

A Community/District Literacy  
Plan for Sea to Sky Lower  
Stl'Atl'imx  
Region



**Prepared**

**By the**

**Sea to Sky Lower Stl'Atl'imx Literacy Planning Committee**

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## **ACKNOWLEDGEMENTS**

This plan represents the ideas of many individuals and groups who have an abiding commitment to literacy for our communities, many of whom have many competing demands on their time and resources. Some people express this commitment through their day to day work as educators and others integrate literacy into their roles supporting the community in various sectors. We are sincerely appreciative of the significant contribution made by everyone.

Capilano University played an overall coordination and community outreach role. Capilano Campuses in Whistler and Mount Currie were instrumental in gathering community information and promoting community input. The Regional Literacy Coordinator worked tirelessly with the small communities below the lakes to provide opportunities for residents to have a voice.

School District 48 played a valuable leadership role in the overall direction of the planning process and in connecting their plans to this overall community plan. This contribution strengthens the community capacity to work as one.

Aboriginal communities, and individual professionals from those communities, supported the process to understand the connection between literacy and culture, a hugely important contribution to the relevancy of the plan to the community as whole.

Vancouver Coastal Health community developers, the Squamish and Whistler libraries were important conduits to community based issues and ideas, linking literacy to overall health and wellbeing.

The capacity of all individuals and organizations involved to maintain commitment and involvement over a year long process and across a large geographic area is a testament to the capacity of the region to carry this ideas forward to create a literate mountain corridor.

## **EXECUTIVE SUMMARY**

The Sea to Sky Lower Stl'Atl'imx Region is very diverse, culturally, socially, economically and geographically. As a result, the literacy needs in each community are very different. The Sea to Sky Lower Stl'Atl'imx Literacy Planning Committee set out to develop a community literacy plan that would respond to those diverse needs and interests. This Executive Summary describes the communities involved, the process followed, and our plan for working together to create a literate community in the Sea to Sky Lower Stl'Atl'imx Region.

### **Our Communities**

The plan seeks to respond to needs of all communities in our regional, build on the assets in that community and promote the direction set by the community planning group. Our communities include:

- ◆ Squamish
- ◆ Mount Currie
- ◆ Pemberton
- ◆ Whistler
- ◆ N'Quatqua/D'arcy
- ◆ Tipella/Douglas
- ◆ Samahqua/Baptiste, and
- ◆ Skatin.

### **Our Process**

We undertook multiple levels of planning and information gathering. A Regional Literacy Coordination Table provided overall guidance to the process. Community forums were held in the following communities: Whistler, Squamish, Mount Currie, Tippella, Pemberton, Nuquatqua and Darcy. This was followed by a regional meeting that brought the participating communities together to share knowledge and resources and to begin to develop a framework for literacy activity at the community level. An asset inventory of existing literacy assets was undertaken. School District 48 facilitated a school district planning process, information from which was shared with the community process and subsequently incorporated into. The information gathered through this process was collated and synthesized into draft report. This report was reviewed by literacy staff and by Literacy Now committees in Squamish, Whistler and Mount Currie.

## Our Plan

Our plan is based on a clear vision, values and goals that provide overall direction. Objectives are both regional and targeted to specific communities and age groups.

### Our Vision

People of all ages, cultures, income levels and abilities are able to reach their goals and achieve their full potential at home, at work and in the community, supported by their community, working together to foster a learning culture.

### Our Goals

- ◆ create a dynamic learning corridor from Squamish to Douglas
- ◆ increase the literacy level of all residents
- ◆ build capacity amongst community groups and institutions to support literacy
- ◆ create an inclusive community, embracing Aboriginal cultures and a community that is welcoming to newcomers
- ◆ strengthen local participation in literacy planning; and
- ◆ promote ongoing dialogue about literacy at all levels.

### Regional Literacy Objectives

- ◆ Support the development of community appropriate literacy programs
- ◆ Enhance optimum learning opportunities for children pre natal to school age
- ◆ Improve literacy for children (K-Grade 12)
- ◆ Improve the number of adults who have the literacy skills necessary to reach their full potential at home, at work and in the community
- ◆ Improve literacy of Aboriginal people
- ◆ Provide English training and support to immigrant and refugee families in order to facilitate their social, cultural, economic and political integration
- ◆ Coordinate district community meetings three times a year to keep all communities connected and to share information
- ◆ Build capacity for literacy fundraising in each community
- ◆ Develop professional development and coaching capacity

### **Values that Guide Us**

- ◆ Commitment to literacy for all
- ◆ Respect for all people with all levels of literacy
- ◆ Openness to the voices of those who has been silenced
- ◆ Pride in everyone's accomplishments
- ◆ Awareness and sensitivity to the relationship between literacy and individual self esteem
- ◆ Hope that our community can be a place where no one is excluded
- ◆ Recognition and appreciation of Aboriginal cultures
- ◆ Inclusion and appreciation of all cultures in all that we do
- ◆ Family oriented and intergenerational approaches
- ◆ Openness and transparency
- ◆ Recognition that literacy affects all aspects of life; and
- ◆ Action oriented and strategic promoting creating practical solutions

- ◆ Strengthen public awareness of the importance of full literacy to a community
- ◆ Facilitate Regional/District dialogue on resource allocation.

### Community Specific Literacy Objectives

Community specific objectives respond to the unique needs and cultures of each community.

#### *Squamish*

- ◆ Strengthen access to a full range of community services supporting literacy
  - ◆ Build public awareness of literacy and appreciation of education
  - ◆ Build awareness of needs of newcomers
  - ◆ Develop appropriate supports for newcomers and their families
  - ◆ Improve access to English As a second Language opportunities
  - ◆ Work with Aboriginal organizations to address literacy issues
  - ◆ Work with Aboriginal organizations to explore the relationship between literacy and health and wellbeing
  - ◆ Develop literacy programs targeted to youth and to young parents
  - ◆ Work with the school district to strengthen after school programs and homework clubs
  - ◆ Identify opportunities for workplace literacy
  - ◆ Develop and coordinate intergenerational literacy programs
  - ◆ Strengthen partnerships between community programs and School District
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#### *Pemberton*

- ◆ Raise community awareness of existing programs
- ◆ Establish Adult Learning Courses through the high school, library and community centre
- ◆ Promote public awareness of Aboriginal knowledge
- ◆ Integrate Aboriginal knowledge into literacy programs
- ◆ Establish senior and youth initiatives
- ◆ Develop and facilitate collaboration with schools, daycares and after-school Programs to ensure seamless transitions from programs to programs based on age groups.
- ◆ Work with the Village of Pemberton to promote public Transportation
- ◆ Establish a central location and coordination support for literacy program

#### *Mount Currie*

- ◆ Create a literacy hub that provides one stop access point for literacy support for both children, families and adults
- ◆ Provide computer classes for adults and elders
- ◆ Create a traditional language lab/group

- ◆ Develop and coordinate a tutor training program
- ◆ Coordinate intergenerational learning opportunities
- ◆ Research and identify innovations in literacy for Aboriginal communities

#### *Skatin*

- ◆ Work toward a literacy hub
- ◆ Integrate culture in all literacy programming
- ◆ Promote essential skills for employment
- ◆ Coordinate activities with other Lower Lakes communities
- ◆ Promote health literacy

#### *Samahquam*

- ◆ Document and promote traditional health and nutrition
- ◆ Coordinate activities with other Lower Lakes communities
- ◆ Increase computer literacy for adults and Elders
- ◆ Enhance collection of literacy resources
- ◆ Promote parent and tot reading
- ◆ Promote family literacy

#### *Tipella/Douglas*

- ◆ Foster opportunities for Elders to help youth and others in the community with cultural literacy , and
- ◆ Engage youth in research to document the elders' knowledge
- ◆ Promote computer literacy
- ◆ Provide opportunities for youth to gain new skills such as get their driver's licenses or prepare for involvement with Band Council
- ◆ Promote awareness of cooking and nutrition for children and families
- ◆ Promote family reading

#### *Whistler*

- ◆ Improved availability / quality of materials and services to support literacy
- ◆ Increased number and diversity of learning opportunities available in the community
- ◆ Align literacy initiatives with Whistler 2020 goals
- ◆ Promote employer awareness of the importance of literacy in the workplace
- ◆ Establish effective partnerships between community groups to collaboratively identify the community's literacy needs
- ◆ Promote citizen participation, greater input / impact on decision makers, and greater voter turnout.
- ◆ Design and develop an incentive program to promote literacy
- ◆ Strengthen language resources available at the Whistler Public Library
- ◆ Promote intergenerational approaches and programs

- ◆ Complete and maintain a comprehensive inventory of learning opportunities in the region
- ◆ Establish a local “hub” for literacy related materials, programming, and support
- ◆ Achieve optimal understanding and use of digital technology
- ◆ Programs offered in the community or by employers that support the needs of working families, which are sensitive to the scheduling and financial requirements of this population
- ◆ Established as a leader in High/Scope education and childcare in the “corridor”.

