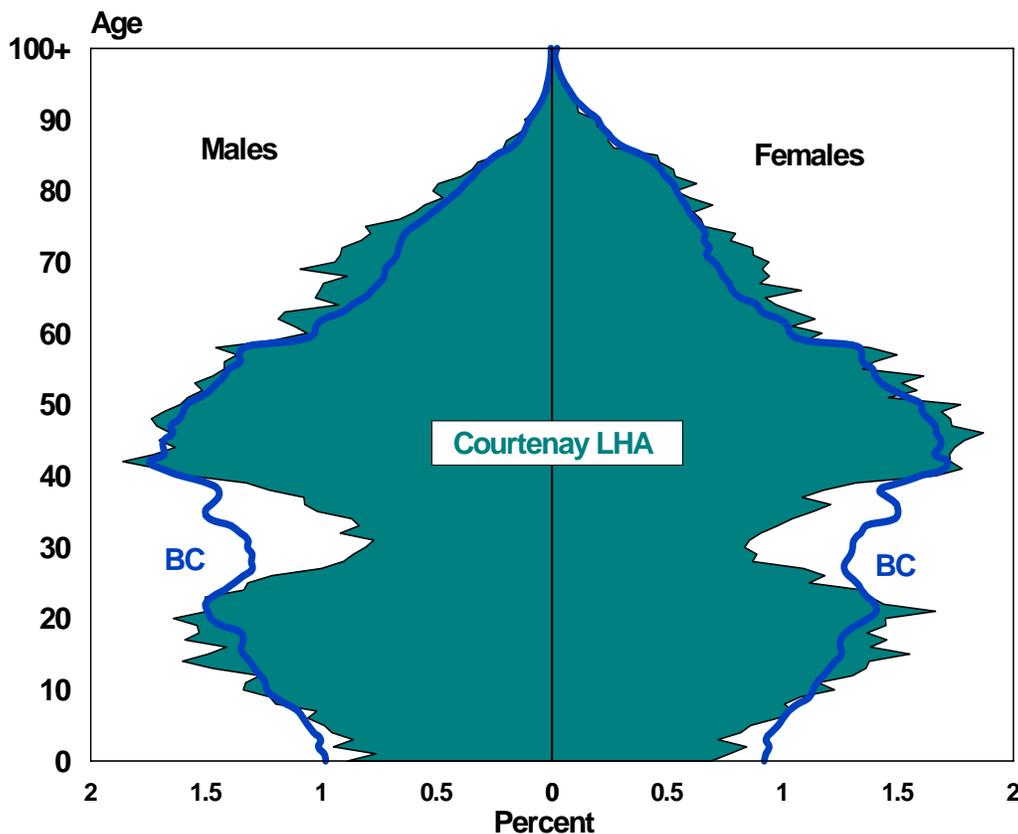
⁵ The K’ómoks First Nation comprise four clans: Sathloot-Puntledge, Sasitla, Sasitla-cha’chay, and leeksun. The Kwakwaka’wakw, Salish, and Nuuchanulth were also affiliated with the K’ómoks which has influenced their cultural expression and preferences (Speck, 2008). Please refer to Appendix C Introduction for more information of the cultural context of the Comox Valley.

agriculture continues to be the stabilizing factor in the economy. However, most of the food is imported and the service industries and military and airforce base have become the principal economic base.

Population & Demographics

Between 1986 and 2006, the Comox Valley grew by 62%. BC Statistics projects that number will grow steadily. By 2031, the population will have almost doubled from 1996 with the 25-64 years age group growing most significantly.

Figure 1: Courtenay Local Health Authority and BC 2005 – Age Distribution⁶



According to this figure, the following observations can be made:

- a significant number of residents are between the ages of 40 and 50 years old. Indeed the median age is 45 (Statistics Canada 2006 for Courtenay Census Agglomeration).

⁶ Figure taken with permission from Comox Valley Labour Futures Project 2006, 4-2

- the most significant deviation from BC statistics is the gap in the 20 to 40 year old population. Indeed, a large number of young adults leave the Comox Valley for education, employment, or travel opportunities (Labour Futures 4-3).
- the top portion of the pyramid indicates that the Comox Valley has a greater percentage of population over 40 than does BC. This is most directly related to attracting retirees to the Comox Valley.

The changing demographics of the Comox Valley gives rise to significant shifts within the School District, the Vancouver Island Health Authority, and other service providers. There are fewer children entering schools resulting in school closures and grade configuration, the baby-boomers are retiring resulting in voids within the employment sector, and the population is aging resulting in a greater need for elderly care. Furthermore, the Comox Valley attracts retirees and mature workers seeking quality of life.

According to Statistics Canada Courtenay Census Agglomeration 2006 statistics⁷, the following demographics reflect the diversity of the Comox Valley:

- there are 2275 people of Aboriginal identity (4.7% of Courtenay Census Agglomeration). Combined sources estimate that there are approximately 7,000 Aboriginal People in the Comox Valley⁸
- the median age of people of the Aboriginal identity population is 28.1 years. Note this is much younger than the median age of the non-Aboriginal identity population which is 45 years
- 72.6% of the Aboriginal identity population are aged 15 and over. Note this almost 10% lower than the non-Aboriginal identity population
- there are 6390 immigrants and 85 non-permanent residents. Combined sources estimate 7900 immigrants in the Comox Valley. In Courtenay and Comox, the majority of immigrants arriving between 2001 and 2006, are from the United States, Europe, Southeast Asia, and the Phillipines⁹
- the total visible minority population is 1635

Economy & Labour Force

59% of Comox Valley residents aged 15 and over participated in the labour force in 2006¹⁰. Unemployment is currently 6.3% (BC 6.0%). The following chart shows the percent distribution of people working in respective industries in 2006.

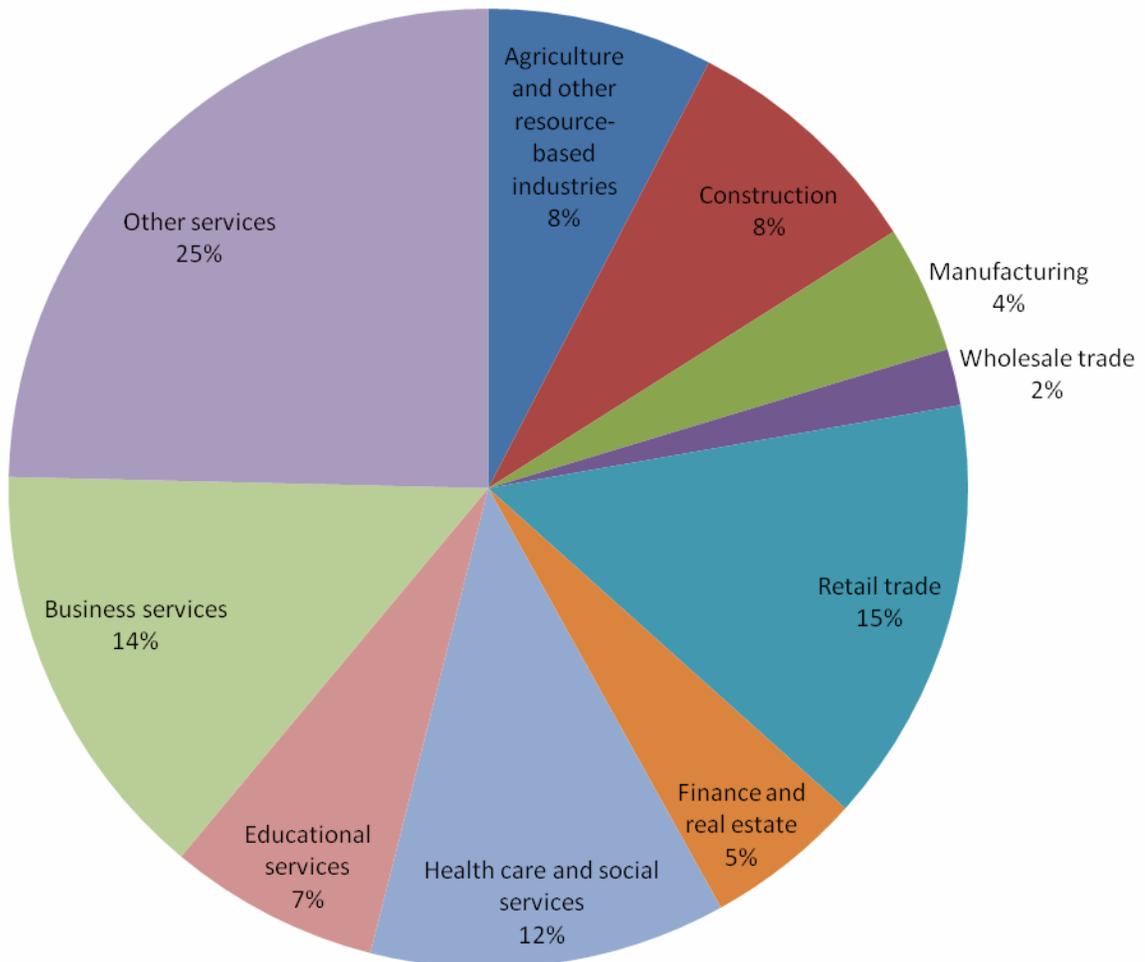
⁷ Courtenay Census Agglomeration includes Comox, Courtenay, Cumberland, Comox Strathcona Area A, Comox Strathcona Area B, Comox Strathcona Area K, Comox 1 (Indian Reserve), and Pentledge 2 (Indian Reserve). According to Statistics Canada, the population of the Courtenay Census Agglomeration area is 49,214 which is 78% of the Comox Valley population.

⁸ Speck, Wedli. (2008, February). *Wachiay Friendship Centre: Integrated Cultural Literacy Action Plan Project*. Please see Appendix C.

⁹ Profile of Immigrants in BC Communities produced by BC Stats for Multiculturalism & Immigration Branch. See http://www.bcmulticulturalprofiles.gov.bc.ca/imb_profiles/immigration/2006profiles/region1/comox_strathcona/index.htm

¹⁰ Data for this section is Canada Statistics Courtenay Census Agglomeration 2006 data unless otherwise noted.

% Distribution of Population Working in Comox Valley Industries



The top four employers in the Comox Valley include 19 Wing Comox (1,430 employees), School District #71 (900 employees), St. Josephs Hospital (840 employees), and Mt. Washington Ski Resort (850 employees during winter months)¹¹.

Labour force projections anticipate an annual growth of 1.3% in employment in the Comox Valley from 2005 to 2015 (Labour Futures 7-4). The most significant areas of growth will be in construction, retail and wholesale trade, accommodation and food service, and healthcare and social service (Labour Futures 7-5). While the Comox Valley continues to grow economically, the number of employees leaving the workforce due to age is also significant. Combining the two factors- growth and retirement- will create demands for trained workers. The following excerpt is from the Comox Valley Labour Futures report:

¹¹ Comox Valley Statistical Profile 2005. See <http://www.investcomoxvalley.com/whycomoxvalley/documents/MajorEmployers.pdf>

“Currently, Comox Valley based training related to many of the identified industry shortages appears to be in short supply, with a mismatch between many of the skills required and training availability. This mismatch exists in the overabundance of some training and lack of other training. As an example, in spite of a sufficient supply of well-trained, experienced office administrative workers, most local educational institutions currently offer programs to train more general administrative assistants, thus saturating the labour market. Granted, qualified and experienced specialized legal administrative assistants appear to be in shorter supply with the expanding local economy... With labour shortages looming, training and education needs for the future of the Comox Valley must be addressed. This could be achieved through the meaningful, constructive and open dialogue of educators, community leaders, employers, unions, government and community services.”

Labour Futures 7-12

Education

In the area of education the Comox Valley has both strengths and challenges. This section begins with descriptions of the School District, the Aboriginal Education Council, North Island College, CALLS Adult Learning Centre, the Vancouver Island Regional Library, and their connections to literacy. This section concludes with statistics, information, and indicators on education within the demographics of Early Years, Kindergarten to Grade 12, Aboriginal, and Adult Students.

Educational Organizations

1. School District 71 (<http://sd71.bc.ca/>)

The Comox Valley falls under the jurisdiction of Vancouver Island School District 71 (SD71). There are 27 public schools administered by SD71¹². These schools include: French Immersion programs, Aboriginal programs, Alternate schools, and North Island Distance Education School (NIDES).

The School District’s literacy plan is linked to the four pillars of Read BC: Early Years literacy, School Aged literacy, Adult literacy, and Aboriginal literacy. Please refer to Appendix D for a description of SD71 Literacy services and District Goals. To view the 2007/8 Achievement Contract for SD71 please go to http://sd71.bc.ca/sd71/General/accountability_contract.php.

The 2008/9 Achievement Contract will be posted on the SD71 website in the near future.

The following is a summary of the 2007/8 District Goals:

District Literacy Goal K – 12

To develop literacy performance by purposefully engaging diverse learners in the process of making meaning across all subject areas:

¹² BC Ministry of Education. School and District Data Summary Reports: Schools List. See: <http://www.bced.gov.bc.ca/reporting/levels/perf-bas.php>

- Engage parents as partners in pre-school literacy development and linking them with community resources. (0-5)
- To develop students who are successful in the reading process. (K -2)
- To develop student's strategies and skills to share, construct, clarify and confirm meaning while reading writing listening speaking and viewing.

District Numeracy Goal K - 12

To improve the number of students who enjoy mathematics and are successful.

- Improve Numeracy knowledge skills and attitudes K – 12
- Improve knowledge of number sense K – 3
- Improve proficiency of mathematical strategies grade 4 – 7 and ensure that students are prepared for Senior High School
- Increase the percentage of students who are successful at the senior Mathematics level – specifically grade 10 and 12

District Social Responsibility Goal K - 12

To increase all student's sense of belonging; including sense of place, identity and self-esteem, in a nurturing and inclusive environment.

- Increased number of students who actively participate in school and community activities
- Increased student satisfaction and sense of belonging, including sense of place; identity and self-esteem, tracked through satisfaction surveys for students and parents
- Nurture and support initiatives that promote the culture of healthy lifestyles and attitudes for all students

2. Aboriginal Education Council (<http://sd71.bc.ca/abed/>)

The Aboriginal Education Council is a council of delegated representatives of the K'ómoks First Nation, the Wachiay Friendship Centre, the MIKI'SIW Metis Association, Upper Island Women of Native Ancestry, Comox Valley Aboriginal Head Start, North Island College, SD71, elected parent/guardians of Aboriginal students and children, and Elders. The Council's Vision statement is for "Aboriginal students to have a balance between academic performance and Aboriginal culture and identity that will foster the value of lifelong learning" (AEC Aboriginal Education Enhancement Agreement Oct 2007- June 2012). The AEEA contributes to influence the Achievement Contract of SD71, the District Literacy Plan and school growth plans. To view the AEEA please go to http://sd71.bc.ca/abed/pdfs/Enhancement_Agreement_Final.pdf.