## INTRODUCTION

The Sea to Sky Lower Stl'Atl'imx Region is very diverse, culturally, socially, economically and geographically. As a result, the literacy needs in each community are very different. The Sea to Sky Lower Stl'Atl'imx Literacy Planning Committee set out to develop a community literacy plan that would respond to those diverse needs and interests. We undertook multiple levels of planning and information gathering. This plan describes our community, what we did, what we learned, what we want to do and how we plan to work together to create a literate community in the Sea to Sky Lower Stl'Atl'imx Region.

## PLANNING CONTEXT

This section give context to the plan. It defines literacy and gives an overview of the literacy planning process. It also highlights the most recent data and the geographic areas where issues appear to be strongest.

### ***Literacy Defined***

The communities involved in this planning process defined literacy in its broadest context. To be literate in our communities means to be able to use and understand the written word, use numbers and communication technology such as computers and cell phones in day to day life. Thus, the plan emphasizes the practical aspects of literacy rather than simply whether or not one has the ability to read.

In the Sea to Sky Lower Stl'Atl'imx Region, these practical aspects include the ability to:

- ◆ **write** in order to make requests, give opinions, teach others, share ideas, fill out forms, prepare memos and reports, connect with others by e-mail and regular mail, and to preserve culture
- ◆ to **apply math skills** to work out tips and bargains, do taxes, convert recipes, manage time, measure for home renovations, manage finances, and get a better job
- ◆ **communicate** orally to be clear about choices or needs, express with confidence at meetings, tell stories, share knowledge, teach, give speeches and present concerns
- ◆ **use information technology** to use email and other electronic communication, create digital photos or video,

learn new software, program A cell phone, search the Internet

- ◆ **participate** through voting, attending meetings, joining community groups, helping at schools, organize events, take up important social causes, sign up for courses, help other community members; and
- ◆ **read** for pleasure, to plan a trip, learn, support our children's education, learn about health, expand horizons and understand issues.

### ***Communities Involved***

As noted above, the Sea to Sky Lower Stl'Atl'imx Region is geographically large and culturally and economically diverse. There are four larger communities:

- ◆ Squamish
- ◆ Mount Currie
- ◆ Pemberton; and
- ◆ Whistler.

The region also includes several very small communities including:

- ◆ N'Quatqua/D'arcy
- ◆ Tipella/Douglas
- ◆ Samahqua/Baptiste, and
- ◆ Skatin.

The plan seeks to respond to needs of each community, build on the assets in that community and promote the direction set by the community planning group.

### ***The Planning Process***

This plan is the result of a year long community process that involved community input at several different levels.

#### Regional Literacy Coordination Table

The process began with discussions at regular meetings of the Regional Literacy Coordination Table in three communities: Squamish, Whistler and Mount Currie. Community members were invited to hear about the process and explore how it might be relevant to their community. A Literacy Now representative attended one meeting to provide more information. An expression of interest was developed based on this community input.

#### Community Forums

A first foundational meeting was held in Spring 2007 after funding for the process was approved. This meeting was followed up with community forums in the following communities: Whistler, Squamish, Mount Currie, Tippella, Pemberton, Nuquatqua and Darcy. These forums adopted an appreciative inquiry approach through dialogue on the following questions:

- ◆ What are we proud of?
- ◆ What are the gaps?
- ◆ What would we like to do in the future?

Participants were invited to sign up for community task groups.

The communities in the north end of the region also formed a North Sea-to-Sky committee to represent the communities of Pemberton, Mount Currie, Tippella/Douglas, Samahquam, Nuquatqua, and Skatin.

#### Regional Meeting

A Regional Meeting was held in January/February (?) 2008. This meeting brought the participating communities together to share knowledge and resources and to begin to develop a framework for literacy activity at the community level.

#### Asset Inventory

Literacy champions were hired in each community to help identify existing community assets and to help organize community forums.

#### School District Planning Process

School District 48 has played an integral role in all community processes. However, they also facilitated a District specific planning process. The results of this process were brought forward on a regular basis to other meetings.

#### Plan Preparation

The information gathered through this process was collated and synthesized into draft report. This report was reviewed by literacy staff and by Literacy Now committees in Squamish, Whistler and Mount Currie. Changes were made based on this review to ensure that the plan meets the needs of each community. A significant addition at this stage was the incorporation of key findings and strategies in the District Plan.

This process brought two complimentary plans together into one community plan.

### ***Demographic Overview***

In order to establish the rationale for specific literacy strategies, outcomes and actions for a specific community, it is important to understand who lives there. This plan is for a region that is geographically large and culturally and economically diverse. Thus, it is very difficult to write a general community profile for the entire region. The following provides a profile for each of the communities in the region recognizing that the largest communities covered under the plan are Squamish and Whistler (Figure 1).

#### Squamish

Squamish is the western most community in the region. It sits on the shores of Howe Sound and has a population of approximately 16,000. Squamish has a *younger age profile* than the rest of British Columbia. Nearly one-quarter of Squamish residents in 2001 were children under age 15, compared to only 18% for BC and 17% in the Greater Vancouver metropolitan area. On the other end of the age range, 9% of Squamish residents were senior citizens, compared to 14% in the province. There are *slightly more men* (50.9%) than women (49.1%).

The *median age* in Squamish in 2001 was 35.5, nearly three years younger than the BC median of 38.4. Twenty-five percent of families in the Squamish-Lillooet Regional District who have children at home are *single-parent* homes, just slightly below average for the province.

The district lies in the traditional territories of the Squamish Nation, Lil'wat Nation and N'Quatqua Nation. Squamish therefore has a sizeable Aboriginal population made up primarily of the Squamish Nation itself. In 2007, there were 470 Aboriginal students in the Howe Sound school district, about 11 per cent of the district's total enrolment. The district serves the Squamish Nation, Lil'wat Nation, N'Quatqua Band, Xax'tsa, Samahquam Ucwalmicw, Skatin Nations, Metis, Inuit as well as all other Aboriginal communities, including off-reserve Aboriginal.

Immigrants from India, mainly *Sikhs*, make up some 70% of the *foreign migrants* to Squamish. As a result, Squamish has a substantially higher percentage of Punjabi-speaking residents than the rest of British Columbia. In 2001 11.7% of the Squamish population spoke Punjabi.

Almost half of all Squamish residents aged 20 and up have some type of post-secondary qualification (degree, certificate, or diploma from a university, college, or trade school). The *single greatest educational strength*

of the Squamish population is in *trades training*, with the percentage of residents with a trades certificate or diploma (18%) nearly twice the rate in the Greater Vancouver metropolitan area and also higher than the other comparable communities. Among Squamish residents with post-secondary qualifications, the most common area of specialization is applied science technologies and trades (30%). This is a significantly higher share of the educated population than in either the Greater Vancouver metropolitan area or in British Columbia as a whole.

The median income of Squamish residents is higher than the provincial and Greater Vancouver averages for both individuals and households. As of May 2001, 7.3% of Squamish residents were unemployed.

Squamish had a labour force participation rate of 72.7% as of the 2001 Census, which was considerably higher than the provincial average and higher than comparable communities like Kelowna, Chilliwack, Mission, and the Greater Vancouver metropolitan area.

The following categories of employment account for the highest proportion of employment:

- Accommodation and food services
- Retail trade
- Transportation and warehousing
- Construction
- Manufacturing

Squamish retains ties to its forest industry past, but is experiencing continued growth and change in new directions. Emerging opportunities exist in education, environmental technologies, tourism, transportation and manufacturing, while the spin-off effects of the 2010 Winter Olympic Games and continued growth in Whistler also influence the future. The expansion of the Vancouver-Whistler highway to accommodate four lanes of traffic will increase the amount of transit traffic as well as affording opportunities for Squamish to tap into that potential transient market.

Unusually rapid growth in Squamish will press community resources considerably. The pace of change inevitably creates some social and psychological strain and readjustment. The dramatically rising cost of homes makes Squamish increasingly less affordable for lower income families and many younger families. The number of working poor is also rising.

### Whistler

Whistler is located 57 kilometres north of Squamish, and 34 kilometres south of Pemberton. It has a population of approximately 9,300, an increase of 4.0% from 2001.

Whistler is a relatively young community with a median age of 32.2, which is 8.6 years younger than the provincial median age. More than half of Whistler's population is between the ages of 20 and 44 and the senior population (4.9%) is relatively small when compared to the province. There are relatively children under the age of 19 (17.3%) in Whistler. Of these, 430 are 6 and under, 710 between the ages of 6 and 14, and 225 between the ages 15 and 17. There are 200 single parent families in Whistler, which accounts for 9.7% of the families in Whistler.

English is the language spoken most often in 93.7% of Whistler homes, French in 2.8% of homes, and a language other than French or English in 2.9% of homes. Only 0.2% of Whistler's population is not fluent in either English or French. Three percent of Whistler's population are recent immigrants and 6.3% are non-permanent residents. One note to be made here is that these statistics do not seem to reflect what literacy workers see in the community in Whistler. If only 0.2% of the population is not fluent in either English or French, that represents about 18.6 people, whereas there are already 20 learners enrolled in the ESLSAP program and others who do not participate.

Whistler residents are more likely to have graduated from high school than residents in the rest of the province; 7.4% of Whistler's population aged 20 to 24 did not graduate from high school the province's population, compared with 14.6% in the rest of British Columbia. The percentage of Whistler's population has obtained some post-secondary education or has obtained a trades or college certificate/diploma for all age cohorts are similar to those of the province. However, for all age cohorts, Whistler residents are more likely to have obtained a university level education than the rest of the province. In addition, the percentage of Whistler's population to have graduated with a university certificate, diploma, or degree increases with age.

Tourism is the driving force behind Whistler's economy. Thirty percent of Whistler's labour force is employed within the accommodation and food services industry, which is roughly 3 times the 8.3% of the province's labour force employed within the same industry. Retail trade and construction are the second and third largest industries in Whistler. It is also worth noting here that a significant number of long-term workers commute to Whistler on a daily basis from both Pemberton and Squamish.

The 2006 employment rate in Whistler (80%) was significantly higher than that of the province (59%). The British Columbia Ministry of Employment & Income Assistance and Human Resources & Social Development Canada indicate that, in September 2006, a considerably lower percentage of Whistler residents were receiving basic, temporary, income assistance than other communities in the province. These same statistics indicate that a higher percentage of Whistler employees receive employment insurance benefits than the rest of the province.

Young parents in particular are finding it increasingly difficult to make ends meet. This is partly because very often people work in low paying jobs as a way to stay in Whistler permanently, and when they have children, these jobs simply do not cover costs. Some parents look at ways to earn higher wages. However, child care is a critical issue

exacerbated by a lack of ECE trained teachers. A significant number of young families move out of the community or hire nannies.. In this way, there is a constant drain of qualified and experienced workers away from Whistler; local residents have a limited capacity to build skill and grow careers in their home community.

### Mount Currie

Mount Currie is located near the confluence of the Lillooet and Birkenhead rivers, just east of Pemberton, a 2 ½ hour drive north of Vancouver on the Sea-to-Sky highway. The approximately 1500 Aboriginal people who live in Mount Currie are members of the Lil'wat Nation. There are also about 411 people living off-reserve. The Lil'wat are affiliated with the St'at'imc tribal group of the Interior Salish people. Many of the traditional activities, such as hunting, fishing, and basket making are still carried out today.

The traditional language is Ucwalmicwts. There are about 70 fluent speakers, and 333 who understand and speak some or are learning the language. There are a few active projects throughout the community to preserve the language, including an immersion program extending from day-care to grade 3.

Mount Currie has a very young population. For the largest Lil'wat reserve (705 people) the average age is 21, compared to the provincial average of 38.4.

Because of the 2010 Olympics and the training funds available throughout the corridor, the employment situation in Mount Currie is improving. The social assistance rate in the community has gone from 400+ in 2005 to approximately 200 in 2007. Many people have been trained for trades and tourism, and a variety of entry level jobs have opened up in hospitality and labour on the highway and the venues for the Olympics. The Lil'wat and Squamish Nations are partnering to build a cultural centre in Whistler to showcase their arts, culture and heritage. This will provide long term job opportunities for hospitality workers and artisans.

### N'Quatqua (D'arcy)

N'Quatqua, also known as D'arcy, is located at the southern end Anderson Lake about 50 km northeast of Pemberton. The N'Quatqua people are part of the Lakes Lillooet group from the St'atimc people. The nation has a population of approximately 400 people, half of whom live on reserve. N'quatqua is governed by an elected Chief and Council and is a member of the Lower Lakes Tribal Council.

### Douglas and Tipella

The community of Douglas is home to about 60 members of the Xa'xtsa Nation. It is situated at the northern end of Little Harrison Lake. Tipella is across the river. Once a mining and logging community, a mining company

still has interests in the area. Band members are currently working on resolving treaty issues and it is hoped that many will return when those issues are resolved and the Band can build new homes and create new economic opportunity.

#### Samahquam/Baptiste

To be completed with support from group

#### Skatin

Skatin is located on the eastside of the Lillooet River and is home to about 85 members of the In-SUCK-ch Nation. It has an elementary and junior high school with 44 students in attendance from both Skatin and Tipelle. The school also informally supports students taking course by correspondence and is presently offering Adult Basic Education.

## **STRENGTHS AND ASSETS**

The process of developing the Sea to Sky Lower Stl'Atlimx Plan brought community organizations together with attention to diverse mandates for literacy. Through dialogue facilitated in the planning process, partners both identified actions we are already involved in or began working together as we planned to immediately take action on literacy issues in the community. This section identifies the activities we are currently involved in and literacy assets we have identified in the community

Some of the actions undertaken in each age group include:

#### Pre-natal to Kindergarten

- ◆ Development of the SD #48 Kindergarten Web Site
- ◆ Opening of the Pemberton and Squamish StrongStart Centres
- ◆ EDI to be completed every year. A pilot of the electronic version was done.
- ◆ Implementation of the FACES Family Literacy Program
- ◆ Training in the Provincial Early Years Framework
- ◆ Strategic Plan for Early Learning in the corridor
- ◆ Ready School Assessment being expanded to third school
- ◆ Expansion of Pre school to Kindergarten school programming (transition)
- ◆ All K teachers trained in Kindergarten Learning Project (KLP)
- ◆ Expansion of Mother Goose in the schools
- ◆ Pilot of before and after school day cares
- ◆ School based Early Learning Goals based on EDI results
- ◆ Day Care during the Olympics (partnership with Sea to Sky Community Services (exploration stage)
- ◆ Improved quality and attendance at Ready Set Learn events including vision and hearing screening

## ***Kindergarten to Grade 12***

### Adults

- ◆ Efforts are being made to coordinate programming for regular adult (Adult Basic Ed ABE) and high school learners, those in specialized programs and those involved in travel, young parents and ESL learners.
- ◆ Distributed Learning has been very successful with ever increasing numbers of students participating
- ◆ Plans are underway to work in partnership with the FACES Family Literacy Program
- ◆ Alternative Education is a focus for the school district
- ◆ Coordination is occurring between HPOP (Health Pregnancy Outreach Program) Alternative Education and StrongStart.
- ◆ The settlement workers in schools program (SWIS) is a partnership of the B.C. ministries of Attorney General and Education and participating school districts. Using funding from Citizenship and Immigration Canada, SWIS is an outreach program that helps immigrant and refugee students and their families. Workers connect students and families to services and resources in the school and community. No report on this at this time.
- ◆ Volunteer Literacy Tutor Program (Squamish/ Whistler)
- ◆ Library Book Cart at the hospital

### Aboriginal People

- ◆ Successfully implemented 'year 3' of the Enhancement Agreement
- ◆ Established the two Aboriginal Student Success Completion Advisor positions (1 in the north and 1 in the south)
- ◆ Established "Shared Learnings" and Cultural Resource Committees
- ◆ Developed a hand drum unit with a literacy component
- ◆ Created Aboriginal book collections (3 primary, 3 intermediate, and 2 intermediate)
- ◆ Developed a pilot Skwxwui7mesh Snichim Language program, entitled "Cultural Learning Through Language program"

### Immigrants and Refugees

- ◆ ESL preschool program (Valleycliffe Elem.)
- ◆ Full Day Kindergarten (ESL) at Valleycliffe Elem
- ◆ ESL Support in Elementary Schools
- ◆ Family Literacy Support Allen in Squamish
- ◆ ESLSAP (English as a Second Language Settlement Assistance Program: Squamish/Whistler)
- ◆ South Asian Senior Women's Group: Squamish Library/Valleycliffe School
- ◆ Academy of Learning: ESL Courses paid and supported

- ◆ Library book cart at the hospital
- ◆ English as a Second Dialect (Elementary and High School)

Appendix 2 outlines literacy related programs currently offered in Sea to Sky communities sorted by communities. This table shows that there are many existing programs in the larger communities. It highlights opportunities for partnerships and mutual learning. It also suggests that there are key needs that are not being met.

## LITERACY GAPS

As noted above, the region covered under this plan is very diverse. There are gaps that are common across the region and there are gaps that are unique to specific communities. This section will first outline the broad regional gaps and then detail gaps identified for each community.

### ***Regional Gaps***

Overall, this region's main regional gap is community capacity and specifically capacity for communication and coordination. Because of the distances between communities, it is difficult to coordinate literacy activities and resources between communities. Many communities also require greater coordination of literacy activities and several small communities do not have literacy programs. A key need within that is the need for greater capacity for fundraising.

A corresponding gap is the need for qualified staff. It is difficult to fill literacy roles and retain staff with qualified practitioners. There are no professional development and mentoring activities in the region.

### ***Community Specific Gaps***

The following listing of needs by community show that the literacy needs or gaps are related to other issues within the community.

#### Squamish

Squamish is a community in transition and thus is now dealing with issues that were not so common a decade ago. Some of the issues that the community is concerned with include:

- ◆ Many families are at risk and experience the corresponding link between low literacy levels and domestic violence, drug and alcohol abuse, social violence and crime.
- ◆ Working parents do not have enough time to help their children with homework while balancing work with other responsibilities.
- ◆ There are increasing number of people with mental illness and people facing homelessness.
- ◆ The number of newcomers has increased and the community does not have resources to support them in their transition

The crime rate is considered to be in the "high" category among BC municipalities, particularly amongst young people. The district juvenile

serious crime rate (8.9 %) is almost twice as high as BC average (4.9%). Programs to support youth who have not completed high schools and youth who are parents are needed.