3. North Island College (<http://www.nic.bc.ca/>)

Adult Upgrading and Special Programs

Adult students come to North Island College for a number of reasons. Some come because they want to enter into programs such as nursing, computers or perhaps a trade. Others come so they can obtain promotions at work, help their children with their homework, or "attain" their

grade 12 for their own personal satisfaction. Enrolment at North Island College Adult Basic Education over the last three years has remained at approximately 490 students. Accomplishing any of their goals requires a complete and solid network of support from the community and North Island College. North Island College can provide student support in a number of ways including:

- tutoring
- accommodations for students with learning or physical disabilities
- adult-focused curriculum
- dedicated adult-trained educators
- flexible scheduling to work around the busy lives of adult

Aboriginal Education

The vision statement for Aboriginal Education at North Island College states “North Island College will work in collaboration with Aboriginal people in the region through a holistic approach to teaching and learning by embracing local traditions, language, culture and leadership in ways that enhance the lives of Aboriginal peoples”. Through implementation of a three year Aboriginal Service Plan, North Island College is honored to be working collaboratively with Aboriginal people and communities toward this shared vision. There were 201 self-declared Aboriginal students at the Courtenay campus in the 2007/2008 academic year and North Island College is pleased to welcome Aboriginal students from the Comox Valley, Vancouver Island, British Columbia and Canada.

4. CALLS Adult Learning Centre (<http://www.a-l-c.ca/>)

The Adult Learning Centre offers programs on behalf of the Community Adult Literacy and Learning Society. The Adult Learning Centre actively promotes literacy awareness and supports several literacy initiatives. The Adult Learning Centre offers free flexible programs to adults who wish to improve their literacy levels in core areas such as reading and math but also includes support in non academic areas such as preparation for a driver’s license or improving computer skills. In the Tutoring Program, learners are assisted in identifying their learning needs and then matched with trained volunteer tutors. CALLS Adult Learning Centre currently offers three programs:

- Family Literacy (60 participants - 2008)
- English as a Second Language (24 participants 2008). Currently there is a waitlist of 7 learners (July 2008)
- Adult Literacy Tutoring (100 learners 2008).

Overall numbers have increased as adults seek to focus on workplace literacy skills.

5. Vancouver Island Regional Library (<http://www.virl.bc.ca/>)

Vancouver Island Regional Library is a library system of 38 branches, with administrative offices located in Nanaimo, BC. There are five VIRL branches in the Comox Valley: Courtenay, Comox, Cumberland, Union Bay and Hornby Island. The library provides the community with access to a wide variety of informational, recreational and independent learning materials and services that are of interest to people of all ages.

Library circulation, materials, and registered borrowers show an increase at most Comox Valley branches. Services are continually expanded and include story time programs, author readings, summer reading programs, literacy kits and shut-in services, and newer services such as the AskAway Virtual Reference Program, e-audio and e-books, BC One Card Program, and information databases.

Educational Information:

Early child development

According to Dr. Clyde Hertzman's Human Early Learning Partnership (HELP), the Comox Valley is the 15th most vulnerable of the 59 school districts in the province (2005 to 2007). Comox Valley is the 14th most vulnerable district in the province on Language and Cognitive Development. District wide, 14.4% of children were vulnerable on this domain. 13.8% of children were vulnerable on Communication Skills and General Knowledge. Comox Valley is again within the more vulnerable districts in BC on this domain (21st). For more information on the HELP project go to <http://www.help.ubc.ca/unit/sd71.htm>.

Early years service providers are making a concerted effort to focus on early literacy and family literacy. School District 71, Public Health Nursing, Success by Six, the Child Development Association, Aboriginal Head Start, and a representative of Early Childhood Educators of BC are all members of the Early Learning District Steering Committee. Please see Appendix E for information on the Early Learning District Steering Committee, their guiding principles and goals. This group has assessed current early years learning services, public health services, and community services; identified gaps within services; and has generated ideas on how to address identified gaps. Please see Appendix F for a list of services, gaps, and future ideals.

Kindergarten to Grade 12

8602 school-aged students are enrolled in SD71¹³. Comox Valley students are performing well in the Foundational Skills Assessment (FSA). Grade 4 FSA reading, numeracy, and writing scores are on par, close to or above the provincial averages. Grade 7 FSA scores are lower than the Grade 4 scores, and the Grade 10 and 12 numeracy scores need improvement. The district's greatest concern is the sharp decline in its 6-year Dogwood completion rate which has dropped from 76% in 2001/2 to 71% in 2006/7. The provincial average has risen from 76% to 80% during this same time.

Aboriginal Students

Approximately 10% of SD71 students are Aboriginal students. The Grade 4 and 7 FSA results for Aboriginal students are on par or above the provincial averages. Except in the area of Grade 4 Writing, the 2006/7 FSA scores are lower than the 2005/6 FSA scores. The 6-year

¹³ The data for this section is from SD71 District Data Summary 2002/3 to 2006/7. Please see <http://www.bced.gov.bc.ca/reporting/levels/perf-bas.php> for more details.

Dogwood completion rate for Aboriginal students in 2006/7 is 61% (BC 49%). This is a 5% drop from 2005/6 completion rates.

Adults

According to the 2006 Canada census, approximately 50% of the Courtenay population aged 15 years and above has a post-secondary certificate, diploma, or degree (BC 48%). The following chart shows the type of post-secondary education achieved.

Table 2: Percentage of population over 15 years of age and type of post-secondary education achieved¹⁴

Education Attained	% Population over 15 years of age	% BC population over 15 years of age
Apprenticeship or trades certificate or diploma	14.4%	10.9%
College, CEGEP, or other non-university certificate or diploma	18.3%	16.7%
University certificate or diploma below the bachelor level	4.2%	5.4%
University certificate, diploma or degree	13.4%	19.3%

In the Comox Valley, those of Aboriginal identity aged 15 and over, 33% have post-secondary education (BC 36%).

¹⁴ Selected and extrapolated from 2006 Statistics Canada Courtenay Census Agglomeration

The Inventory

Prior to compiling an inventory of literacy services in the Comox Valley, the Committee discussed the definitions of “literacy” and “literacy service”. Literacy, for the purposes of this report, is grounded in the Nine Essential Workplace skills, early childhood literacy skills and cultural literacy. The Nine Essential Workplace skills include reading, document use, numeracy, writing, oral communication, working with others, continuous learning, thinking skills, and computer use. For an explanation of each of these skills please see Appendix D.

Early literacy skills includes: developing a relationship between pictures, words and thoughts; early book appreciation and a beginning sense of what books convey (images, knowledge, etc); songs, rhymes and following images/words while singing; letter recognition and the alphabet; letters produce sounds; and learning can come from words. Furthermore, cultural literacy includes understanding and using art, dance, music, and stories to reflect one self and culture. Aboriginal literacy is often passed on through the spoken word.

The Committee agreed that the following definition satisfies our understanding of what constitutes a “literacy service”.

A literacy service is any program, activity, or resource that has as one of its aims the strengthening of a person's ability to succeed in literacy, whether through teaching skills explicitly or embedding them implicitly in other activities (adapted from the Powell River Community Literacy Plan).

Once these definitions were established and understood, the literacy service inventory was compiled by the Literacy Now Coordinator for the Literacy Launch. Launch participants reviewed and edited literacy service inventories specific to their working group. For a complete literacy service inventory, see Appendix G. Once the participants had reviewed the current literacy services, they discussed the strengths, challenges, and relationships of literacy services. They also identified and discussed learning and literacy “gaps” and described their hopes and dreams as a life-long learning community. The results of these discussions are included as Appendix B. The following is a summarized list of strengths, challenges, and hopes and dreams that emerged from the Literacy Now Launch discussions.

Strengths

- **Community collaboration among service providers through interagencies, councils and referral process.** The interagencies include: Early Years InterAgency Council (EYIAC), SD71 Early Learning Steering Committee; Perinatal Advisory Committee, Youth Frontline Workers; and Aboriginal Education Council.
- **Learning and Literacy Programs that have proven to be effective.** These programs include but are not limited to: Stone Soup; Success by Six literacy backpacks; Comox Valley Aboriginal Head Start (currently 38 children waitlisted); Friday’s Child; Mother Goose programs; Strong Start; Adult tutoring and ESL tutoring at CALLS Adult Learning Centre (7 people waitlisted); etc.

- **Learning Centres that are accessible and available to their clients.** These include but are not limited to the Upper Island Women of Native Ancestry, the Wachiay Friendship Centre, CALLS Adult Learning Centre and North Island College which includes Adult Basic Education (Upgrading), Accessibility Services and International Education.
- **Libraries.** There are currently five Vancouver Island Regional Library branches in the Comox Valley. These include: Courtenay, Comox, Union Bay, Cumberland, and Hornby Island.
- **Willingness to make things happen.** Community members are engaged and committed to building a supported life-long learning community.
- **Broad range of services.** As reflected in the Literacy Service Inventory (Appendix G), there are many services that aim to address the needs of our diverse population.
- ***An Integrated Cultural Literacy Plan researched and written by the Wachiay Friendship Centre.*** This plan outlines recommendations to address literacy concerns within the Aboriginal community (Appendix C).
- **CALLS Adult Learning Centre's *Mobilize Literacy Initiative* outcomes.** These include: developing workplace literacy models, identifying computer literacy skills, developing an accessible website, creating a newsletter and resource guide, and developing a business plan for a social enterprise to support and enhance community services.
- **The North Island Regional Literacy Coordinator.** The RLC provides leadership in the development, provision and support of regional programming, community planning, training, and integration of literacy-related services. This includes outreach to communities with few or no adult or family literacy services; working with government and provincial organizations to enhance existing standards of practice; planning/ supporting workplace literacy initiatives; promoting initiatives that enhance learner participation in community-based programs, and transition to college-based learning.
- **A cultural community.** The Comox Valley is a proud recipient of the 2007 Cultural Capital of Canada designation awarded through the Department of Canadian Heritage. This designation reflects the community's commitment both to culture and the arts. See <http://www.discovercomoxvalley.com/culture/cultural-capital.htm> for a list of cultural events.

Challenges

- **Barriers to participation in literacy programs.** These include: stigma, transportation, location of services, childcare, motivation, incentive, time, transient population, knowledge of programs being offered and/or knowledge of the benefits of participating in literacy programs.
- **Sustainable and sufficient funding.** Literacy services and resources are made vulnerable by inconsistent and insecure funding opportunities for assessment, tutoring, and access to technology.

- **Literacy service providers not connecting to potential learners and vice versa.** This disconnect may be due to families moving, changing programs, school closures etc.
- **Promotion and awareness of plain language material and resources.** Materials such as bus schedules and health information are inaccessible to people with low literacy skills. Investigate effective ways of promoting plain language use.
- **Intergenerational and intercultural literacy programs and opportunities.** There are few opportunities for learners of different generations and cultures to learn together.
- **Many community members and community leaders are unaware of literacy issues and challenges.**
- **No Aboriginal programs for 0-3 years old and waitlists for programs for 3-5 years old.**
- **Homelessness and poverty.** The City of Courtenay Mayor's Task force recently produced a Homelessness report. Please see <http://www.comoxvalleyrd.ca/notices.asp?id=3108>.
- **Workplace literacy.** This includes:
 - Limited literacy training/upgrading for employees, supported by employers
 - Young adults who find it difficult to hold down a job and find the time, energy and support for literacy upgrading
 - Adult retraining policies that exclude literacy from their job action plans
 - The lack of workplace literacy (technology, basic writing and math) holding back young adults not only from job success but also from basic living.
 - Employers not knowing how to train/teach their employees literacy skills
- **ESL literacy services.** Childcare for immigrant women who would like to take ESL classes. Also, the ESLSAP program at CALLS Adult Learning Centre has a waitlist of 7 people (July 2008).
- **Relevant literacy services.** For young adults who are reading below a Grade 6 level but have IQ's high enough to move on to higher level learning
- **Family literacy.** Providing support for some parents of preschoolers so that they can be the most effective literacy partners for their young children. Additionally, parents are not always aware that the *preschool years are critical for literacy development*.