Squamish also has a large Aboriginal community, many whom continue to experience poverty, addictions and health related issues. While the Band is very effective in serving its members, it is important that the community work with the Band to address literacy needs.

Overall, it appears that there is not enough focus on the issue of the community in transition. As the community changes, needs shift and evolve, and it's sometimes difficult to keep up with identifying or predicting needs. Future employment opportunities and community revenue are unclear and there has been a collapse in trade apprenticeship programs.

While the community needs are changing, Squamish does not have an adequate infrastructure to address the needs. Some infrastructure gaps are:

- ◆ a literacy focused association that can assist with funding applications for programs
- ◆ a community organization dedicated to the needs of newcomers
- ◆ a central gathering place for the community that's easy to access, geographically and culturally
- ◆ a venue (physical and program) for greater cross cultural integration and interchange across ethnic and cultural lines.

There is also concern about public understanding of the role of education. There is a need for greater community appreciation for education and an acknowledgement of the work involved to achieve it and, in particular, a need for workplace based education programs.

With many newcomers to the community, there is a need for increased awareness of and sensitivity to problems and issues faced by people with second language issues. Correspondingly, there is a need to bring communities together into a more integrated whole involving regular interaction among diverse community groups. Specific program needs for newcomers include:

- ◆ more language interpreter services for interactions with health, legal and other services
- ◆ more English as a Second Language education opportunities; and
- ◆ more language learning opportunities.

Other areas where there are program gaps include:

- ◆ community-based school support programs that build on what the schools are already doing
- ◆ intergenerational programs, such as high school students assisting seniors with computer usage and other electronic devices
- ◆ programs outside of formal systems for those not well served by these systems; and
- ◆ increased collaboration for Faces Family Literacy Program.

### Pemberton

The availability of literacy-based programming in Pemberton is generally good for children and families from birth - 5 years and elementary and secondary school-aged children. There is a variety of programs to assist with strengthening children's literacy, both during school hours and through community after-school programming. However, pre/peri-natal, young adult, adult and senior sectors do not have many literacy orientated programs. More courses, classes and clubs need to be developed and offered to these groups.

Generally, there is also a need for more community awareness about literacy resources available, more funding to support program development, more qualified staff and accessibility/transportation to/from service sites.

### Mount Currie

There is a need in Mount Currie for literacy programs that will address the needs of the growing numbers of youth and families. Young parents need help to support their children's learning, and adults need literacy skills before they can take advantage of the training programs offered in the community. Literacy programs that support the learning of traditional language and culture would be beneficial.

A particular issue in Mount Currie is a lack of resources for programs and services to support literacy. There are specific deficiencies in the following key areas:

- ◆ childcare and transportation to programs
- ◆ funding for literacy programs
- ◆ books and learning materials
- ◆ literacy coordination
- ◆ community healing and family support; and
- ◆ capacity building for professionals and volunteers.

### Whistler

Key issues identified for Whistler include:

- The community is in denial that illiteracy exists in our community and thus we are unable to identify and measure the hidden literacy needs of the local community
- Reading programs for children and families are only held in the summer
- There is no local literacy coordinator and thus limited adult literacy programs
- Cultural and language programs to support ESL workers (e.g. nannies, WB employees, etc.) are inadequate
- Employer participation by workplace-based literacy programs is minimal
- Whistler Public Library has a limited supply of literacy instructional materials and high interest / low vocabulary books.
- There is insufficient access to instructional technology classes for the community, especially for seniors
- Brochures and other public information need to be more accessible and organizations need to use plain language and avoid jargon and acronyms.
- Information on literacy programs and learning opportunities in the area is not readily available. An inventory needs to be compiled and made accessible to the community.
- Residents do not understand about how the local government (RMOW) operates and how they make decisions, which results in the diminished ability of residents to meaningfully participate in the process and have their concerns heard and addressed.
- It is difficult to separate the community from the resort, adding to the difficulty of uncovering the hidden populations of Whistler and their literacy needs.
- Few school-aged children currently use the Whistler Public Library on a regular basis during the school year.
- There is inadequate funding for private school libraries outside of the Howe Sound School District (e.g. Alta Lake Road School Library).

### N'Quatqua/D'arcy

In N'Quatqua/D'arcy, the community has difficulty retaining skilled staff generally. At present there is no structure in place for mentoring and supervising staff. Unemployment is high and there is no work for people who want to return to their communities. Funding and training for cultural and language preservation are very limited. Community members feel that they have to continually reinvent the wheel and they are unable to sustain lasting programs that are meaningful to their communities.

Specific program needs identified include:

- ◆ adult basic education
- ◆ programs for tweens
- ◆ intergenerational activities
- ◆ seniors health related programs; and
- ◆ new and used books sales.

Tipella/Douglas

To be completed with ideas at meeting

Samahqua/Baptiste

To be completed with ideas at meeting

N'Quatqua/D'arcy

To be completed with ideas at meeting

Skatin.

Skatin has identified a need for more support for reading amongst children. Ideas identified include weekend reading buddies, adult reading, and pajama night. Young people could benefit from drivers training. There is a general need for more books and access to computers in the community.

## THE PLAN

In order to address the needs identified, the community sought to develop a clear direction and a process for working together. The following plan outlines a vision for a literate community and shows how everyone and every community plays an important role.

### ***A Community Vision***

There are a great many visions and aspirations for the communities involved in this planning process. But overall, all communities share a common vision:

*People of all ages, cultures, income levels and abilities are able to reach their goals and achieve their full potential at home, at work and in the community, supported by their community, working together to foster a learning culture.*

### ***Literacy Goals***

The Sea to Sky Lower Stl'Atl'imx Region has the following ongoing regional goals:

- ◆ create a dynamic learning corridor from Squamish to Douglas
- ◆ increase the literacy level of all residents
- ◆ build capacity amongst community groups and institutions to support literacy
- ◆ create an inclusive community, embracing Aboriginal cultures and a community that is welcoming to newcomers
- ◆ strengthen local participation in literacy planning; and
- ◆ promote ongoing dialogue about literacy at all levels.

### ***Values that Guide The Plan***

The following values will guide the development and implementation of the plan:

- ◆ **Commitment** to literacy for all
- ◆ **Respect** for all people with all levels of literacy
- ◆ **Openness** to the voices of those who has been silenced by low literacy levels, reaching out to include them at times and places that works for them
- ◆ **Pride** in everyone's accomplishments

- ◆ **Awareness and sensitivity** to the relationship between literacy and individual self esteem
- ◆ **Hope** that our community can be a place where no one is excluded because of literacy levels
- ◆ **Recognition and appreciation of Aboriginal cultures** and the challenges many Aboriginal communities have experienced in achieving literacy
- ◆ **Inclusion and appreciation** of all cultures in all that we do
- ◆ **Family oriented and intergenerational approaches** that support the role of families in fostering literacy for all ages
- ◆ **Openness and transparency** such that everyone understand each other's roles and how to support learners to navigate the system
- ◆ **Recognition** that literacy affects all aspects of life and should be addressed at multiple levels; and
- ◆ **Action oriented and strategic**, promoting creating practical solutions to strengthen literacy for all.

### ***Regional Literacy Objectives***

It is important that the communities in the region work together to enhance capacity, achieve efficiencies, and learn from each other. Our objectives for the next three years are to:

- ◆ Support the development of community appropriate literacy programs
- ◆ Enhance optimum learning opportunities for children pre natal to school age
- ◆ Improve literacy for children (K-Grade 12)
- ◆ Improve the number of adults who have the literacy skills necessary to reach their full potential at home, at work and in the community
- ◆ Improve literacy of Aboriginal people
- ◆ Provide English training and support to immigrant and refugee families in order to facilitate their social, cultural, economic and political integration

- ◆ Coordinate district community meetings three times a year to keep all communities connected and to share information
- ◆ Build capacity for literacy fundraising in each community
- ◆ Develop professional development and coaching capacity
- ◆ Strengthen public awareness of the importance of full literacy to a community
- ◆ Facilitate Regional/District dialogue on resource allocation.

### ***School District Objectives:***

#### Children – Prenatal to School Age:

**Goal: The vulnerability rate in children entering school (at least one domain of development) will be reduced from 32.2 % to 22.5%**

#### **Objectives:**

- The Ministry of Health will assess School District #48 pre school children communities in the areas of Hearing, Dental and Vision and provide support as required.
- Sea to Sky Community Services will offer Healthy Pregnancy Outreach Programs and Family Support for new mothers
- Family and Private Day Care Operators will attend StrongStart Centres.
- The Sea to Sky Corridor will continue to train pre schools in the High Scope Curriculum.
- Putting Children First will act as the Team Leader in the Strategic Planning Process for Early Learning. This will allow resources to be allocated in areas of need and will reduce the overlap in services.

#### **Strategies:**

- Pre School children will have the opportunity to participate in free Early Learning Programs linked to Elementary Schools
- Closer links with Aboriginal communities, preschools and day cares will be established to provide a more seamless entry to Kindergarten
- The School District will work in partnership with High Scope Preschools and Elementary schools with the Ready School Assessment
- School District Personnel will work with pre school service providers throughout the pre school year to help with Special Education transition to school
- The EDI Assessment Process will occur annually
- StrongStart will be expanded to the Valleycliffe area

- Further develop transition process in conjunction with Strategic Plan

## Children - Kindergarten to Grade 12

### **Goal: To improve student achievement in Literacy**

#### **Objectives:**

- We will improve student achievement in reading comprehension.
- We will improve Aboriginal student achievement in reading comprehension

#### **Strategies:**

- School Growth Plan that address literacy
- District Leadership Coordination and Leaders Team
- District Literacy Specialist
- District Assessment-BC performance Standards
- Grade three 'vulnerable learners' intervention project
- Professional Learning Workshops will be offered: SMART Reading, Reading Power
- District staff will work with schools to identify specific students who need reading intervention support, for instance ESL students.
- Expand the ESD (English as a Second Dialect) pilot to provide Standard English Language Development Programs to identified students.
- Build partnerships with community.

## Adults

### **Goal: The Community Literacy Planning Process will increase the number of opportunities adults have to access literacy development.**

#### **Objectives:**

- School District #48 will enroll adult learners who are still aligned with their High School
- Capilano University will enroll adult learners who are outside of the school setting

- Capilano University and School District #48 will create a communication system to share knowledge on adult programming
- Capilano University will provide ESL education, and newcomer literacy.

**Strategies:**

- Build partnerships with post secondary institutions: Capilano College, Quest University
- Develop alternate educational secondary programming that provides new pathways for school completion.
- Apply for the Welcoming Communities Grant
- Expand and increased coordination of existing programs (South Asian Men and Women, literacy at the homeless shelter)
- Increase coordination of programs between community partners
- Create bridging between High Schools and the Library

Aboriginal People:

**Goal: Improve Literacy for Aboriginal People**

**Objectives:**

- Implement 'year 3' of the Aboriginal Enhancement Agreement for SD 48
- Expand ESD (English as a Second Dialect) Program to support standard English development for Aboriginal students identified as requiring this additional support
- Track Aboriginal student success in English 10, 12 and Communication 12 and develop connections to Capilano University programs

**Strategies:**

- Create links between SD48 and Aboriginal Community Preschool and Day Care Coordinators (in progress through Health Fairs and Ready Set Learn events in Aboriginal Communities to understand readiness to learn)
- Work cooperatively to gather information on preschool programs offered in Aboriginal communities to understand readiness to learn
- Create Aboriginal Parent Advisory Councils at the Preschool level to prepare parents for involvement in K-12 (beginning stages in the Squamish area)
- Develop an Aboriginal Literacy Team (teacher, Aboriginal support worker(s) and district administrator)
- Adapt Cultural Learning Through Language program

- Continue with local culture integration projects that include a literacy component
- Monitor results at the upper intermediate grades and assess interventions.
- Expand Aboriginal Literacy Team to include more members and to meet regularly.

#### Immigrant and Refugee Families

#### **Community Based Strategies to assist in the transition for newcomers:**

- Provide Cultural Awareness Support for Parents and Children
- Provide Bi Cultural Parenting Support
- Expand SWIS for families that have been in the community for a long time and or are second generation
- Expand programming for ESL
- Develop Multicultural Centre for or language and culture retention, and language instruction
- Submit application for Welcoming Communities Grant in collaboration with the community.
- Expansion and increased coordination of existing programs (South Asian Men and Women, literacy at the homeless shelter)
- Information sharing in a variety of sites
- Coordination of programs between community partners

#### ***School District Objectives:***

#### ***Community Specific Literacy Objectives***

There are also community specific objectives that respond to the unique needs and cultures of each community.

#### Squamish

- ◆ Strengthen access to a full range of community services supporting literacy
- ◆ Build public awareness of literacy and appreciation of education
- ◆ Build awareness of needs of newcomers
- ◆ Develop appropriate supports for newcomers and their families
- ◆ Improve access to English As a second Language opportunities
- ◆ Work with Aboriginal organizations to address literacy issues
- ◆ Work with Aboriginal organizations to explore the relationship between literacy and health and wellbeing
- ◆ Develop literacy programs targeted to youth and to young parents

- ◆ Work with the school district to strengthen after school programs and homework clubs
- ◆ Identify opportunities for workplace literacy
- ◆ Develop and coordinate intergenerational literacy programs
- ◆ Strengthen partnerships between community programs and School District 48

#### Pemberton

- ◆ Raise community awareness of existing programs
- ◆ Establish Adult Learning Courses through the high school, library and community centre
- ◆ Promote public awareness of Aboriginal knowledge
- ◆ Integrate Aboriginal knowledge into literacy programs
- ◆ Establish senior and youth initiatives
- ◆ Develop and facilitate collaboration with schools, daycares and after-school Programs to ensure seamless transitions from programs to programs based on age groups.
- ◆ Work with the Village of Pemberton to promote public Transportation
- ◆ Establish a central location and coordination support for literacy program

#### Mount Currie

- ◆ Create a literacy hub that provides one stop access point for literacy support for both children, families and adults
- ◆ Provide computer classes for adults and elders
- ◆ Create a traditional language lab/group
- ◆ Develop and coordinate a tutor training program
- ◆ Coordinate intergenerational learning opportunities
- ◆ Research and identify innovations in literacy for Aboriginal communities

#### Skatin

- ◆ Work toward a literacy hub
- ◆ Integrate culture in all literacy programming
- ◆ Promote essential skills for employment
- ◆ Coordinate activities with other Lower Lakes communities
- ◆ Promote health literacy

#### Samahquam

- ◆ Document and promote traditional health and nutrition
- ◆ Coordinate activities with other Lower Lakes communities
- ◆ Increase computer literacy for adults and Elders
- ◆ Enhance collection of literacy resources

- ◆ Promote parent and tot reading
- ◆ Promote family literacy

#### Tipella/Douglas

- ◆ Foster opportunities for Elders to help youth and others in the community with cultural literacy , and
- ◆ Engage youth in research to document the elders' knowledge
- ◆ Promote computer literacy
- ◆ Provide opportunities for youth to gain new skills such as get their driver's licenses or prepare for involvement with Band Council
- ◆ Promote awareness of cooking and nutrition for children and families
- ◆ Promote family reading

#### Whistler

- ◆ Improved availability / quality of materials and services to support literacy
- ◆ Increased number and diversity of learning opportunities available in the community
- ◆ Align literacy initiatives with Whistler 2020 goals
- ◆ Promote employer awareness of the importance of literacy in the workplace
- ◆ Establish effective partnerships between community groups to collaboratively identify the community's literacy needs
- ◆ Promote citizen participation, greater input / impact on decision makers, and greater voter turnout.
- ◆ Design and develop an incentive program to promote literacy
- ◆ Strengthen language resources available at the Whistler Public Library
- ◆ Promote intergenerational approaches and programs
- ◆ Complete and maintain a comprehensive inventory of learning opportunities in the region
- ◆ Establish a local "hub" for literacy related materials, programming, and support
- ◆ Achieve optimal understanding and use of digital technology
- ◆ Programs offered in the community or by employers that support the needs of working families, which are sensitive to the scheduling and financial requirements of this population
- ◆ Established as a leader in High Scope education and childcare in the "corridor".

## **Appendix 1: Literacy Now Task Committee**

Michelle Lebeau	Capilano University
Marilyn Caldwell	School District 48
Jane Ballance	Putting Children First
Maureen Painter	Squamish Public Library
Cara McGovern	Squamish Public Health
Amy Halvorson	Capilano University
Graham Fuller	Squamish Seniors

## **APPENDIX 2: AGENCIES INVOLVED IN THE PROCESS**

### **Squamish**

- Squamish Nation
- Capilano College
- Squamish Public Library
- Putting Children First Initiative
- Vancouver Coastal Health
- Howe Sound School District
- Sea to Sky Community Services
- Seniors and Aboriginal Community Elders
- Community Members

### **Whistler**

- Capilano College
- Whistler Public Library
- Community Members
- Putting Children First Initiative
- Vancouver Coastal Health
- Howe Sound School District
- Seniors
- Whistler 2020

### **Pemberton and Northern Communities**

- Capilano College
- Pemberton Public Library
- Seniors and Aboriginal Community Elders
- Community Members
- Early Childhood Education
- Putting Children First Initiative
- Vancouver Coastal Health
- Howe Sound School District
- Lil'Wat Nation
- Lower Lakes Community Champions (Skatin, Samahquam, Tipella)
- N'Quatqua