Hopes & Dreams

- **Reduce barriers in accessing literacy services.** This includes transportation, childcare, hours of operation, location, approachability etc.
- **One stop access for literacy services.** This may manifest as a literacy coordinator, a centre, a sponsoring organization, or a mobile literacy service such as a Words on Wheels bus.
- **Outreach to more vulnerable populations.**

- **Build and strengthen relationships among service providers and among learning groups.** Also to build and strengthen community relations where community members are involved and invested in supporting learners.
- **Provide learning supports to learners so that they will reach their full potential with dignity and confidence.** These supports include:
 - Building workplace essential skills contributing to the economic growth and sustainability of our community
 - Contributing to a diverse and inclusive community by developing social and cultural literacy skills
 - Creating a foundation for life-long learning by fostering early years literacy skills
 - Parenting education on importance of pre-literacy skills, how to build children's pre-literacy skills, and knowledge of literacy support services
 - Encouraging adults to engage in life-long learning
- **Awareness and promotion of literacy and learning issues, services, and benefits.**
- **Embed the concept of "learning community" to which all sectors can subscribe.**
- **Make available plain language materials and workshops.**
- **Sustain existing literacy services and resources.**

The Plan

Objective #1: Build a collaborative learning community

WHAT	HOW	WHO	SCHEDULE	SUCCESS STATEMENT
Maintain and expand the CV Literacy Now Committee	Literacy Coordinator facilitates an evaluation session to reflect on planning process, how we work together, the principles that connect us, how we can improve efficiency, communication, collaboration etc. Also review Committee goals, projects, vision. Who are we? What are our capacities as a Committee? What do we need to help us function effectively?	Literacy Coordinator to facilitate meeting. Literacy Now Committee and community stakeholders in literacy interested in being part of the Committee. See Appendix A.	Immediately	Evaluation Meeting will provide the following results: -evaluation of planning process -review of Literacy Now Committee function, goals, values, and vision -draft of Memorandum of Understanding outlining our commitments and tasks as a Committee and as a community
	Identify and recruit community partners	Literacy Now Committee	Immediately	Literacy Now Committee has committed, diverse representation from our community.
Community organizations and stakeholders in learning create and sign a "Community Memorandum of Commitment to Life Long Learning"	Literacy Now Committee and Coordinator create MOU. The MOU is presented and signed in literacy fall event (2008).	Literacy Now Committee/Coordinator	Fall 2008 This would occur at the Literacy Event in Oct/Nov 2008	Community organizations are committed to supporting and sustaining learning and literacy in the Comox Valley. Community Organizations sign a MOU reflecting their commitment.
Literacy Now Committee representatives/Coordinator continue to address interagencies/councils on current community literacy	Literacy Coordinator creates monthly updates on community literacy work and issues. These updates are presented at the respective interagency/council meetings. Inventory which learning councils/interagencies exist in the	Literacy Now Committee representative/Coordinator.	On going	Community interagencies and councils are aware of current community literacy work.

work.	Comox Valley. Request permission to attend council/interagency meetings in order to present current community literacy work.			
Literacy Now Committee Representative/Coordinator makes presentations on current community literacy work to City Council, the CV Chamber of Commerce, and the CV Economic Development Society, to engage community leaders and the business community in creating a learning community.	Modify Literacy Now powerpoint presentation to reflect current community literacy work/issues. <i>Resource: Regional Literacy Coordinator, 2010 Legacies Now Community Literacy forum (email lwalker@2010LegaciesNow.com)</i> Powerpoint Presentations are made to: Courtenay/Comox/Cumberland City Councils, CV Chamber of Commerce, CV Economic Development Society.	Literacy Now Committee Representative/Literacy Coordinator Regional Literacy Coordinator	Fall 2008	Community leaders and business community are engaged in promoting literacy and creating a learning community.
Learning organizations host open houses inviting the community to learn about the respective learning activities offered. Other learning organizations support one another by attending the open houses	Identify which organizations/agencies will host an open house. Support the organization hosting the open house in marketing open house to community members and other organizations/agencies.	Literacy Now Committee/Coordinator	Short term-generate list of upcoming open houses. Ongoing	Learning organizations/agencies outreach to community by hosting an open house. Learning organizations committed to supporting one another by attending the open houses.
Literacy Now Committee organizes and hosts two Learning Forums a year to connect with other organizations/agencies, businesses and government. These forums build on the success of the two forums held in April 2008 (hosted by Literacy Now) and in June 2008 (hosted and organized by CALLS Adult	Literacy Now Committee/Coordinator coordinates learning forums.	Literacy forums are organized, hosted and facilitated by Literacy Now Committee/Coordinator	Forums to occur: Fall 2008 Spring 2009 Fall 2009 Spring 2010 - ongoing.	Two learning forums are held each year bringing together community members and leaders to present current learning initiatives and to discuss how we are meeting the learning needs of our community. Organisations/institutions are invested and involved in creating a strong, active, sustained and supported

Learning).				learning community.
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Objective #2: Generate awareness and promote learning and literacy in the Comox Valley

WHAT	HOW	WHO	SCHEDULE	SUCCESS STATEMENT
Celebrate Family Literacy Day on January 27th	Create banner for Family Literacy Day (January 27 th , 2009) to display by 5 th Street bridge, Courtenay.	Literacy Now Committee Literacy Coordinator Comox Valley municipalities Regional District Courtenay Recreation Rotary Clubs Soroptomist Club	For January 27 th , 2009	Banner will be completed and displayed for Family Literacy Day 2009
	Brainstorm how community will celebrate Family Literacy Day (i.e. through schools, speakers, reading tents in Driftwood Mall, etc.)	Literacy Now Committee Literacy Coordinator Collaborate with SD71, Courtenay Recreation, City of Courtenay, NIC, VIRL, Parent Advisory Committees (through newsletter), Valleylinks Volunteer Fair (Driftwood Mall – same weekend)	January 27 th , 2009	Family Literacy Day will be promoted and celebrated.
	Create a media campaign on family literacy and learning. Write articles for local papers and have Shaw Cable cover a story.	Literacy Now Committee Literacy Coordinator Regional Literacy Coordinator	January 27 th , 2009	Family Literacy Day will be promoted through local media.
Recruit and train community volunteers as “Roaming Advocates for Literacy”	Recruit Roaming Advocate volunteers (in collaboration with Volunteer Comox Valley)	Literacy Now Committee Literacy Coordinator Volunteer Comox Valley	Fall 2008 - ongoing	Diverse group of Roaming Advocates for Literacy (men, youth, seniors, Aboriginal, immigrant etc.) are recruited and enlisted.
	Ongoing training of volunteers on community literacy issues/work/services. Create “job description” and	Regional Literacy Coordinator Literacy Now Coordinator Volunteer Comox	Fall 2008- ongoing	Roaming Advocates for Literacy will complete a training session on community literacy

	training manual.	Valley		issues/work/services
	Roaming Advocates promote literacy through various outreach initiatives (i.e. mobile learning display – see below)	Literacy Now Coordinator Roaming Advocates	Fall 2008-ongoing	Roaming Advocates for Literacy promote and support literacy through outreach initiatives.
Literacy Now Committee/ Roaming Advocates outreach to community on the value of lifelong learning, community literacy and learning services, and advocate learning as fun, participative and empowering.	Create interactive mobile display that travels to community events/fairs. Display may be present at: Kidsfest (Sept. 2008, this is also around the time of International Literacy Day) Volunteer Fair (January 29,2009) CMFRC Hiring Fair (February 2009) Aboriginal Days (June 21, 2009) Fall Fair (August 23/24, 2009) Display will include on-site literacy activities and games; posters, pamphlets, literacy resources, resource guide, learning services map, books for exchange, learning services newsletters.	Literacy Now Committee Literacy Coordinator Roaming Advocates for Literacy Courtenay Recreation/Cumberland Recreation/Comox Recreation VIRL ABC Canada Literacy BC	Immediate Booth should be complete by early August 2008 in order to participate in KidsFest	Literacy Now coordinates outreach to public on learning and literacy information and resources.
Support ESL programs and services by promoting ESL programs and services; making referrals to appropriate ESL programs and services; and encouraging collaboration among ESL programs and services.	Disseminate Literacy Now ESL learning services inventory to organizations, agencies, and service providers. Promote ESL learning services through mobile learning display (see above) Ensure ESL programs and services have correct contact information, hours of services, location etc. for all ESL programs and services for effective referral system. Investigate and explore childcare needs and options for ESL learners. Bring together ESL programs and services to foster positive, collaborative relationships	Literacy Coordinator Literacy Now Committee ESL services and programs: North Island College English Language Services for Adults (ELSA), CALLS' ESL Settlement Assistance Program (ESL-SAP), SD 71 – ESL Community Liaison person, Comox Valley Military Resource Centre Second Language Services, Comox Valley Multicultural Immigrant Settlement Society (CVMISS), the Central Vancouver Island Multicultural Immigrant	Fall 2008 - ongoing	ESL programs and services are supported and promoted.

		Settlement Coordinator, and the Women's Resource Centre Wheelhouse Project for Immigrant and Elder Women.		
Literacy and Learning issues embedded in Quality of Life Report 2008	Work with Social Planning Society in the research and writing of "literacy and learning" section of report	Social Planning Society – NIC students Literacy Now Coordinator	Immediate (Summer 2008)	Literacy and Learning issues embedded in Quality of Life Report 2008 (Social Planning Society)
Link current literacy services information to community websites that host community information	To link a current comprehensive literacy service inventory to community websites who host community information (Tidechange, Cumberlander, School District, Courtenay Recreation, Kidspress, Valleylinks,.VIRL, Regional District/City Websites), Literacy BC website NALD – National Adult Literacy Database	Literacy Now Coordinator Sponsor organizations	Short term	Learning services will be accessible via the Internet
	Enhance Valleylinks "Community Learning Education and Schools" webpage that includes accessible and current information on CV learning services http://www.valleylinks.net/content.php?ContentID=147	Literacy Now Coordinator Valleylinks	Fall 2008 - ongoing	Valleylinks will host a comprehensive webpage on Comox Valley learning services
Literacy and Learning issues/services included in CV Healthy Community Program (Valleylinks)	Collaborate and support Valleylinks and Volunteer Comox Valley in the Healthy Community Program. Include learning services in the Healthy Community video which focuses on youth visions of a healthy community. Create a user-friendly community map with learning services identified by icons.	Literacy Now Coordinator Valleylinks	Fall 2008	Literacy and learning issues/services will be included in CV Healthy Community Program.
Disseminate Community Literacy Plan and Literacy Service Inventory to service providers	Make copies of literacy plan and distribute throughout community	Literacy Now Committee City of Courtenay Literacy Coordinator	Short term – by September 2008	One hundred copies of community literacy plan/inventory are disseminated to community service providers.
Continue to offer workshops such as	Resources: RLC Instructors/Trainers, 2010	Regional Literacy Coordinator / Literacy	Short term	60% of agencies/businesse

<p>Plain Language and Literacy Audit workshops to local agencies, parent advisory committees, community organizations, and businesses</p>	<p>Legacies Now Sites</p>	<p>Now Coordinator SD71</p>	<p>1stWorkshop June 25, 2008</p>	<p>s in our community will be offered a Literacy Audit of their services and Plain Language workshops.</p> <p>25% of organizations will have completed Plain Language Workshops.</p> <p>25% of organizations will have completed Literacy Audit.</p>
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Objective #3: Support new and existing community based workplace literacy initiative

WHAT	HOW	WHO	SCHEDULE	SUCCESS STATEMENT
There is an expressed need in the Community for learning supports for Workplace Essential Skills.	The Committee will review and support Community Proposals to address this need.	Literacy Now Committee Adult Learning Centre Createworks NIC	Fall 2008	<p>Short-term: Funding is received from provincial government for a community based workplace learning centre.</p> <p>Workplace learning centre offers workplace learning services to employees and employers.</p> <p>Long-term: Comox Valley has a core of skilled workers that will attract business and investment into the Comox Valley.</p>

Objective #4: Continue to support and build the capacity of Family and Cultural Literacy services and initiatives

WHAT	HOW	WHO	SCHEDULE	SUCCESS STATEMENT
To support new and existing cultural literacy initiatives such as the <i>Integrated Cultural Literacy Action Plan</i>	Regularly meet with Aboriginal Literacy Coordinators and educators to share information, resources, and best practices	Literacy Now Committee Literacy Coordinator Comox Valley Aboriginal Head Start Stone Soup Program Mother Goose Program Aboriginal Education Council K'omoks Band Wachiay Friendship Centre Aboriginal ECE Coordinator	Ongoing	Track meetings and information shared
Promote early years literacy development	<p>Link literacy and learning information to community websites that parents and service providers access (Comox Valley Kids, SD71)</p> <p>Promote early years learning through mobile interactive display (see Obj.#2)</p> <p>Explore possibility of organizing and hosting workshops on early years literacy development (PacificCare)</p> <p>Support Stone Soup Program (coordination, volunteers)</p>	Literacy Now Committee Literacy Now Coordinator SD71 District Literacy Early Years Committee Success by Six Aboriginal ECE Coordinator PacificCare Early Years Outreach Coordinator	Ongoing	Early years literacy development is promoted through community through media, mobile learning display, and workshops.
Increase the availability of inclusive, user-friendly parenting programs that includes education on the parental role of fostering children's literacy development and adult literacy issues (LAPS - Literacy and Parenting Skills, Aboriginal LAPS, ESL LAPS, Triple P	<p>Explore potential for intergenerational family literacy programs.</p> <p>i.e. Develop a "Parents together for Tots" program modeling off "Parents Together for Teens"</p>	Literacy Now Committee Literacy Now Coordinator VIHA	Ongoing	<p>25% increase in availability of family literacy programs.</p> <p>25% increase in family literacy program enrollment.</p>

Parenting, and other parenting programs).				
Build more entry points to promote family services and initiatives	Identify potential entry points i.e. prenatal families who are currently using pregnancy outreach programs	Literacy Now Committee Literacy Now Coordinator Early Years Outreach Coordinator (Carlene Steeves)	Ongoing	
Early years literacy outreach	Support Wachiay Friendship Centre in implementing Treasure Box program. Support Mother Goose Program - Comox Valley Aboriginal Head Start Promote VIRL Literacy Kits through mobile literacy display Support and promote LEAP BC – HOP, MOVE programs (Carlene Steeves) Support the development of the Words on Wheels Bus feasibility plan	Comox Valley Aboriginal Head Start Mother Goose Program Stone Soup Upper Island Women of Native Ancestry Wachiay Friendship Centre Aboriginal ECE Coordinator		
Connect literacy and learning to the Arts Community	Explore ways to connect literacy plan to the Comox Valley arts community.	Literacy Now Committee CV Arts Council NIC		

Objective #5: Identify the means to implement our action plan

WHAT	HOW	WHO	SCHEDULE	SUCCESS STATEMENT
Hire a Literacy Coordinator to describe and direct the work	Create job description, terms of employment, etc.	Literacy Now Committee	Immediately Summer 2008	Literacy Coordinator will be hired
Continue to have a small advisory group as part of the Literacy Now Committee	Designate three Literacy Now Committee Members as Advisory Group. Describe role of Advisory Group.	Literacy Now Committee representatives	Immediately	Advisory Group will be designated and their role will be defined
Use a monitoring and evaluation tool: <ul style="list-style-type: none"> • to track progress and participation • to ensure that our actions match the identified goals • to keep the inventory current • to record outcomes and new ideas 		Literacy Now Committee Literacy Now Coordinator	Immediately	Literacy Plan will be monitored and evaluated for success.