## APPENDIX 3 ASSET INVENTORY

Name of Program or Organization	Who does it serve?	Goals	Location	How many people are served	How is it staffed?	What are the resources?	Who are the partners (if any)?
<b>Health &amp; Wellness Initiatives</b>	Elders/youth, families and community members	To improve health within the community, of individuals & families in N'Quatqua	D'Arcy	20, once a month average	4 f/t staff: CHR fulltime, CHN - Thursdays, wellness counsellor, chiropractor	Health care professionals, Health Canada / Southern Stl'atl'imx Health Society funding	N'Quatqua Children & Family development center for and with the Social Development program for the Elders.
<b>Culture and Language Programs</b>	youth/children , community member	language revitalization, bringing back our way of life	D'Arcy	50, 3 -4 times a week	volunteers, one Elder contracted	Elders, library, land, territory, community Hall	
<b>Parent and Tot Program</b>	families with, children 0 -3, parents/caregivers	to support parents, playgroup, information sharing	D'Arcy	12 families, once a week	2 ECE plus guest presenters	Community sharing, children's centre, health station	
<b>Supported Child Devt Mentorship</b>	ECE staff and families/children	to expand service delivery	D'Arcy				
<b>Computer Lab @ Centre Online Courses</b>	ECE mentorship program participants/parents/current staff	First Nation to First Nation model	D'Arcy Children's Centre	about 40			
<b>Mental Health &amp; Support Counselling</b>	3 - 100 years	support existing programs	D'Arcy Health Station	ongoing	One counselling Psych. MA; one drug and alcohol counsellor		

<b>Ts-zil Learning Centre</b>	Mount Currie and the surrounding area	To provide educational opportunities for upgrading, trades, diploma programs, workshops, etc. in the community	Mount Currie	Depends on the specific program, eg. 24 in the ABE, 20 in Early Childhood Ed., 5 in Home Support, etc.	2 f/t and 1 p/t Capilano U Faculty, 1 Native Education Centre faculty, 1 Dean, and 2 office staff. Visiting faculty	12 classrooms /meeting rooms, including one board room, one student lounge, one computer lab, one room for front office and eight other rooms. Also, computers, school books, library books, AV equipment, phones	Lil-Wat Nation and Capilano U with other institutions providing various programs
<b>Lil'wat Wellness Centre</b>	Mount Currie Lil'Wat Nation	To support health and wellness including counselling for drug and alcohol abuse, grief, etc.	Mount Currie	Many clients, but 5 per week with issues of low literacy	7 Staff	Offices and equipment, counsellors	
<b>Diabetes Self-care Health Lifestyle</b>	People with Diabetes and friends/families	Provides information to reduce and manage diabetes	Mount Currie	All people with diabetes in the community	Nurses and physiotherapists	Books, workshops and access to nurses	
<b>Supported Child Development Mentorship</b>	Parents	To help parents grow and learn child development	Mount Currie		Speech and language 2 assistants	Take home binder	
<b>Girl Power</b>	Girls 10-12	Prepare for adolescence	Mount Currie	10	1 facilitator		
<b>Teen Program</b>	Prenatal		Mount Currie				
<b>Pqusnalcw Daycare and Preschool</b>			Mount Currie				
<b>Celebrating Our Child</b>	The family	Provides something for the whole family	Mount Currie	180 people once per year	MCHC staff and community members		
<b>Xit'olacw School</b>	Nursery to Gr 12	To increase literacy for children and youth	Mount Currie	250 children and youth	teachers, teaching assistants and	Computer programs, reading programs	

					support staff		
<b>Early Childhood Education</b>	4 and 5 year olds		Mount Currie	36 children	teachers, teaching assistants and support staff	High Scope optimized	
<b>After School Programs</b>		Opportunities to participate in crafts and other activities	Mount Currie		2 teachers and high school students		
<b>Counselling</b>	Nursery to Gr. 12		Mount Currie				
<b>Breakfast/Lunch Program</b>	Nursery to Gr.12		Mount Currie				
<b>Youth Initiatives</b>	12- 18 yrs		N'Quatqua	10 - 30 youth sporadically			
<b>ECE Mentorship Program</b>	Adults 19 and up who are interested in ECE	To be certified	N'Quatqua (D'Arcy)	8 ongoing	1 person through grants	Library, ECE staff	FNESC, Northern Lights College, T'zil Learning Centre
<b>N'Quatqua Child &amp; Family Development Centre Head Start Preschool and Daycare</b>	Families with children 0-6 years	High quality Aboriginal Headstart mandated childcare programs	N'Quatqua (D'Arcy)	25 children and their families	6 people part time/ fulltime	Computer lab, playgrounds, ECE staff	
<b>N'Quatqua Family Library &amp; Resource Program</b>	families/community 0 - 100	to increase literacy/resources	N'Quatqua Children's Centre	30 - 40 people, 8 hours a day, 5 days a week	one fulltime staff		

<b>Pemb. Children's Centre</b>	11mo - 5yr. Old	To provide a safe, healthy, learning environment	Pemberton	Up to 50 children daily	ECE/IT Certified	Fee's, funding grants, subsidies	Families
<b>Signal Hill Elementary programs: Reading Power; Readwell, Language Arts; Smart Reading</b>	K - 7; gr. 1 - 2, remedial after; all grades; gr.2 - 7	To foster a love of reading; improve meta cognition and comprehension	Pemberton	398 students	Classroom teachers, TA support, parent volunteers	Library, computer lab, class library, public library, teacher's librarian	Administration, teachers, SD #48, Ministry of Education
<b>Sea to Sky Community Services: Healthy Pregnancy Outreach Program</b>	Parents, during pregnancy (can come with baby up to 6mo. old)	To establish emotional and support systems	Pemberton				Health Canada, United Way, Ministry of Children and Family Development
<b>Mother Goose at Signal Hill Elementary</b>	0 - 18 months		Pemberton				School District #48
<b>Sea to Sky Community Services: Infant Devt Program</b>	0 - 3 years children at risk for developmental delay, has a delay in development or a diagnosed disability	To provide early intervention for developmental disabilities; to provide social, educational resources for families foster loving relationships w/ their children.	Pemberton	infant playgroup 1/wk., monthly family visits	1 IDP program consultant	Funders	Funders, speech therapist, physiotherapy, physicians, preschool teacher, nutritionist
<b>Sea to Sky Community Services Nobody's Perfect</b>	0 - 6 years old		Pemberton	10wks./once a wk.			Vancouver Health sometimes partners up, SSCS

<b>Parent/Tot Drop-In</b>	0 - 5 years	To support learning thru play	Pemberton	M/W/F 9:30 - 11:30am, 5-20 per session	SSCS worker	Funding, parent drop-in, fee \$2	
<b>Sea to Sky Community Services CCRR (Newsletters, library, workshops, computer, referrals, outreach)</b>	0 - 6 years	To provide childcare info, support/advocacy for all families and child care providers	Pemberton	Various; ongoing			Funded by Min. of Community, Aboriginal and Women's Services
<b>Parenting Wisely</b>	3 - 18 years old		Pemberton				
<b>Sexual Abuse Intervention Program (SAIP)</b>	4yrs. to adolescence children of any age who display symptoms of sexual abuse	To provide counselling treatment for child victims of sexual abuse/assault and non-offending members of the family	Pemberton	As needed	Trained and experienced counsellors	Funded by Min. of Children & Family Develop.	
<b>SSCS Supported Child Develop. Program</b>	Birth - 12 years, those with developmental delays, challenging behaviours, intellectual or physical challenges, speech/language delays, or exceptional health care needs	To help families find community child care programs training/support for families/care givers	Pemberton	As needed	Supported Childcare workers	Funders, lending library of informational resources	Min. of Children & Family Development

<b>SSCS Child Development Service - Physical and Occupational Therapy</b>	Birth to school entry. Kindergarten to Grade 12	To provide occupational/physical therapies in the school environment; individualized, education plan, inclusion in the classroom, safe lifting and transfer practices, specific skill teaching: printing	Pemberton		Identified by school based team		Ministry for Children and Family Development, SD #48
<b>SSCS FASD/CDSC Keyworker</b>	Families / children w/ FASD or similar Complex Behavioural conditions	To improve FASD knowledge; to advocate for children with FASD; to provide parent to parent support groups and support families	Pemberton	As needed	No staff at present; program not running.		
<b>SSCS Family Development Program</b>	Families, youth	Parenting skills & classes; SAIP; youth behaviour Program; support counselling; goal planning/setting, self help, visits, aid	Pemberton	as needed	Family preservation counsellor or Family support worker assigned	Help lines, parent support services social workers	Funded by Ministry of Children & Family Development
<b>Strengthening Families</b>			Pemberton				
<b>SSCS For Youth Only Program</b>	12 - 18 years	Drug/alcohol programs	Pemberton	as needed	Alcohol & Drug counsellors, school based prevention workers		School District #48
<b>Outreach Counselling Services for Women</b>	19+	To counsel and give women the access to services/help	Pemberton	as needed	Trained counsellors	Ministry of Community, Aboriginal & Women's Services (Stopping the Violence branch)	Ministry of Community, Aboriginal and Women's Services