APPENDICES

Appendix A: Comox Valley Literacy Now Committee and Participants in Planning Process

Representative	Organization	Email	Phone	Involvement
Danielle Hoogland	Literacy Now Project Coordinator	dhoogland@shaw.ca	897-0525	Project Coordinator
Judy Brooks	Reg. Literacy Coordinator North Island	jbrooks@island.net	339-9705	Committee- Advisory Committee
Janice Nicklin	North Island College– Adult Basic Education	janice.nicklin@nic.bc.ca	334-500x4083	Committee- Advisory Committee
Karen Barr	CALLS – Adult Learning Centre	Karen@cvalc.ca	338-9906	Committee- Advisory Committee
Joseph Dunn	Success By Six	Cvsuccessby6@yahoo.com		Committee
Maggie O’Sullivan	North Island College – Dean Developmental Education	Maggie.osullivan@nic.bc.ca	334-5000	Committee
Mary-Ann McCrea	SD71 – Director of Instruction	Maryann.mccrea@sd71.bc.ca	334-5500	Committee
Sheila Kinney	SD71 – Early Intervention Literacy Teacher	Sheila.kenny@sd71.bc.ca	338-7926 x3	Committee
Patti Matthews	CVMISS	Patti_matthews@yahoo.com	334-8232	Committee
Deborah Ross	Service Canada	Deborah.ross@servicescanada.gc.ca	334-3151 x382	Committee
Elizabeth Johnson	VIRL - Courtenay	ejohnson@virl.bc.ca	334-3369	Committee
Lynn Joseph	SD71 Aboriginal Education and Aboriginal Education Council	Lynn.joseph@SD71.bc.ca	334-5530	Committee
Dianne Huddle	Createworks	createworks@shaw.ca	335-2944	Committee
Fran Prince	K’omoks Band	Fran.prince@comoxband.ca	339-4545	Committee
Pam Moore	CV Aboriginal Head Start - ECE Program Manager	cvahseces@shawcable.com	334-2477	Committee
Lonni Baker	Service Canada	n/a	n/a	Committee member until June 2008
Sally Gellard	Author of Wachiay Friendship Centre Aboriginal Literacy Plan	sallygel@yahoo.ca	337-8328	Committee member until Feb 2008.

Liz MacKenzie	SD71	Liz.MacKenzie@sd71.bc.ca	334-5500	Literacy Launch
Suzanne Murray	Regional Director, Baynes Sound	Zambezi@shaw.ca	335-2533	Literacy Launch
Margaret Griffith-Cochrane	Public Health Nursing	Margaret.griffinthcochrane@viha.ca	338-1711	Literacy Launch
Anthea Kennelly	VIHA- Child, Youth and Family Community Health	anthea.kennelly@viha.ca	338-6555	Literacy Launch June mtg.
Miranda Blomquist	John Howard Society	miranda@jhsni.bc.ca		Literacy Launch
Sarah Kerr	Youth Coordinator CAP YI	Kerr_sarah@yahoo.ca	897-3627	Literacy Launch April, May, June mtgs.
Bev Moquin	Valley links	bev@valleylinks.net	334-8063	Literacy Launch
Shelley Marinus	Community Living			Literacy Launch
Pat MacLeod	Community Living- Self Help Skills Program	CLPH@shaw.ca	334-3222	Literacy Launch
Sheila Doncaster	North Island College -Department of Access for Students With Disabilities	Sheila.Doncaster@nic.bc.ca	334 – 5079	Literacy Launch
Janet Martyn	Head Injury Society	cvhislib@telus.net	334-9225	Literacy Launch
Cathie Hagenson	CV Family Services –Self Sufficiency Program			Literacy Launch
Elaine Julian	VIRL Comox Branch	ejulian@virl.bc.ca	339-3792	Literacy Launch
Leslie Corra	CALLS – ESL Settlement Assistants Program	leslie@cvalc.ca		Literacy Launch
Anne Fortier	College EduCentre	Anne.fortier@shaw.ca	339-2627	Literacy Launch
DoricaSkobalj	Immigrant Settlement Office	smio@shaw.ca	338-5583	Literacy Launch
Anna Jordan	SD71	Anna.jordan@sd71.bc.ca		Literacy Launch
Steve Amazzal	Courtenay Recreation – Employment Outreach Youth Worker			Literacy Launch Attended April 24 th Meeting
AddaVallevand	Volunteer Comox Valley	adda@valleylinks.net		Literacy Launch
Liz Girard	NIC	Liz.girard@nic.bc.ca	334-5000 x4020	Literacy Launch
Sharon Niscak	UIWONA: Upper Island Women of Native Ancestry	Springwalk2@yahoo.com	339-4606	Literacy Launch June 19th mtg.
Roger Kishi	Wachiay Friendship Centre	Wachiay2@telus.net	338-7793	Literacy Now Launch
Wedlidi Speck	Wachiay Friendship Centre			April 24 th Meeting
Vivian Hermansen	NIC	Vivian.hermansen@nic.bc.ca	923-9749	Literacy Launch
Carlene Steeves	Family Services			Literacy Launch

Chanda Pollard	Salvation Army	shpcrc@telus.net	338-6200	Literacy Launch
Fred Bates	Village of Cumberland			Literacy Launch
MannoTheos	City of Courtenay	mtheos@courtenay.ca		May 24 th Meeting
Randy Wiwchar	City of Courtenay	rwiwchar@courtenay.ca	334-4441	June 19 th Meeting
Barb	The Job Shop	barb@thejobshop.ca	334-3119	Literacy Launch
Kassandra Dyke	Womens Resource Centre	Niwss2@telus.net	338-1133	June 19 th meeting
Elizabeth Shannon	Comox Valley Social Planning Society	Bunny5779@aol.com		Literacy Launch – May & June mtgs.

Appendix B: Literacy Now Launch Discussion Summary

	Strengths : What do we do well already?	Barriers and Gaps in Literacy Services	Hopes & Dreams
Early Years	<ul style="list-style-type: none"> -Success by Six literacy backpacks -Prenatal program: creates networks among parents -Stone Soup: very accessible -Outreach program: strong support group -Alternate programs within schools -Building relationship b/t SD71 and preschool communities -Early Years Interagency Council (EYIAC) – meet once a month 	<ul style="list-style-type: none"> -Transportation -Not connecting to potential families (due to moving, changing programs, school closures) -Confusion about what literacy means -Too much information... parents don't know where to start -No sustainable funding -Stereotype that learning is work and not fun 	<ul style="list-style-type: none"> -Transportation: Words on Wheels -One stop access: i.e. at neighborhood centres or schools - highly identified with all current and up to date information. One phone number, one person who has all current info., one site, referral process; Comox Valley web site with up to date services and information -Outreach: info. Booths in general places like Walmart; Support Outreach person -Connection: Link into school fun fairs and events (with food) to get information out to all families and to build relations -capture parents from pre-natal class and extend to post-natal b/c the relationship already exists! -tap into 50+ age pop'n as volunteers -Media: highlight game or resource, article "things to do with kids"

<p>Family</p>	<p>-broad list of family services which embed literacy in their programs</p> <p>-some programs offer childcare</p> <p>-library accessible in all communities (5 libraries)</p> <p>-literacy services are fairly connected (EYIAC, Perinatal advisory committee, Aboriginal ECD...) but could come together to specifically address literacy issues</p> <p>-in place: a literacy and parenting skills program, offered at several schools, and at CV Aboriginal Head Start , an aboriginal version of the same program offered by their trained facilitators.</p>	<p>Motivation</p> <p>Child care</p> <p>Transportation</p> <p>Afraid of being labeled “illiterate”</p> <p>Library: fines, no fixed address</p> <p>Awareness</p> <p>Time- for families and service providers and timing</p> <p>Transient population</p> <p>Funding for assessment and tutoring</p> <p>Cost</p>	<p>-Connection: need to expand past ‘early years’ links (i.e. children, youth, young adults...)</p> <p>-connect parents and children in school activities such as reading at home</p> <p>-create a community-minded community</p> <p>-Community Learning Centre – uses assets of community to share learning</p> <p>-use rec. centres& school space for universal program – accessible, gym space, kitchen...</p> <p>-Promotion: use employers, associations and unions to promote family</p> <p>-promote family time and family game nights</p> <p>-to see families connect as a unit – making family time a priority</p> <p>-family programs that appeal to the whole family</p> <p>-Integration: embedding literacy in recreation and activity programs w/o labeling as such – make learning fun;</p> <p>-expand areas where literacy is implicit rather than explicit (games, cooking..)</p> <p>-Diversity: increase male input</p> <p>-Availability: more low cost family activities</p> <p>-Words on Wheels bus</p>
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<p>Youth</p>	<ul style="list-style-type: none"> -established organizations that provide: trust, stability, building of foundational skills, personal space for growth, client-centered approach, consistent staff (2-3 years) -willingness of organizations to collaborate, share information, connect clients to services -alternative programs that offer supportive education and relevant learning skills are reaching youth -important one-on-one youth outreach services: Steve with the Linc and Miranda with John Howard Probation -Front Line Youth Workers (meet once every 3 months) 	<ul style="list-style-type: none"> -cost -transportation -limitations of courses (or not offered on regular basis) -location of services- not centralized (not where the youth are) -uncertainty of funding -stigma attached to using services -keeping up with changes in other organizations and updating information on websites/pamphlets/ brochures -referral based on limited knowledge -inconsistent programs -not-for-profit funding challenges -limited employment opportunities that offer living wages to keep youth in the community -disconnect b/t services -disconnect among agencies that could support learning: arts, media, computers... -lack of services for youth transitioning from school to workplace -lack of programs that allow youth to participate with their passion and express their strengths -lack of employability programs or programs that are short-term -lack of workplace literacy programs that build skills connected to future labour markets (video, multi media) -students who are disconnected to the education systems have no access to programs except for short programs with limited capacity (i.e. Bladerunners) 	<ul style="list-style-type: none"> -One Stop Access Centre: central location, integrated services, “one stop shop”, accessible, FREE -welcoming staff at services -Employment resources: long term internships, skill building programs with relevant work experience, technology mentorship programs, business development for youth programs- inventing in enterprises that support youth skills i.e. video gaming, community/business partnerships- i.e. reading pass program b/t Cumberland Elem. and Dodge City Video, mentorship b/t adults and youth to develop and expand skills -jobs that will keep youth in the Valley -Community commitment – many involved but cannot commit use our educated senior pop'n as volunteer supports -Collaboration: build relationships amongst agencies; bridge gap between organizations like WCB and Social Assistance – encourage them to refer out to different organizations to help youth with things like drivers license material and job training -stable programs that provide relationship building opportunities and progressive participation -intergenerational opportunities: youth to mentor kids/seniors in technology -Availability: more age appropriate and relevant learning programs (youth 19-25) -pro social activity services (arts, drama, crafts, hobbies, media) encouraging skill development -multi media publication center for youth -Accessibility: better transit system -daycare accessibility (24 hour) -Sustainability: sustainable funding -parenting skills
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ESL</p>	<ul style="list-style-type: none"> -CALLS: ESL SAP program -NIC: ESL services -Immigrant Services: Dorica -Referral amongst agencies 	<ul style="list-style-type: none"> -transportation -childcare -lack of resources and \$\$\$ 	<ul style="list-style-type: none"> -One Stop Access-central office for clients served by settlement services -better collaboration among francophone organizations -coordinated outreach effort -connection between ESL pop'n and employers and clubs -more volunteers to assist with multicultural services -opportunity for literacy-oriented groups to get together informally -diversity: male volunteers so that immigrant men can identify with them -availability: NIC ESL classes offered in the evening time slots and during summer -more ESL learning resources available -interpreters paid by community service providers -Plain language literature -drop-in childcare for immigrant women -Media: a column in the local paper devoted to ESL people and news
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Aboriginal</p>	<p>-Wachiay Friendship Centre: "An Integrated Cultural Literacy Action Plan for (The) Wachiay Friendship Centre"</p> <p>-Aboriginal Education Council</p> <p>-Upper Island Women of Native Ancestry</p> <p>-CV Aboriginal Head Start Program</p>	<p>-no Aboriginal programs for 0-3 year olds (i.e. moms and tots)</p> <p>-poverty</p> <p>-little intergenerational programming</p> <p>-high incidences of special needs and persons with disabilities</p> <p>-high pop'n growth (48% pop'n is less than 25 years old)</p> <p>-waitlists for programs for 3-5 years old</p> <p>-diversity of First Nations people: culture, language, etc.</p>	<p>Sustainable funding</p> <p>Awareness/action</p> <p>Positive relationships with community groups, services and agencies</p> <p>Connection: Intergenerational programs (mentorship)</p> <p>Availability: Increase of programs for elders</p> <p>Cultural literacy through the media</p> <p>Outreach called "Treasure Boxes"</p> <p>Integrated Action Plan for cultural literacy and other forms of literacy</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Seniors/Adult Literacy</p>	<p>-willingness to make things happen, to share information</p> <p>-broad range of services</p> <p>-organizations connected through referrals</p>	<p>Childcare for parents.</p> <p>Transportation. (Comox library not on bus route, CALLS not on bus route)</p> <p>Limitations for courses (or not offered on a regular basis due to funding)</p> <p>Location of services (they are not centralized)</p> <p>Uncertainty of funding.</p> <p>More community commitment (lots are involved but people can't always commit)</p> <p>Getting people to ask (people are not always certain of the services offered)</p> <p>Keeping up with changes in other organizations and updating information on websites/pamphlets/brochures.</p> <p>Lack of reading tutors for 0-6 grade level (need to train tutors to teach adults to read)</p> <p>Lack of age appropriate material</p> <p>Lack of current written material going out to all organizations on a regular basis (email, newsletters)</p>	<p>Community buiding: -use our educated senior pop'n as volunteer supports</p> <p>-Collaboration/Connection-bridging the gaps between organizations (WCB and Social Assistance): encourage them to refer out to other organizations that help adults with things like drivers license etc.</p> <p>-intergenerational learning (link kids and adults)</p> <p>-each organization has an advocate that supports the organization and new client/learner... brown bag lunch meeting to discuss things</p> <p>-Awareness: reduce stigma attached to the word literacy</p> <p>-Promotion: have literacy advertisements in appropriate places (coasters in bars/pubs, posters at school)</p> <p>-Outreach: more support for vulnerable groups</p> <p>-Comox library to have outside outreach-possible home delivery or transportation solution</p> <p>-sustainable funding</p> <p>-Availability: extended hours... outreach by organizations</p> <p>-Accessibility: 24 hour daycare accessibility</p> <p>-better transit services</p> <p>-One Stop Access</p> <p>-welcoming presence (i.e. host) at each organization</p> <p>-hotline to one place to call or email for referral of best service</p>
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<p>Workplace</p>	<ul style="list-style-type: none"> -referrals are being made -community members consider and use 'volunteering' as a good opportunity to acquire workplace skills and to get valuable experience -dissemination of information re: literacy -Mobilize Literacy Initiative: creation of workplace literacy model(s), developing website and resource guide, assessing computer literacy skills, hosting literacy events (June 11, 2008) -adult literacy tutoring program – participants learn literacy and other skills that are transferable to the workplace (see Appendix G, Nine Essential Skills) 	<ul style="list-style-type: none"> -funding is often restrictive or non-existent -people who need services also need to work/ conflicting needs -barriers: transportation, child care support, time -resistance to self-declare low literacy skills -no workplace literacy programs at present -employer "buy-in" is needed -awareness & communication regarding workplace literacy issues -opportunities for employers to understand the benefits to them -service for higher level ESL -using existing services to better potential 	<ul style="list-style-type: none"> -Collaboration:more partnerships b/t employees and service providers - Easy access to free-flowing information about literacy services, with more referrals being made -Sustainability:more stand-alone government funding of new community literacy programs -Integration:embed the concept of "learning community" to which all sectors can subscribe -incentives for employers to develop workplace programs -Increasing use of Plain Language materials meant for public consumption (inclusiveness), as supplied by all community service providers, government agencies and other institutions, etc. -Awareness:Reducing the stigma attached to low literacy skills (perception of people) -Reduction in the rate of criminal activity as more out-of-school youth (19-25) become engaged in furthering their adult basic education, acquiring workplace job-entry skills and finding employment. -Increased rate of employment due to job-readiness: completion of basic education, acquisition of the essential workplace skills, finding information and getting the necessary support to prepare for employment -Community workplace literacy models?
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<p>Special Needs</p>	<p><u>NIC</u>: Good assessment program, referrals C.A.L.L.S. for specific one to one learning support. E.g. Foodsafe, Inclusive: NIC has no “cut off” for skill level to participate, NIC has learners on their advisory committee, Direct instruction at NIC has support to enhance learning</p> <p><u>Self advocacy centre</u> is currently giving feedback to other agencies in use of “plain language” for correspondence. This is self advocates working together to create what is needed. E.g. workshops</p> <p><u>Advances in technology</u> can enhance learning and literacy. E.g. Jaws assistive technology</p> <p><u>Support</u>: Individuals are supported in real life situations, through direct dialogue and assessment</p> <p>Clients have support from other agencies, family, and friends to support in an “outside” environment</p>	<p>Lack of plain language material. E.g. in correspondence</p> <p>A need for an inter-sectoral resource guide</p> <p>A need for sufficient funding for access to technology and literacy supports</p> <p>Need for accessibility with both digital and hard copy forms, documents, and bus schedules</p> <p>Challenge of sufficient time for one to one instruction, to expand literacy access and ability.</p> <p>Lack of employment literacy</p> <p>Lack of funding for technology</p> <p>Lack of plain language print material, alternate formats, and communication skills, medications, health information, No reader friendly bus schedules, in a variety of formats</p> <p>The need to identify literacy needs, through both assessment and survey.</p>	<p>-To keep helping people with disabilities; Individuals with disabilities will have increased levels of literacy, through increased learning opportunities</p> <p>-Access to assessment for everyone (cost not an object)</p> <p>-Books Clubs for individuals who are beginning readers; High interest/low vocabulary book selections at all libraries</p> <p>-Media: Everyone has access to community news and events (barriers: phone book/bus/transport)</p> <p>-More peer supports to promote literacy</p> <p>-One to one instruction for a person who wants to pursue learning and enhance their skill level</p> <p>-Generic services: Provide support for students with disabilities</p> <p>-A community that is more aware of the problem, reduced stigma, more involvement</p> <p>-There will be more funding to provide technology and learning supports for students with disabilities; More funding to increase access to new technology</p> <p>-Technology available to every student...Inclusion for all. Re: Jaws/Kurzweil Programs</p> <p>-Plain language or pictorial instructions on medications; Encourage plain language use for medical professionals. Text in alternate formats at all government agencies</p> <p>-Collaboration: More communication between agencies</p> <p>-FAS literacy resource centre for individuals and families</p> <p>-To have jobs for all people with disabilities</p>
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WACHIAY FRIENDSHIP CENTRE

Integrated Cultural Literacy Project Action Plan Project

Prepared by Wedlidi Speck

February 2008

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Half – Person Story

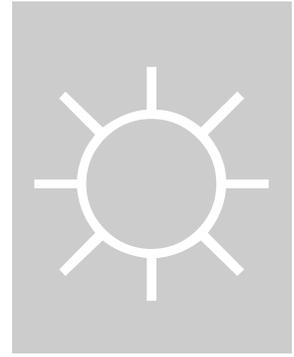
Work plan

K'omoks People photographed in 1900



The K'omoks First Nation, like other First Nations bands on the Northwest Coast, is defined by the Indian Act and by their own cultural standards. According to tradition, there are sub-groups named by ancestors that date back thousands of years. The K'omoks comprise four clans; Sathloot-Puntledge, Sasitla, Sasitla-cha'chay and Ieeksun.

The K'omoks had close affiliation to neighbouring groups like the Kwakwaka'wakw, Salish and Nuuchanulth. This affiliation has influenced its cultural expression and preferences. Considered part Salish and part Kwakwaka'wakw, the K'omoks celebrates its culture and heritage with pride.



The Comox Valley: A Cultural Context

The Puntledge People lived in the Valley for thousands of years. In approximately 1830, the Lekwiltokw tribal group forced the Island Komoks south and today the descendants of those who moved southward make up the Komoks Sathloot-Puntledge, Sasitla, and Ieeksun families.

THe Comox Valley is home to approximately 7,000 Aboriginal People. The Komoks First Nation number approximately 300. Kwakwaka'wakw, Salish, Nuuchanulth, Cree, Inuit, Mikmac, Anishnabe and Metis make up the cultural landscape of the Valley. Like other communities across the country, the Komoks First Nation has a long and rich history that reaches deep into its mythic past. Legends tell of mythic worlds, heroes' journeys and ancestors that took their costumes off to become human. At the crux of modern experience is the question of cultural preservation, maintenance and enhancement. Cultural literacy has become necessary because of colonial practices, assimilation and a move away from traditions. Integrated cultural literacy is a strategy to address the needs of all Aboriginal People whether they lean toward tradition or modernity.

Cultural Diversity: In the wake of colonialism, a cultural fragmentation exists in the Aboriginal community described as the emergence of diverse cultural expressions seen as traditional, assimilated, bi-cultural and de-cultured. There are those Aboriginal People who lean toward assimilation while others lean toward tradition. Bi-cultural Aboriginal people express themselves in tradition and modern ways. De-cultured people generally are found to be low in tradition and low in assimilation.



A call to action

The Wachiay Friendship Centre recognized the need to identify literacy services, gaps and needs in the Comox Valley. To accomplish this task, a literacy project was developed, supported by funding from the BC Association of Aboriginal Friendship Centres, and from this emerged the report titled, “An Integrated Cultural Literacy Action Plan For Wachiay Friendship Centre.”

The approach taken to gather information on services, needs and gaps included focus groups, interviews and meeting with community agency representatives.

Focus Group Model

A focus group model was administered to gather information from a broad spectrum of people; attention was given to gender, age, cultural definition, tribal affiliation and occupation. Several focus group meetings were held with elders, staff and Board members from the Wachiay Friendship Centre, youth from the Nala’atsi school program, community members and leaders.

- **The focus group** addressed the definition of literacy, gaps, needs and services. Elders, adults and youth participated in a total of 7 focus groups.
- **Cultural sensitivity** enabled the project to consider elder needs, cultural diversity, cultural knowledge (literacy) existing services, gaps and needs.

The Wachiay Friendship Centre

The Wachiay Friendship Centre is one of several Aboriginal organizations in the Comox Valley that provide support and services to Aboriginal people. The role of the Friendship Centre literacy work has been limited. Since completion of the project, the role has changed to one of leadership, partnership and participation.



Aboriginal people in the Comox Valley have identified numerous priorities including the need to assemble and to create community, friendship and a safe environment to learn about their culture, learn how to tell ancient stories, and learn modern ways of communicating these stories to children and family.

It has been clearly stated that Aboriginal people of the Comox Valley want to pursue activities that will focus on cultural literacy and cultural self-esteem.

Understanding Cultural Literacy

In the wake of colonialism, a cultural diversity has emerged. There are those Aboriginal people who have walked a path of assimilation and are low in tradition. These people have focused their attention on left brain life functioning. Logic and reasoning has enabled them to participate in the dominant Euro-Canadian culture with ease. Other Aboriginal people have walked a path of tradition and are low in assimilation. The attention of this group have been right brain and on oral history, spiritual practices and traditions. Then there are those who have walked in both paths and have integrated the pathways into a culture that fits for them; the Aboriginal people who are bi-cultural can live in both worlds and express themselves in both cultures comfortably. However, due to residential school experiences and other colonial strategies, there are those who live in trauma and have not walk deeply in any of the cultural pathways mentioned. Therefore, when we are talking about cultural literacy, we cannot ignore the existing cultural diversity and needs of each cultural profile.

“Culture is talking and sharing with my grandmother”

Language was seen as a gap and need for Aboriginal people in the Comox Valley. Language was seen as a container for cultural knowledge, spiritual reference and identity.

The challenge for the Wachiay Friendship Centre will be to accommodate the cultural diversity that exists within its community; Kwakwaka, Cree, Inuit, Michif, Komoks, Mohawk, Nuuchanulth and Anishnabe are among the languages that are identified. A strategy will be developed to address this need.

Culture was seen as a gap for Aboriginal people who have made the transition to the urban community. Cultural literacy was seen as a vehicle to provide community development, self-esteem, connection to traditions, and expression of one's heritage.

Family Literacy

Family literacy was seen as a gap. Even though numerous organizations provided literacy services in the Comox Valley. Aboriginal elders felt that literacy service with cultural sensitive strategies would be preferred. The Friendship Centre was seen as place to provide such a service because the culture of the Centre promoted a warm, welcoming and safe place for one to express their uniqueness

Recommendations

The Urban Aboriginal community want to see a cultural literacy coordinator position created to facilitate the development and advancement of the Literacy Action Plan.

- 1. Cultural Literacy** was seen as a priority for Urban Aboriginal people in the Comox Valley. Learning the language, songs, stories to increase cultural pride and sense of place and belonging was emphasized.
- 2. A sense of community** was seen as a need and connection with other Aboriginal people was emphasized.

Building a library of culturally appropriate books

The community recognized the need to develop a central resource for cultural materials that included books, videos and music. Cultural appropriateness was a theme presented that included the following:

- 1.** Families needed age-appropriate books to use when reading to their children and grandchildren. The books needed to focus on traditional values, beliefs and customs.
- 2.** Elders stated a need to have access to resources that would serve to inform them about traditions, techniques and strategies when working with children and families.
- 3.** There was a statement of desire to have materials and resources to meet the needs of traditional, assimilated and bi-cultural Aboriginal people.

Elders in the modern world

The Elders interviewed indicated a desire to learn computer skills. They wanted to access resources on the World Wide Web and access connection with each other through this medium.

Strategies for Literacy

“It is finding out who you are” was stated when asked to define literacy.

The strategy for increasing cultural literacy in the Comox Valley includes community partnerships, playing a leadership role in developing projects, activities and gathering resources.

The Wachiay Integrated Cultural Literacy Plan is seen as a tool to improve existing services, fill the gaps and meet the stated needs.

The Half-Person Story

In a village not far from here lived a man and his wife. She was pregnant and soon after gave birth to a child. The parents loved that child. The community loved that child. As this child grew, he experienced things in life that influenced him to see only half of himself. He could only see the right side of self. Now, over time, the child grew into a youth who was angry. This youth expressed his anger in the home and community in a number of different ways. An elder stopped to visit with the youth and said, "I can see that you are angry on account of how you are seeing yourself. If you want, I will take you to a place called the wilderness and in this place you will struggle and through this struggle you will find peace. Think about this for awhile and come and see me."

The young man thought about these words of invitation for awhile. He thought, "If I go to this place called the wilderness and if I struggle with things that have influenced me to see myself in this way, I will find peace." Then he decided to look for the elder.

Now the elder and he walked into the wilderness. They stopped near a river. "This is where you will sit. This is where you will struggle. Remember, when the things that influenced you to see yourself in this way come up, move them out of your body. Memories are only energy stored in your body," said the elder. Then the elder left. He went and did things that elders do.

Sitting alone for awhile brought up the memories that influenced him to see himself as a half-person. As instructed, the youth moved the energy through yelling, movement and tears. Soon he noticed another half-person walking along the river bank, on the same side that he was sitting. He stood up to greet this person and was surprised to see that it was the left side of him. Startled, he embraced this half and awkwardly stumbled down the riverbank into the river. In the river the two halves of self joined together.

Now the youth walked out of the wilderness a whole person. He was greeted by the elder who said, "Welcome home. Tonight we will feast, sing songs and dance. We will celebrate your discovery."

Stories like the Half-Person story have served as cultural tools for psycho-social development for thousands of years. Cultural literacy in this context is about achieving esteem, identity and meaning.

Work Plan

Objective	Activities	Person Responsible	Target audience	Timeline	Success indicators
A. Needs assessment	1. focus groups 2. survey youth & family 3. interview community reps	Literacy Coordinator	Elders, family and youth	October	Met all stated indicators
B. Building literacy network	1. Meet Aboriginal organizational reps 2. meet with SD71 Vice Principal for Aboriginal programs	Literacy Coordinator and Executive Director	Representatives from Aboriginal Organizations	October and November	Met all stated indicators
C. Identifying literacy resources	1. research literacy resources 2. identify resources 3. develop bibliography and human resource list	Literacy Coordinator	Library resources, organization resources, community resources	November	Met all stated indicators
D. Action Plan for Integrated Cultural Literacy	1. develop plan 2. draft action plan 3. prepare final documents for approval	Literacy Coordinator and Executive Director	Wachiay Executive Director and Board of Directors	December and January. Extension: March 31.	Met stated indicators.

The project Work Plan outlined the objectives, activities, timelines and success indicators. The project has been completed and “An Integrated Cultural Literacy Action Plan” has been submitted to the Executive Director and Board of Directors.



Program Administration and Program Delivery Budget

Line Items	Detailed Expenses	Amount	Balance
Salaries	20.00 per hour	12,600.00	0
MERCS	13%	1,638.00	0
Administration costs		2,500.00	0
Rental costs		1,000.00	0
Office Equipment	Purchase Laptop	1,500.00	(228.86)
Program resources, materials	Paper, etc.	262.00	0
Program activity equipment			n/a
Workshop and activities	Elder, family workshop – feast format	1,500.00	85.85
Advertising and Promotions	Costs for developing pamphlet and final report	1,500.00	190.49
Consultant fees	Consulting services on Literacy models and strategic planning	1,250.00	50.00
Honoraria	Elders and participants	1,000.00	651.71
Training and professional development	Accessing resources and providing this to Wachiay	1,500.00	190.49
	Total:	26,250.00	1,168.54



Cultural Literacy: “It is strength from our ancestry. ...a cultural pride that leads to confidence and participation in life, where we shape our future and embrace every moment of life as if it was truly ours.