							(Stopping the Violence branch)
<b>ECD Mapping Portals</b>		To provide data library to share resources with others, to make computer/printer avail. For public use	Pemberton	General Public	SSCS staff: Implementation Manager		
<b>VCH Programs: (incl. Child &amp; Youth Mental Health Services and Crisis Stabilization Team, Audiologist, Dental Hygienist, Nutritionist, Speech/Language Therapist)</b>	VOP, SLRD, 3 Aboriginal Bands	To keep everyone healthy	Pemberton	55,000 plus, 25 - 30 day	Poorly funded; short doctor's and nurses	Provincially and Federally funded	Min. of Children and Family Development
<b>Drug &amp; Alcohol Prevention</b>	Students grades 4-7 and 8-12		Pemberton				
<b>Breastfeeding and Post-partum supports</b>			Pemberton				
<b>Wings of Change Recovery House</b>	Residents of Pemberton, Area C and 3 First Nations Bands	To produce a vision of wellness for everyone in these area's.	Pemberton		14 people from the communities	Grants, UBCM	SSCS, Drug & Alcohol, RCMP, VCH, SLRD, Mt. Currie Health Care Mt. Currie Band

							Members
<b>HEART Program</b>			Pemberton				
<b>Family Preservation Workers</b>		To work with families who need support	Pemberton				
<b>Pearl's Safe Home Program</b>	Women and their children	To provide temporary food, shelter, etc. in a safe, supportive environment	Pemberton	As needed			Min. of Children and Women's Services - private donations
<b>Victim Services (RCMP)</b>	All community members	To lessen the impact of crime, to provide general information about the justice system and programs	Pemberton	As needed	RCMP members & staff	Pamphlet library	Solicitor General, RMOW, RCMP
<b>Pemb. Meadows Childcare (SSCS) - Little Deers Daycare and Cottontails Preschool</b>	30mo - 5yr.old and 36mo - 5yr.old		Pemberton community centre	28 families daily and 13 families 3x/wk.	Trained childcare providers	Fee's, funding grants, subsidies	SSCS, families

<b>Pemb.&amp; District Public Library Programs: Babytime, Toddlertime, Storytime</b>	VOP/Area C residents: 0-18 months; 18 mo-3 yrs; 3-4 yrs old	To foster literacy and a love of books and reading from an early age; to provide resources for research, learning; to encourage a culture of literacy and provide access to popular and current materials.	Pemberton community centre	1307 active memberships ; 8wks./once a wk.	Avg. of 15 children attend each storytime.	Books for Babies program; books, online databases, knowledgeable staff, adult & children's programming	
<b>Pemb.&amp; District Public Library Programs: KidsCorner, Tumblebook Library, Teen's Hangout, Askaway</b>	VOP/Area C residents: 5-12 yr. old; 13-17 yrs old; all ages	To foster literacy and a love of books and reading from an early age; to provide resources for research, learning; to encourage a culture of literacy and provide access to popular and current materials.	Pemberton community centre	1307 active memberships ; online	2 full time/ 2 part time staff; library staff	Books, online databases, knowledgeable staff, adult & children's programming	
<b>Recreation Centre Programs</b>	VOP, Area C residents	To provide programs and recreational services including preschool gymnasium, parent/tot gym, Little Zoomers, Soccer Tots, floor hockey, Rhythmic Gym, SK8 Basics, dance and music time	Pemberton community centre	Entire communities	Tax requisitions, program fee's, grants, fundraising	Municipal organization, tax funding, community support	VOP, SD#48, SLRD and Area C
<b>Pemberton Valley Seniors Society</b>	Pemberton and District communities, 55yrs. and older	To support the welfare of seniors in our communities	Pemberton Legion and Lions Club	41 seniors/members, monthly social meetings, fitness class/2x wk.	Volunteers	Member fee's, some grants (we are a non profit society)	

<b>CCRR Playgroup</b>	0 - 6 years	To provide support and information to families; promote healthy eating/active living	Pemberton parks	10 - 20 children and their parents per play group	CCRR worker	CCRR materials, toys, games	
<b>Pemberton Youth Centre - Book Club</b>	Youth aged 12 - 18	To foster a love of reading/have a supportive group to share love of reading	Pemberton Youth Centre	Open to all youth, but start with 6-10 kids.	Youth Centre Staff and youth volunteers.	None right now. Need extra budget to open extra day after school. (3 staff hrs.+ 2 volunteers hrs.)	Youth 12 - 18yrs. Old
<b>Success by Six</b>	0 - 6 years	Support parents & communities	Pemberton: different locales	various participants in many different programs		Funding for programs	
<b>Putting Children First</b>	0 - 6 years and their families	Early childhood development, community mapping, developing services, supports and opportunities	Pemberton: different locales	General Public	Various trained professionals through different agencies & venues	Funders	Ministry of Children & Family Development, SSCS
<b>Big Brothers Big Sisters Between Generations</b>	Seniors	To provide mentoring for both seniors and teens	SD Howe Sound	10 1-hour week (5 matches)	Supervised by BBBS staff	Funded by grants, community donations and United Way	Teen mentors, seniors
<b>Leap BC</b>	Care providers and families - ECD staff	Teach parents and providers cheap and easy physical activities	Squamish	First time we have done this training	2 facilitators from the Lower Mainland	Books for each participants	

<b>Squamish Writers' Group</b>	Squamish adults. The group is open to everyone; readings and workshops are open to everyone	Casual get together mutual inspiration, some work-shopping	Squamish	About 30-40 people are on our mailing list, usually 3-7 turn up for monthly meetings	No staff, we take turns with the different duties	Sometimes we invite authors in for workshops, sometimes we invite members of the Whistler Writers Group down for readings. Mostly our resources are the library, each other, and the Internet	We work with the library on some events and with Wild at Art on others. We're working with the local paper (Chief) in presenting a 1st annual Literary Contest
<b>Sea to Sky Freenet Association and Squamish Volunteer Centre at the Hotspot: Basic Computer and Internet Literacy Training</b>	Beginner computer and Internet users, mostly underemployed or unemployed adults, older adults, blue collar workers, seniors and immigrant women	To make computers and the Internet accessible to all who wish to use them.	Squamish	800-1500 visits a month, depending on the time of year	1 p/t coordinator, 2 p/s tech contractors, many volunteers	Space, lab and storefront meeting space in the heart of downtown Squamish, very accessible, tutoring is free of charge	
<b>Capilano University Eldercollege (Continuing Education)</b>	The Squamish community and surrounding area aged 55+	To broaden and enlighten community members aged 55+	Squamish	Unknown	Volunteer community instructors	Volunteer community instructors	

<b>Capilano University Continuing Education</b>	The Squamish community and surrounding area	Personal enrichment, professional development, general interest	Squamish	Unknown and ongoing	Topic specific instructors	Internal and external instructors	
<b>Capilano University Vision Program</b>	Adults with learning frustrations (possibly due to undiagnosed learning disabilities or under-developed learning abilities. Is helpful for people at a wide range of literacy levels, from basic to advanced (those at advanced level may be successful in some areas while struggling in others)	To strengthen the adult's ability to learn or to learn more effectively; to develop un- and under-developed learning abilities	Squamish	Up to 16 learners per term (Sept to Dec and Jan to April)	College faculty position	College base funding and institutional and student resources	Community Learning (tutor) program

<b>Faces Family Education Program</b>	Adult family members of preschool and school aged children wanting to enhance their parenting and general education skills	To help adult family members develop their knowledge and achieve their individual and family potential by offering a program that responds to the specific parenting and general education needs of the adults involved	Squamish	The program generally runs from October through April (approx 1 session per week for up to 25 sessions).	1 program coordinator and 1 adult educator	Funding comes primarily from the Ministry of Advanced Education (CALP); also has come from Success by Six; also benefit from institutional and student resources from the university and organization supports from community partners	Various preschools, Community Learning (tutor) program, SSCSS, PCFI, SD and others
<b>Smart Moves Learning Gym</b>	Children and youth experiencing learning difficulties at school as a result of under developed learning abilities or physically-based learning barriers; also serves gifted children who want an enrichment program	To get children working at or above grade level using the Structure of Intellect/Integrated Practice Protocol	Squamish	Accommodates up to four students at a time for 1-1.5 hours per session. Flexible when services can be provided. All sessions are after school or in the evening	1 Coordinator and 1 classroom facilitator, paid through direct costs to families	Two trained SOI practitioners, fees for services	
<b>Parent-Infant Drop-in (Squamish Health Unit)</b>	Parents of new infants in the community	To meet and greet fellow moms. Starts friendships, bonds, information gathering	Squamish	4-20 moms and babies, 1 time a week	Public health nurse oversees the group, answers questions, and introduces topics and	Speakers from the community come to talk	

					speakers		
<b>Moe the Mouse (Ayes Lam Family Program)</b>	Preschool children attending Ayes Lam Family Program	To support language development and speech sound development through play and books	Squamish	5 children, 1/month	VCH SLP	Moe the Mouse Kit	
<b>StrongStart (Squamish Elementary, Signal Hill Elementary)</b>	Families/caregivers and children 0-6	To improve the development of early learning skills in the areas of learning language, physical development, social/emotional development	Squamish	5-30 children daily, Monday to Friday, September to June	Partnership between Sea to Sky and H.S. School District	Ministry of Education/MCFD	
<b>Child Care Resources and Referral</b>	Parents, family child care providers, license-not-required caregivers, early childhood educators, nannies and grandparents	To support caregivers in our community to deliver quality childcare	Squamish	On average, we see or talk to 10-15 people per day	51 hours per week divided by 2 positions	Lending library, childcare availability, workshops, network meetings, drop-in playgroups	School district, health unit, rec centre, other programs in SSCS, Cap U., mental health services, etc.
<b>Parent Partnership Initiatives</b>	Outreach between home and school	To link to home/school and to improve parent support for student learning	Squamish	3-4 times/year, per school	Teachers	District support	Early Learning, Public Health
<b>Ready Set Learn</b>	Parents/caregivers, 3-4 year olds	To prepare students and families for kindergarten	Squamish	1-2 times/year per school, various numbers	Volunteer teaching staff, community service providers	Each agency provides individual information from their area of expertise	Strong Start, Mother Goose, Mom/Tot drop in, Tin Mun Mun Day Care

<b>Kumon (SP Library)</b>	4-18 year olds	To encourage each individual child to want to learn, to enjoy learning and to be capable of studying successfully in the future	Squamish	Mon to Thurs 3-6pm	2 trained and certified Kumon instructors. Usually 4 high school students are hired to assist	Kumon supplies resources plus other educational tools	
<b>Ayas Lam Family Program - Aboriginal Headstart</b>	First Nations families	To get information out to parents, so they can help with the health and education of their children	Squamish	27 families over the year	AIDP, Program Manager, Coordinator and child-minder	The staff and services provided, having a 'free stuff' table, presenting DVDs, Moe Kit, Book club	Totem preschool and Tin Mun daycare.
<b>South Asian Seniors Women's Group</b>	South Asian senior women	To improve the participation of isolated senior South Asian women in the community, increase their knowledge of community services and health, and give opportunities for them to learn practical English	Squamish	Average of 9 per week	Library staff	Training and support from learning centre; facility provided by School District; Steering committee members, representing Cap U, Vancouver Health, Sq. Public Library and Howe Sound Women's Centre	Faces family literacy and Multicultural program - ESL Tutoring
<b>Squamish Public Library - Summer Programs for 6-12 year olds</b>	Elementary aged children		Squamish	Programs 6 x week, total attendance for 2 month period was 523	Post secondary students working under the children's librarian		

<b>Squamish Public Library - Summer Reading Clubs</b>	Elementary school aged children to teens	To motivate and encourage children to continue reading and using their reading skills throughout the summer school break	Squamish	300 Children (2007) registered and participated in reading club (teen club is web-based)	University student from UBC library school was hired to manage program, assisted by high-school students who are hired for the summer. All were trained by our children's librarian	Anecdotal stories from parents, telling us how their child who has been a 'reluctant reader' now enjoys choosing books and reading them	We visit and talk to the elementary schools re the program in June
<b>Squamish Public Library - Preschool</b>	Preschoolers	To prepare these children for entry into kindergarten by building language and literacy foundations as well as social skills. Also to instill a joy for books and storytelling in young children	Squamish	Averages 12 people, twice/week			
<b>Squamish Public Library - Teen Book Club</b>	Teens in Squamish, 13 or older	To encourage teens to reach, to introduce them to new books and other readers	Squamish	10-15, once a month	Library staff member	Library books, pizza and pop provided by Panago and Friends of the Library	
<b>Squamish Public Library - Books for Babies</b>	Caregivers and babies - newborn to 18 months	To inform parents about how they can use books, nursery rhymes and song to build pre-literacy skills	Squamish	120 (60 babies, 60 caregivers) weekly	Children's librarian	Library resources - books, storytelling props	Healthy Pregnancy, Ayas Lum, Parent Infant Drop-in at Health Unity, StrongStart

<b>Squamish Public Library - Time for Tots</b>	Caregivers and babies 18 months- 3 years	To inform parents about how they can use books, nursery rhymes and song to build pre-literacy skills	Squamish	50 (25 babies, 25 caregivers)	Children's librarian	Library resources - books, storytelling props	
<b>Squamish Public Library - Preschool Storytimes</b>	Preschoolers	To inform parents about how they can use books, nursery rhymes and song to build pre-literacy skills	Squamish	15 children per week	Children's librarian	Library resources - books, storytelling props	
<b>Big Brothers Big Sisters In-school Mentoring</b>	Elementary school children (K-7)	To provide mentoring one-on-one to a child and increase self-esteem	Squamish - all schools	52 matches - 1 hour/week during the school year	Teen program is supervised every Friday, others are supervised by BBS staff as well	Funded by grants, community donations and United Way	
<b>Squamish Public Library - ESL Preschool</b>	Preschoolers and caregivers from families where English is not spoken at home	To prepare these children for entry into kindergarten by building language and literacy foundations as well as social skills. The caregivers also learn some basic English concepts and gain confidence in parenting	Squamish - Valley Cliff Elementary School	6 per week	Library staff, who is bilingual in English and Punjabi		

<p><b>Squamish Community Learning Program (Volunteer ESL and Literacy Tutor Program, Capilano University)</b></p>	<p>Adult immigrants and refugee newcomers (ESL, support) and Adult literacy learners (literacy support)</p>	<p>To provide English language training to adult immigrant and refugee newcomers in order to facilitate their social, cultural, economic and political integration into Canada and to increase the level of literacy and numeracy proficiencies among adults in order to meet the increasing demands of our knowledge-based economy</p>	<p>Squamish - various locations</p>	<p>Approx. 35. A minimum of 2 hours per week through one-to-one tutoring or group sessions</p>	<p>One program coordinator and volunteer tutors</p>	<p>Community partners (SPL, Hotspot, volunteer tutors, HSWC, CDO department, RLC, ministry-provided resources, Capilano U)</p>	<p>Currently linking with Training Innovations, Faces of HighScope Family Literacy Program, the Howe Sounds Women's Centre, and the Hotspot</p>
<p><b>Adult Basic Education (ABE)</b></p>	<p>Adult learners 18 years of age onward and out of high school for a minimum of one year</p>	<p>To facilitate learning at the fundamental, intermediate and advanced academic studies levels in English, computer studies, math, and science (biology, chemistry and physics)</p>	<p>Squamish (Capilano University Campus)</p>	<p>Offered in the fall (15 weeks), spring (15 weeks), and summer (7 weeks) sessions. In the fall and spring terms, ABE offers approx. 450 seats each, and in the summer session offers approx. 150 seats</p>	<p>A compliment of specific full and part time faculty members</p>	<p>Faculty have access to administrative support staff. Students , as part of the broader university community, have access to a variety of services such as: library, disability, financial aid, counselling and academic advising</p>	

<b>Distance Learning Centre (DLC)</b>	Individuals or groups of learners pursuing or wanting to pursue distributive learning options	As appropriate, to facilitate access to distributive learning options and provide local support to existing distance learners	Squamish (Capilano University Campus)	The DLC operates in the fall and spring sessions. On average, per semester, 75-100 inquires or distance learners are served and/or supported and logged	One part-time facilitator	Access to administrative support staff	
<b>Healthy Pregnancy Outreach Program (HPOP)</b>	Prenatal and post natal moms (up to 6 mo)	To help prenatal moms eat healthily during pregnancy and provide support	Squamish, Pemberton	40-50 moms per year. 3x weekly in Squamish and 1x weekly in Pemberton	1 nutritionist, 3 lay counsellors	Great library of prenatal and post natal resource, video lending library	
<b>High Scope Preschool</b>	3-5 year old children	Child directed activities to foster creativity, independence and better social relations	Squamish, Pemberton	4x week in Squamish, 3x week in Pemberton. 15 children in each classroom	1 senior educator and 1 assistant	Parent fees	
<b>Mothergoose</b>	Parents and their babies from birth to 18 months	Focuses on the pleasure and power of using rhymes, song and stories together	Squamish, Pemberton, Whistler	3 sessions, 10 weeks, 10-20 people per session	Qualified Mother Goose facilitators (2 day training)	Songs and stories the teachers learn. Parents get a booklet of the songs and stories learned	All of our ECD programs feed into Mother Goose. This is a very popular and fun program

<b>SSCS - JobWave</b>	Ministry of Employment and Income Assistance clients	To move forward on employment continuum to employment	Squamish, Pemberton, Whistler	Continuous intake	2 p/t case coordinators, 1 manager	1 resource room/office	
<b>SSCS JobSight</b>	Ministry of Employment and Income Assistance clients presenting with mental health issues	To move forward on employment continuum to employment	Squamish, Pemberton, Whistler	Continuous intake	2 p/t case coordinators, 1 manager	1 resource room/office	
<b>SSCS ESL</b>	Ministry of Employment and Income Assistance clients with ESL concerns	To provide clients with tools education and information	Squamish, Pemberton, Whistler	1	Not at this time	1 room/office	
<b>SSCS Achieve</b>	People with diagnosed disability	To assist disabled to access training and employment	Squamish, Pemberton, Whistler	Continuous intake	1 case coordinator	1 room/office	