Appendix D: School District 71 - Early Learning Programs with a specific literacy focus

Strong Start Programs for 2008/9

Glacier View Elementary
Courtenay Elementary
Aspen Park Elementary

Project Jumpstart (Child Development Association). SD 71 Partnership)
Courtenay Elementary

Ready Set Learn

Roots of Empathy

Community Outreach Support Workers

Parent Child Mother Goose (12 programs in schools and community locations)

Welcome to Kindergarten (11 schools)

Kindergarten research project (partnership with CDA)

Kindergarten network

Aboriginal Full day Kindergarten
Early Intervention Project (6 schools)
Literacy Support Teacher (Aboriginal Education)

Community Programs in schools

LAPS – Literacy and Parenting Skills Program
PALS training – Parents as Literacy Supporters
Boys and Girls Club

School District 71 - K -12 Literacy

Literacy, Numeracy and Social Responsibility Goals are fully described in the district Achievement Agreement.

From the ages of 5 to 18, with the exception of students who exit the system early, children and teenagers are immersed in an environment which actively encourages literacy and learning and embeds literacy in a wide variety of activities.

The school district has a broad definition of literacy that includes Reading/ Writing/ Listening and Speaking as well as Numeracy and Computer literacy. Goals for Aboriginal students are both specific and embedded in school plans.

Language Arts

Language Arts instruction provides students with opportunities for literacy development through speaking, listening, reading, viewing, writing and representing to make meaning and prepares students to participate in all aspects of society. The focus of instruction is for students to: gain the skills to comprehend and respond to oral and written language critically, creatively and articulately; to communicate ideas and information using various media; to develop critical thinking skills; to make connections to other areas of study and to the world outside the classroom.

Numeracy

Numeracy is part of literacy. Mathematics is a language and is required for consistent and clear communication of technical ideas. All curriculum areas make demands on students' mathematical knowledge and understanding. Problem solving at home, school or workplace requires more than just specific mathematical competencies. It also requires the development of logical thought processes and the art of inquiry. A student's level of numeracy is a significant component of their literacy level. Numeracy can be defined as the combination of mathematical knowledge, problem solving and communication skills required by all persons to function successfully within our technological world.

Computer literacy

The study of information technology is increasingly important. Technological skills are becoming mandatory in the workplace and are a prerequisite for employment. Students require the ability to reason and communicate, to solve problems and to understand and use computer technology for a variety of purposes. Literacy in the area of information technology is the ability to obtain and share knowledge through investigation, study, instruction, and transmission of information by means of digital media technology. Since technology is undergoing constant and rapid change, the technologically literate person will possess the skills and abilities to learn and operate current technology and adapt to new technologies developed to electronically gather, process, evaluate, synthesize and share data with others.

District Literacy Goal K – 12

To develop literacy performance by purposefully engaging diverse learners in the process of making meaning across all subject areas:

- Engage parents as partners in pre-school literacy development and linking them with community resources. (0-5)
- To develop students who are successful in the reading process. (K -2)
- To develop student's strategies and skills to share, construct, clarify and confirm meaning while reading writing listening speaking and viewing.

District Numeracy goal K- 12

To improve the number of students who enjoy mathematics and are successful

- Improve Numeracy knowledge skills and attitudes K – 12
- Improve knowledge of number sense K – 3

- Improve proficiency of mathematical strategies grade 4 – 7 and ensure that students are prepared for Senior High School
- Increase the percentage of students who are successful at the senior Mathematics level – specifically grade 10 and 12

School Literacy Goals: Literacy Goals from Growth Plans – 2007-08

Airport El.	GOAL 1: To improve student writing in a variety of genres
Arden El.	GOAL 2: To improve student comprehension focusing on the reading/writing connection.
Brooklyn El.	GOAL 2: Raise students' abilities to express themselves in written form.
Cape Lazo	GOAL 2: Literacy (especially focused on at risk students but not exclusive to them) – embed structures and strategies that address diversity & celebrate successes; that focus on multiple intelligences, learning styles and authentic assessment
City Centre	GOAL 2: To enhance literacy success for students in alternate programs
Comox El	GOAL 2: To improve students' ability in reading and writing fluently and demonstrating comprehension in the area of reading fiction and non-fiction materials.
Courtenay El	GOAL 1: To improve student achievement in reading: comprehension and fluency GOAL 2: To continue to improve students' writing skills
Courtenay Mid	GOAL 2: To improve student performance in literacy (reading and writing).
Cumberland El	GOAL 1: To improve attitudes and skills in literacy (reading and writing)
Cumberland Jr	GOAL 1: To increase student achievement through improved skills in reading and writing
Denman Is.	GOAL 2: Improve the performance of students who are struggling in math and language art
Ecole Aspen Park Middle	GOAL 1: To have 90% of our students fully meet grade level expectations for comprehension of non-fiction reading by the end of grade 9
Ecole Puntledge Park	GOAL 2: To improve students' knowledge, skills and attitudes in literacy throughout the curriculum.
Ecole Robb Rd	GOAL 2: To improve students' knowledge, skills and attitude in French and English language arts – writing
G.P. Vanier Sec	GOALS (2) geared toward success in general, not specific to literacy.

Glacier View EI	GOAL 3: Improve literacy skills in oral communication; reading and writing continue to be an essential focus for our school community.
Highland Sec	GOAL 3: To develop a professional learning community within the department and with Isfeld, Vanier and the district literacy workshops by focusing on strategies of collaboration to improve student literacy
Hornby Is	GOAL 2: To improve students' knowledge, skills, and attitudes in writing
Huband Park EI	No literacy goal in this year's plan – numeracy goal instead
Lake Trail Middle	GOAL 1: Students will improve their ability to determine importance and main ideas for non-fiction print materials
Mark R. Isfeld Sec	GOAL 1: To strengthen students' connection to reading in every grade level (9-12)
Miracle Beach EI.	GOAL 2: Continued focus on improving student performance in written communication in grades 3 to 6.
NIDES	GOAL 1: To improve student success rates (in literacy and numeracy)
Royston EI	GOAL 1: Using assessments for learning, target resources and design instructional processes to improve student achievement in reading.
Valley View	GOAL 1: To improve student performance in non-fiction reading and writing.
Village Park EI	GOAL 1: To improve the students' ability to write.

Appendix E: School District 71 - Early Learning District Steering Committee

May 30, 2007

Sharon Farquahson – Team Leader, Under 12 Team, MCFD
Jan Adams- Co-ordinator, Public Health Nursing
Joseph Dunn – Co-ordinator, Success by Six
Heather McFedridge –Executive Director, Child Development Association
Cathy Batho – Early Childhood Educators of B.C. (local chair)
Audrey Waite – Aboriginal Head Start
Corinne Wester – Principal, Comox Elementary

Guiding principles

EDI Factors are important to consider for all areas of our community

Early Learning Focus – build on the MOU principles/ and the Draft document

- Child centred and family focused
 - Treat families with dignity and respect, particularly with respect to cultural and socioeconomic characteristics
 - Provide choices that address family priorities and concerns
 - Provide information so families can make informed choices
- Community Based
 - Services are delivered in an environment close to where children and families live
- Inclusive
 - Services provided in a manner that respects family, community and cultural differences
 - Upholds the philosophy success for all
- Evidence Based
 - Outcomes for children will be best when ECD strategies are based on sound evidence and research
- Outcome based
 - Services are supported by evaluation at all levels
- Collaborative, well co-coordinated
 - Partnerships in all aspects of service design and delivery are supported
 - Interdisciplinary and intersectoral partnerships are encouraged and maintained at all levels to make services effective and efficient
- Timely, responsive, flexible

Enhance and sustain existing programs

Identify gaps in service

Identify opportunities to collaborate, co-operate and integrate services to address gaps and improve services

Appendix F: Comox Valley Pre-School Supports, Links, Gaps, and Future Ideals

CURRENT SUPPORTS:

Well Child and Immunization Clinics

Newborn Screening

(as of January, 2008, all newborns will be screened for hearing in Comox Valley)

- Child health conferences (CHC) – 2 months – 18 months also K. students
- Frequent contact 2 – 18 months
 - early screening – growth and development/hearing and V.I.H.A. screen
- Clinics
 - need in a variety of locations – Courtenay
 - almost every day of the week - Comox, Black Creek
 - drop in
 - also some at centres like T & T
- 10 – 15% go to physicians
- Healthy babies
- Breast feeding drop in

Early Screening – Identification and Referrals

- Hearing screening – newborns (effective January 2008)
- Growth and development 2 – 18 months
- Vision screening – Public Health
 - access to 3-5 year olds – how are these children assessed?
Currently, access Kindergarten students but expectation is that the age will be 3 year olds.
 - aim for it to be universal
- E.C.E. staff – screen and refer onto services
- new protocols around growth

Parent Services (Public Health and Community Services)

- Spread sheet – compiled one year ago
 - targeted/universal
 - age group of children
- Most programs located in Courtenay (a few in Comox)
- Most are free
- Services – lots in targeted, less in universal
- Success by Six
 - parenting program located on Denman/Hornby and Black Creek

- Add Strong Start
- Cumberland an area not well served – recreation centre (not a lot of staffing) will be having Mother Goose in Fall, 2007
- Recreation Centres – are connected to 3 communities. Outlying communities rely on grants.
- Subsidies are available through recreation centres (some paperwork required)
- Targeted programs often have waitlist

Available Affordable Childcare

- Choices in childcare (handout)

3 – 5	11 licensed
B – 36 months	4 licensed
Preschool	5
Family childcare	23
Out of S. care	9
Child	(12 infant spaces in the valley)
Licence not required	16

- Most centres have a waitlist
- Subsidy threshold 38.000 (raise from 21.000)
- Infant/toddler care more expensive

Specific service for children with developmental delays, disabilities, behavioural issues

- Does not exist in the Comox Valley

Opportunities for Children to Interact With Other Children and Adults – Other Than Family Members

- Universal Sports, Culture
Recreation centres, Church, Library – some free, many have costs attached
- Targeted Boys and Girls Club, Family Services, C.D.A.

Links to Other Institutions – School, Libraries, Recreation, Culture (visual and performing arts)

Overcome barriers for families to participate.

How are culturally inclusive activities made inclusive?

Isolation of young children.

Important to create networks for children for the skill development that is the outcome of these activities.

Intensive Therapeutic ‘Family Centred’ Childcare as Intervention for Vulnerable Children and Families

- CDA – P.T./O.T./S.L.P. Autism
S.C.C./I.D.P.
- targeted – but self referral
- also assessment services
- YMH – Infant MH
- Transition society – Children who witness violence program
- SLP – through P.H.
- Audiologist through P.H.
- R.A.I.N.B.O.W.S. through Family Services
- Friday’s Child – Behavioural issues – FASD program – no diagnosis required (through Aboriginal Head Start)
- CDBC – assessment team – autism, FASD

Intervention for ‘at risk’ children (neglect, abuse)

- Assessment, investigation, support
- MCFD
- prevention as intervention
- C.V.F.S.
- C.D.A.
- Boys & Girls Club
- ICM – around families
- Investigate process – prescribed
- Can involve resources outside of community

Services to Address Safety of Parent/Children

- Transition Society – family violence
- RCMP
- Court System
- Child Welfare Supportive Systems
- Lili House
- Liaison Officers
- Community/neighbourhood
- Intimate Partner Violence – screening done by Public Health (only area in the Province doing this thru P.H. – creating interest in V.I.H.A.) – within context of a baby visit.

GAPS

- How to access 3 year olds for screening (vision)
- Program location (many are in Courtenay)
- Transportation
 - bus schedules
 - times bus run
- Targeted vs. universal
- Program location (making sure the location is 'non-threatening')
- More universal – you get the most improvement (Hutzman etc.)
- Language barriers
- Cultural barriers
- Financial barriers
- Waitlists
- Infant spaces (no real universal program – costs, trained staff
- Lack of trained staff – training – wages, especially in infant/toddler
- Difficult for parents to navigate the system
- Bus service doesn't run past 6:00
- Bus service not adequate
- No emergency or weekend child care.

FUTURE IDEAL

- Universal/childcare program
- Childcare in every school – build community connections
- Affordable
- Enough E.C.E. – trained
- Wages to entice individuals to enter field and stay there (retention)
- N.I.C. seats in E.C.E. – 24 – but only 3 stayed in valley

Appendix G: The Nine Essential Skills

Human Resources and Skills Development Canada (HRSDC) defines Essential Skills as:

The skills needed for work, learning, and life. They provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change.

The Nine Essential Skills are:

1. Reading Text - Refers to reading material that is in the form of sentences or paragraphs eg. notes, letters, memos, manuals, specifications, regulations, books, reports or journals).
2. Document Use - Refers to tasks that involve a variety of information displays in which words, numbers, icons and other visual characteristics are given meaning by their spatial arrangement (eg. graphs, lists, tables, blueprints, schematics, drawings, signs and labels).
3. Numeracy - Refers to the use of numbers and the requirement to think in quantitative terms.
4. Writing - Refers to writing texts, filling in forms, and typing on a computer.
5. Oral Communication - Refers primarily to the use of speech to give and exchange thoughts and information.
6. Working with Others - Refers to the extent we work with others to carry out tasks (eg. cooperation, self-discipline, etc.)
7. Continuous Learning - Refers to participating in an ongoing process of acquiring skills and knowledge – including knowing how to learn, understanding one’s own learning style, and knowing how to gain access to a variety of materials, resources, and learning opportunities.
8. Thinking Skills – Refers to five different but interconnected types of cognitive functions.
9. Computer Use – Refers to the variously complex use of computers.

Please see the HRSDC Essential Skills Home Page at <http://srv108.services.gc.ca> for more indepth information about Essential Skills.

Appendix H: Comox Valley Literacy Service Inventory

Table 1: Early Years Literacy Services (prenatal to age 6 years)

Organisation	Literacy Service Offered	Description	Location	Contact Information
Comox Valley Child Development Association	Autism Program	Provides services to children with autism and their families.	237-3 rd St. Courtenay, BC	Heather McFetridge, Exec. Director 338-4288
	Early Intervention Therapy Program	Provides assessment, treatment, and intervention strategies for children who need extra support (speech pathology, occupational therapy, physiotherapy)		
	Infant Development Program	Support for families and children 0-3yrs. who are at risk of a developmental delay. Playgroup once a week – circle time, activities, & resources. Snack.		
	Purple Dragon Drop-In/Family Place	For parents & caregivers with children 0-5yrs. Offers resources & activities. Refreshments. \$1/family		
CVCDA/SD71	Project Jump Start	For 4 years old. Income determined. Catchment: Courtenay, GlacierView, Puntledge		
SD71	Strong Start	Playtime, information, circle time, sharing and games to play and learn. Snack provided.	Courtenay Elementary & Glacier View Elementary & Aspen Park Elementary	334-5500
	Ready, Set, Learn	Mother Goose Programs Outreach Worker		

Comox Tot Stop		Playtime, social time, and information sharing.	Comox United Church	339-3966
Mom & Tots (Courtenay)		For parents & children birth-5 yrs. Crafts, play, circle time. Snack.	St. John the Divine Anglican Church	Jacoline: 334-4331
Mom & Tots (Fanny Bay)		For parents & children birth-5 yrs. Crafts, play, circle time.	Fanny Bay Hall 7793 S. Island Hwy	Carlene: 338-7575 x308
Parents & Peanuts (Black Creek)		For parents & children birth-5 yrs. Crafts, games, singing, storytelling.	Black Creek Community Assn	337-5190
Comox Military Family Resource Centre http://www.comoxmfrc.com (click "Child & Youth")	Parents & Tots	For military & non-military parents and children 0-5 yrs. Playtime, support, resources. \$2	CFB19 Wing Fitness Centre 1345 Military Row, Lazo	Claudia: 339-8032
	Play & Tumble	For military & non-military parents and children 0-5 yrs. Gym activities, circle time. \$2		
Parents & Tots (Cumberland)		For parents & children birth-5 yrs. Crafts, play, circle time.	Cumberland Recreational Institute 2665 Dunsmuir, Cumberland	336-2231
Courtenay Recreation Centre http://www.city.courtenay.bc.ca/recreation.aspx	Little Cruisers	For parents & babies 7 mths-1 yr. Guest speakers, resource library, & support. Refreshments.	Lewis Center 489 Old Island Hwy. Courtenay	Chris: 339-0194
Mother Goose and Friends (SD71, Stone Soup, Comox Valley Mother Goose, Comox Recreation Centre, Upper Island Women of Native Ancestry)		8-week programs. For parents, babies & young children. Rhymes, raps, songs, stories.	8 Locations (Spring 2008): Brooklyn El. Cumberland El. Courtenay El.	Rhonda: 338-2114

			Comox El. Puntledge Park El Glacier View El. Royston El. Comox Rec.	
Stone Soup Family Resource Program		For parents & children birth-5 years. Ongoing parenting program, information & support.	240 Back Rd. Courtenay, BC	Rhonda: 338-2114
Comox Recreation http://comoxrecreation.com/recreation_programs.html	Baby Talk - Moms and Babes	For parents & babies birth-6 mths. Guest speakers, resource library, & support.	Comox Community Centre 1855 Noel Ave, Comox	Chris: 339-0194 info@comoxrecreation.com
Comox Valley Family Services	Healthy Babies Prenatal Program		Family Services 1415 Cliffe Ave, Courtenay	338-7575
	Stay n' Play	For parents & children 4 mths-1yr. Information, resources, parent education, playtime. Lunch provided. Transportation available.		
	Community Action Program for Children (CAPC)	For parents & children 1-6 yrs. Information & counselling. Lunch & transportation provided.		
CV Immigrant Support Services/ Family Services	Mom and Tots	For immigrant moms/grandmas & pre-school children. Practice speaking English with other moms, children's activities.	Immigrant Settlement Office 407 5 th Street, Courtenay	Ph: Dorica: 338-5583

Aboriginal Head Start		For aboriginal children 3-5 yrs. Pre-school activities, meal and transportation provided. Early literacy books – Aboriginal specific.	Aboriginal Head Start 56 Grieve Ave, Courtenay	334-2477 cvahs@shawcable.com shawcable.com
Salvation Army Parent Child Resource Centre	Parenting programs	For parents & children 0-6yrs	Salvation Army Community Church 1580 Fitzgerald, Courtenay	Shanda: 338-6200
Public Health	Triple P Program	-prenatal education and early literacy -vision and hearing screening -translated copies		
Vancouver Island Regional Library www.virl.bc.ca	Literacy Kits		Vancouver Island Regional Library, 300 6 th St. Court.	
	Storytime	Offers 3 levels of age appropriate reading, literacy, and activity programs	334-3369	
	Books for Babies			
Pregnancy Care Centre		Educational information, support, community referrals, accomadation	785-6 th St. Courtenay, BC	334-0058 cvpregcare@shaw.ca
Today 'N' Tomorrow Program (Teddies 'N' Toddlers Child Care Centre – SD71)			Vanier HS	
Denman/Hornby Community Schools				

Updated: April 15, 2008

Resources: CV Success by 6 “Children’s Playgroups in the Comox Valley” by Joseph Dunn. (cvsuccessby6@yahoo.com)

2008 Comox Valley Community Service Directory: Information and Resource Guide

Table 2: Youth Literacy Services Inventory (high school and post-high school i.e. Age 15-25 years; includes Aboriginal youth)

Organisation	Literacy Service Offered	Description	Location	Contact Information
SD71	Senior Alternate	Gr. 10-12. Upgrading, school completion, adult dogwood.	To be determined	Liz McKenzie: 334-5500
	Independent Learning Program	Gr. 10-12. Upgrading, school completion, adult dogwood.	To be determined	
	NIDES (North Island Distance Education School)	Online & paper-based courses for students from K-adult. Dynamic curriculum delivery. Clubs: photography, book, radio drama, student council... Field trips and school events.	2505 Smith Road Courtenay, BC V9J 1T6	Fran Robinson: grobenson@nides.bc.ca
	Nala'atsi Alternate School/SD71	Full-time teacher available. Support in core school subjects as well as work experience, on-line courses and C.A.P.P. Half-time Mathematics and Science Specialist teacher.	To be determined	tcrawfor@sd71.bc.ca http://sd71.bc.ca/sd71/edulinks/firstnat/nalaatsi/Index.asp
	Youth Care Program Workers (2008-9)	Through a school based team model, support is provided for youth & families of students who are experiencing social, emotional, or behavioural problems & are at risk of dropping out of school (1).	All secondary schools	
	Raven's Programs	Activities, workshops, peer support, and mentoring from elders and community members.	Vanier Sec.	April Shopland
	Post Secondary Night	For Aboriginal families and students		
NIC	Adult Basic Education (Upgrading)		NIC	Janice Nicklin

John Howard Society	Youth Outreach Program	Provides brief services that include after-hours outreach to assist youth in connecting with community resources, and raises awareness of high-risk behaviours such as alcohol and drug use, sexual exploitation and family breakdown (1).	1455 Cliffe Ave. Courtenay, BC	Miranda Blomquist: 218-0483 Miranda@jhsni.bc.ca
	Girls Group		Vanier HS	Wendy Morin: wjbmorin@telus.net
Ministry of Children & Family Development	Youth Probation Services	For youth aged 12-17 who have broken the law. Officers of the Court work with the youth & families & local resources. Offer assessment, counseling, work/activity and residential programming at the local and provincial level (1).	2455 Mansfield Dr. Courtenay, BC	334-5820
SD71/NIC	Employment Transition Program			
Courtenay Recreation	Youth Employment Outreach Worker		The Linc (across from Lewis Centre)	Steve Amazzal: 338-8138 x223
Triumph Vocational Services		Employment programs for persons with disabilities. Offer resources and services including goal setting, workshops, career exploration, assertiveness training, work experience, skills training, job placement and employer/employee liaising (1).	100B-2270 Cliffe Ave. Courtenay, BC	338-9168
Wachiay Friendship Centre	Strengthening the Circle	Diabetes awareness, education and prevention services for three youth groups each week.	1625B McPhee Ave., Courtenay, BC	338-7793

	Out of the Shadows Youth Legacy FAS/FAE Awareness Program	Education, awareness, and prevention services. Includes Youth Outreach Worker and FASD Keyworker.		
	Parent Teen Mediator			
	Mentoring Young Women Program	Matches teens ages 13-18 with supportive role models in the community. Goals: increase self-esteem, life skills, community connections.		
CV Boys and Girls Club	Youth Services	13-18 years	367-11 th St, Courtenay, BC	Adrian Symonds: Adrian@artsforpeace.org 338-7582
CV Family Services				Sebastien Bracconier: 338-7575
Military Family Resource Centre	Youth CAP YI	Free internet access. Computer literacy. Film productions (media and literacy).	1345 Military Row, 19 Wing Fitness & Community Centre, Lazo, BC	339-8290
		Youth/artist mentorship projects. i.e Mural@Linc		
Valley Links				Sarah Kerr, Bev Moquin
Comox Valley Arts Council				
Theatre Organizations		Rainbow Youth Theatre.		

Last updated: April 2, 2008

Sources: 2008 Comox Valley Community Service Directory

Table 3: Family Literacy Services Inventory

Organisation	Literacy Service Offered	Description	Location	Contact Information
CV Family Services	Healthy Families Program	Community Action Program for Children (CAPC) and Healthy Babies Prenatal Nutrition Program.	1415 Cliffe Ave, Courtenay, BC	338-7575
	Family Development Program (FDP)	Assist children, youth, and families to live in safe, stable and nurturing environments. Parenting support, mental health issues, probation, financial issues, drugs and alcohol abuse.		
Comox Military Family Resource Centre				
Ministry for Children and Family Development	Parent Teen Mediation	Mediation skills to improve family communication and understanding.	Various	Adrian Symonds: 335-2343
SD71	Family Math Night			
Adult Learning Centre CALLS	LAPS – Literacy and Parenting Skills Program			Karen Barr: 338-9906
	Math Refresher for Parents			
Hornby and Denman Community Health Association	Family skills and life skills training	For parents of children and of teens. Art therapy, non-violent communication, etc.	Hornby & Denman Community Health Care Society Building 1965 Sollans Rd. Hornby Island, BC	Kim Fagerlund: 335-2883
Comox Valley Boys and	Parents Together	For parent of teens 14-18 years	367-11 th St,	Dea: 338-7141

Girls Club			Courtenay, BC	
	Parenting without Power Struggles	For parents with pre-teens 9-13 years.		
Salvation Army	Parent-child resource centre	For parents with children 0-6 playgroups, support programs	#10-2966 Kilpatrick Ave. Courtenay, BC	338-5133 (Family Services), 338-6200 (PCRC)
	Family Service Advocate	Lay counselling, advocacy, life skills		
Stone Soup Program	Parent Education workshops – Triple P Positive Parenting Program	Assists parents to improve their parenting skills and build positive relationships with their children.		Rhonda: 338-2114
Child Development Centre/ Transition Society	Grandparenting group	For grandparents raising their grandchildren.	237 3 rd St Courtenay, BC	338-4288
CV Aboriginal HeadStart	Friday's Child	For parents and grandparents & children with challenges. Family focused support, guest speakers, talking circle, social time & education. Transportation and lunch provided	956 Grieve Ave. Courtenay	334-2477
PacificCare	Parenting Workshops		237-3 rd St. Courtenay, BC	334-4288
Vancouver Island Regional Library	Public library service for all ages	Adult reading program and materials, story times, baby times, summer reading program for children, literacy kits, literacy section on website	Branches in: Courtenay, Comox, Cumberland, Union Bay and Hornby Island	www.virl.bc.ca
CV Family Services	Self-sufficiency program	Supports participants to move towards full employment	1415 Cliffe Ave. Courtenay, BC	Cathie Hagenson: 388-7575x300
Courtenay Recreation				

Updated: April 2, 2008

Resources: CV Success by 6 “Children’s Playgroups in the Comox Valley” by Joseph Dunn. (cvsuccessby6@yahoo.com)
2008 Comox Valley Community Service Directory: Information and Resource Guide

Table 4: Adults and Seniors Literacy Services Inventory

Organisation	Literacy Service Offered	Description	Location	Contact Information
Adult Learning Centre (CALLS)	Tutoring	One on one tutoring for adults who wish to improve their reading, writing and math skills	1507A McPhee Ave. Courtenay, BC	338-9906
	Volunteer Tutor Training			
	ESL SAP			
North Island College	Adult Basic Education		NIC 2300 Ryan Rd. Courtenay, BC	334-5000x4083
	Adult Special Education			
CVMISS	Language courses	ESL, Spanish, Mandarin language classes		
Triumph Vocational Services		Employment programs for persons with disabilities. Offer resources and services including goal setting, workshops, career exploration, assertiveness training, work experience, skills training, job placement and employer/employee liaising (1).	100B-2270 Cliffe Ave. Courtenay, BC	338-9168
Courtenay Recreation	Various programs and activities		Lewis Centre, Florence Filberg Centre	

Advocacy Centre		Information and advocacy for people who are having difficulties with government services such as IA and other agencies.	1625B McPhee Ave. Courtenay, BC	Marnie Eyford: 338-4694
Vancouver Island Regional Library		Library loans, computer access, in person reference	Various locations	
Military Family Resource Centre	Second Language Training Services		1345 Military Row	339-8290
	Employment and Education Services		19 Wing Fitness & Community Centre, Lazo, BC	
CV Family Services	Self-sufficiency program	Supports participants to move towards full employment	1415 Cliffe Ave. Courtenay, BC	Cathie Hagenson: 388-7575x300

Last updated: April 2, 2008

Sources: 2008 Comox Valley Community Service Directory: Information and Resource Guide

Table 5: Workplace Literacy Services Inventory

Note: This table is for adult services (For youth – please refer to Youth Inventory. For Aboriginal community – please refer to Aboriginal community)

Organisation	Literacy Service Offered	Who Does it Serve?	Description	Location	Contact Information
Comox Military Family Resource Centre http://www.comoxmfrfc.com/welcome/comingir/comoxvalleyinformation.html	Employment and Education Services	Services available to all military family members: spouses and youth.	<p>The Employment & Educational Services Coordinator is available for Individual consultation and assistance with employment, self-employment and career exploration.</p> <ul style="list-style-type: none"> -Job search preparation with resume and cover letter writing, and mock interviews. -Career exploration & referral. -Support and assistance with EI claims. -Services available to spouses, dependents, members of the Military Community and civilian Personnel. -Personal and Professional workshops and seminars. -information sessions on employment and educational services in the Comox Valley. -Reference books on job search strategies and tools, self-employment options and starting home based businesses. -Job board with current employment opportunities. 	1345 Military Row 19 Wing Fitness & Community Centre, Lazo, BC	Debi Genereux, Employment & Education Services Coordinator (250) 339-8211 Local 7004
CV Family Services	Self-sufficiency program		Supports participants to move towards full employment	1415 Cliffe Ave. Courtenay, BC	Cathie Hagenson: 388-7575x300

Advocacy Centre			Information and advocacy for people who are having difficulties with government services such as IA and other agencies.	1625B McPhee Ave. Courtenay, BC	Marnie Eyford: 338-4694
Triumph Vocational Services			Employment programs for persons with disabilities. Offer resources and services including goal setting, workshops, career exploration, assertiveness training, work experience, skills training, job placement and employer/employee liaising (1).	100B-2270 Cliffe Ave. Courtenay, BC	338-9168
SD71/NIC	Employment Transition Program				
Courtenay Recreation	Youth Employment Outreach Worker			The Linc (across from Lewis Centre)	Steve Amazzal: 338-8138 x223
Wachiay Friendship Centre	Employment Services		Job board, employment counseling, internet access, resource library, resume development, access to fax machine and message services for job seekers without telephones.	1625B McPhee Ave., Courtenay, BC	338-7793
Valleylinks	Volunteer Comox Valley		Promote volunteerism. Provide computer & internet access free of charge.	201M 2435 Mansfield Dr. Courtenay BC	334-8063
The Job Shop			Provide services and programs to assist people with their job searches: workshops, career counseling, resource centre	103-555 4 th St. Courtenay, BC	334-3119
NIEFS	Skills Development Program				

Last updated: April 2, 2008

Table 6: Special Needs Literacy Services Inventory

Organisation	Literacy Service Offered	Description	Location	Contact Information
North Island College	Access Services for students with disabilities	Provides direct literacy instruction to students with developmental disabilities. Embedded literacy instruction in other courses.	2300 Ryan Rd, Courtenay, BC	Sheila Doncaster: 334-5079
Beaufort Association for the Mentally Handicapped		Programs on community and personal developments. Involvement opportunities for adults with mental handicaps. Information and advocacy for people with mental handicaps and the families.	536B-5 th St. Courtenay, BC	334-3532
Community Living B.C.		Training and support programs & semi-independent living program, for people with mental handicaps and their families.	107-555 4 th St. Courtenay, BC	334-1370
	Self Help Skills Program	Provides teaching programs in life skill which includes some functional health and safety literacy training.		334-3222
Head Injury Society		Advocacy, Education, Skill development & Community Reintegration		334-9225
Triumph Vocational Services		Employment programs for persons with disabilities. Offer resources and services including goal setting, workshops, career exploration, assertiveness training, work experience, skills training, job placement and employer/employee liaising (1).	100B-2270 Cliffe Ave. Courtenay, BC	338-9168
Advocacy Centre		Information and advocacy for people who are having difficulties with government services such as IA and other agencies.	1625B McPhee Ave. Courtenay, BC	Marnie Eyford: 338-4694
Vancouver Island				Leslie Gibson:

Community Connections				338-7201
CV Mental Health Association		Offers education, research, advocacy and support for people experiencing mental illness.	10-126 Back Road, Courtenay, BC	338-8287
Courtenay Recreation	Special Needs Recreation Program	An informal group working to raise awareness around disability issues & make the Comox Valley a barrier free community.	Lewis Centre 489 Old Island Hwy, Courtenay	Heather Crites: 338-5371
Eureka Clubhouse		For adults with persistent mental illness. Offers recreational, social, educational, and vocational activities. Referral through CV Mental Health.	280-4 th St. Courtenay, BC	334-4035
CV Family Services	Self-sufficiency program	Supports participants to move towards full employment	1415 Cliffe Ave. Courtenay, BC	Cathie Hagenson: 388-7575x300
VIHA	Mental Health & Addiction Services (MHAS)	Educational and Therapy Groups, Supported Work Programs, Community Education and Consultation, Outreach, etc.	941 England Ave Courtenay, BC	
Social Samaritan Consulting	Community Assistance Program (CAP)	Provides support and assistance to people on Income Assistance. Funded by the Ministry of Employment and Income Assistance	290C England Ave, Courtenay, BC	331-0100
Self Advocacy Resource Centre		Provides information regarding access issues. Has computer access. Drop in basis 9am-3pm.	536-C 5 th St. Courtenay, BC	

Last Updated: April 23, 2008

Source: 2008 Comox Valley Community Service Directory

Table 7: Immigrant, Francophone and ESL Community Literacy Services Inventory

Organisation	Literacy Service Offered	Who does it serve?	Description	Location	Contact Information
Comox Military Family Resource Centre http://www.comoxmfr.c.com/welcomingir/comoxvalleyinformation.html	Second Language Training	<ul style="list-style-type: none"> -Military spouses/partner -Military dependants 14 yrs and older -CF Regular Force personnel -Reservists -DND civilian personnel -NPF employees 	English and French language training for adults	CFB19 Wing Fitness Centre 1345 Military Row, Lazo	Danielle Bernier , Second Language Services Coordinator (250) 339-8211 Local 6656
	Quality of Life Program		Personal development workshops		Debi Genereux , Quality of Life Services Coordinator (250) 339-8211 Local 7004
	Employment and Education Services	Services available to all military family members: spouses and youth	The Employment & Educational Services Coordinator is available for Individual consultation and assistance with employment, self-employment and career exploration. <ul style="list-style-type: none"> -Job search preparation with resume and cover letter writing, and mock interviews. -Career exploration & referral. -Support and assistance with EI claims. 		Debi Genereux , Employment & Education Services Coordinator (250) 339-8211 Local 7004

			<p>-Services available to spouses, dependents, members of the Military Community and civilian Personnel.</p> <p>-Personal and Professional workshops and seminars.</p> <p>-information sessions on employment and educational services in the Comox Valley.</p> <p>-Reference books on job search strategies and tools, self-employment options and starting home based businesses.</p> <p>-Job board with current employment opportunities.</p>		
Computer Learning Centre	Open to active Military, DND / Civilian Employees, Retired Military and their family members and the civilian community	Open Monday - Friday from 8:00 am - 4:00 pm. 11 computers. Computer workshops			<p>Computer lab: Debra Earls at 339-8211 Local 7039.</p> <p>Computer workshops: Debi Genereux at 339-8211 Local 7004</p>
Youth Services	13-18 years				<p>Linda Thomas (Thomas.L2@forces.gc.ca), Youth Leader</p> <p>(250) 339-8211 Local 7242</p>
Comptes, Chansons et Comptines	0-6 years and gaurdian	Mother Goose for francophone or French speaking children and parent			Anne Fortier
Parents & Tots		For military & non-military parents and children 0-5 yrs. Playtime, support,			339-8211 local 8755

			resources.		
	Play & Tumble		For military & non-military parents and children 0-5 yrs. Gym activities, circle time.		
Central Vancouver Island Multicultural Society – Immigrant Settlement Office	Moms, Grandmas and Tots	For immigrant moms/grandmas & pre-school children	Practice speaking English with other moms, children’s activities.	Action Centre, Courtenay	Dorica: 338-9830
	Immigrant Settlement Services	Immigrants who are permanent residents or Canadian citizens.	Information on community services, assistance with settlement and adaptation. Liaises with SD71 (ESL home/school support worker and public health nurse). Assists with language challenges – interpreter on site. Preparation classes for Canadian citizenship and integration into Canadian culture. Other issues addressed: banking, obtaining a driver’s license, etc.		
Adult Learning Centre (CALLS)	ESL Tutoring Program	Immigrants who are permanent residents or Canadian citizens	One on one tutoring. Assists with English language training, access community services, gaining knowledge about Canadian culture, and settlement challenges. Train volunteer tutors and monitor progress.	1507A McPhee Ave. Courtenay, BC	Leslie Corra: 338-9906
North Island College http://www.nic.bc.ca/calendar/college_preparation/english_as_a_second_language/	ESL Classes	Serves local and international students.	NIC offers Intermediate, Advanced, and College Preparatory level courses to prepare students for their educational and employment goals. Continuous intake for beginner level. No class for beginners during spring/summer.	NIC 2300 Ryan Rd. Courtenay, BC	Noreen M. 334-5000
SD71	ESL Home/School Liaison	Serves ESL elementary, middle, and senior school students and their	Liaises between teachers and parents re: school issues – academic, social, cultural. Bridges cultural gap. Refers parents to community services: i.e.	Various locations	Anna Jordan

		families.	Boys and Girls club, CRA, Strong Start Program. Elem and middle school levels. 13 countries of origin.		
Comox Valley Multicultural Immigrant Support Society	Language courses: Mandarin and Spanish.		Social opportunities for different ethnic groups.		Patti:
Association Francophone	After-school program	French Immersion students	Homework help for Fr. Immersion students.	Association Francophone de la Vallée de Comox 2-1491 McPhee Ave, Courtenay BC, V9N 3A3	Phone: (250) 334-8884 Fax: (250) 334-8203 Email: administration@francophnecomox.org
	Library		Books, games etc.		
College EducaCentre			Gives French classes for French immersion parents. Liaises directly with schools. Small refresher groups for those wanting to re-build French language skills. Offers high school diploma in French (for Francophones). On-line classes.	Robb Road and Puntledge Schools	Edith Jacob: 338-7851
Vancouver Island Health Authority	Public Health Nurse		Visits all new moms. Immigrant families given health information. Nurse line has interpreters.		Crystal Mann

Table 8: Aboriginal Literacy Services Inventory (includes early years, youth, and adult services)

Organisation	Literacy Service Offered	Description	Location	Contact Information	
SD71 http://sd71.bc.ca/abed/	Support workers and aides in schools & district resource teacher		All schools	Lynn Joseph	
	Aboriginal Kindergarten		Puntledge Elementary		
	Early Intervention Programs		PPES, Arden, Courtenay El., Glacier View, Comox El.		
	Math/numeric tutorials				
	Nala'atsi Alternate School/SD71 http://sd71.bc.ca/sd71/edulinks/firstnat/nalaatsi/Index.asp	Full-time teacher available. Support in core school subjects as well as work experience, on-line courses and C.A.P.P. Half-time Mathematics and Science Specialist teacher.			tcrawfor@sd71.bc.ca http://sd71.bc.ca/sd71/edulinks/firstnat/nalaatsi/Index.asp
	Raven's Programs	For Aboriginal youth.	Vanier Secondary School	April Shopland	
	Post Secondary Night	For Aboriginal families and students			
	Learning Resource Centre	Aboriginal resources accessible to schools			
	School Libraries	Aboriginal resources available	All schools		
Aboriginal Education Council		Opportunity for Aboriginal adults to directly interact and provide in put on literacy K-12	School Board Office		

http://sd71.bc.ca/abed/				
Upper Island Women of Native Ancestry		Services to Native women and their families: family, social, and recreation events. Beading and dancing	495 Fitzgerald Ave. Courtenay, BC	334-9591
	Aboriginal Head Start	For Aboriginal children 3-5 yrs. Pre-school activities, meal and transportation provided	956 Grieve Ave, Courtenay, BC	334-2477
		Moe the Mouse- Literacy/Numeracy Cultural literacy		
		PAC		
		Cultural nights		
		Elders		
	Friday's Child	For parents and grandparents & children with challenges. Family focused support, guest speakers, talking circle, social time & education. Transportation and lunch provided		
Stone Soup	Drop-in program for parents and young children. Parenting support, resources, referral, talking circles, lunch and a public health nurse visit.		Rhonda	
Wachiay Friendship Centre (Transportation provided for all)	Raven Back Youth Homework Club Snowboard Team	Set activities, workshops, peer support, and mentoring from elders and community members. Build capacity. Tutoring.	1625B McPhee Ave., Courtenay, BC	338-7793
	Community Cultural Events	i.e. National Aboriginal Day (family/elders/youth)		
	Out of the Shadows Youth Legacy FASD/FAE Awareness Program	Education, awareness, and prevention services. Includes Youth Outreach Worker and FASD Keyworker.		
	Employment Services	Job board, employment counseling, internet access, resource library, resume development,		

		access to fax machine and message services for job seekers without telephones.		
	Work experience and CAP site	6 students/resume building etc./ approach employers		
	Nutrition	Learning about traditional foods and health. Urban Aboriginal health strategy proposal. HRCD Elder Abuse program.		
	Advocacy Program	Fill out forms/appeals		
	Roots MCFD	Links Aboriginal children in care to their ancestry		
	Homeless prevention program			
K'omoks First Nation http://www.comoxband.ca/	Educational and Language Services	Tutoring, First Nation books, language learning. Computers. Resources for families – books and CD give aways.	First Nation 3320 Comox Road Comox, BC V9N 3P8	(250) 339-4545 Fax: 339-7053 Email: info@comoxband.ca
	Elders Luncheon			
	The Biggest Loser	Physical activity and health promotion		
	Youth Services	Youth group: Field trips. Language program. Swimming, movie passes, pancake breakfasts. Youth employment: Work experience in IHOS gallery and shop, campground, harbour, Courtenay museum.		
	Dance/Songs	Dance group. Commission for 4 songs in K'omoks to be learned by youth and elders		
	UBC Science Project			
	Multicultural Festival	Cultural groups representing many lands near and far will join the K'omoks First Nation to demonstrate their unique traditions for celebration and harvest through world music,		http://www.comoxband.ca/multiculturalfestival.php

		dance, arts, hands-on workshops, interpretation and taste.		
	Treaty negotiations	Traning, community awareness and youth involvement. Training with NVIATS – communications for treaty negotiations		
North Island College	Aboriginal Education http://www.nic.bc.ca/calendar/aboriginal_education/	Courses specifically designed for First Nations students or that include First Nations content.		Vivian Hermansen ☐Director (CR)☐(250) 923-9749
	Continuing Education	Adult literacy engage in activities in Arts etc.		
	Adult Basic Education	Finish grade 12 equivalent - proposal of partnership with Wachiay Friendship Centre		
	Elder College			
	Library	Limited access		
	Student Services Dept.	Student support. Career counseling.		
	Co-op Education	Provides workplace experience		
Miki'Siw Metis Association	Cultural literacy	Cultural events in community.	Box 3282 Courtenay, BC	Bryce Mercredi: 339-5843 mercredi@mars.ark.com

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