

# Oceanside District Literacy Plan

for SD 69 Qualicum Board of Education



Submitted on behalf of Oceanside Literacy Now

July 15, 2009

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## OUR VISION

Oceanside - a community of adults, youth and children having a level of literacy allowing them to function comfortably and safely at home, at school, at work and at play. (2008)

## GUIDING PRINCIPLES

Guided by the principles of our Building Learning Together Coalition (BLTC) established in 1999 and the guiding principles as described in the Community Literacy Planning Guide from 2010 Legacies Now, Oceanside Literacy Now established their guiding principles in 2008.

These guiding principles echo the principles of the BLTC and continue to fuel the connection between Oceanside Literacy Now and the BLTC.

### **Relationships and Collaboration**

Oceanside Literacy Now builds and supports networks, partnerships, and mentoring relationships that span the generations.

### **Innovation**

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

### **Respect**

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

### **Capacity Building**

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

### **Access for all**

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

### **Strength Building**

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

### **Sustainability**

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

### **Joy**

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

## EXECUTIVE SUMMARY

Our priority goal from the 2008 District Literacy Plan was to build our Community Literacy Now initiatives upon and within the existing collaboration among community partners established in 1999 by the Building Learning Together Coalition (BLTC) and our Community Literacy Coordinator.

A 2010 Legacies Now facilitator worked with us at an Oceanside Literacy Now Forum in the fall of 2008. At this Forum we gathered additional information to add to our previously identified Community Literacy Assets. After thoughtful analysis it was decided that the age group pillars (e.g. prenatal, 0 - 6, school age, young adult, seniors etc.) segregated initiatives more than they connected initiatives. Consequently, age identified task groups were changed to four themes. These themes are:

1. Communication (relationships)
2. Cross community collaboration (relationships)
3. Transportation
4. Sustainability/capacity

By looking through the lens of these four themes ALL age groups are included in Oceanside Literacy initiatives and programs. We have worked with this themed structure in the Oceanside context, seeking to build on and honour the work that predated Oceanside Literacy Now (OLN).

With this change in structure and our analysis of the Community Literacy Assets we were able to identify three goals. These three goals are:

- To form an organization design that identifies the BLTC as the overarching community structure that includes Literacy Now linked to this structure through programs and initiatives.
- To create a process to encourage community members to bring literacy projects/initiatives ideas to the community table for funding support and networking possibilities.
- To develop a Community Literacy Directory , possibly web-based and hardcopy, supported by Literacy BC software.

We have developed a Community table that is collaborative and that focuses on communication across and within our community. We have started to share information about what is happening for literacy in our community.

With the focus on the Community Literacy Directory, the profile of Oceanside Literacy Now is increasing. This is important because we want to avoid duplication and wasted effort. As a relatively small community, we believe one literacy table is most effective and provides the most benefit.

An additional outcome at the Oceanside Literacy Now Forum has been the increased awareness and understanding of the impact of web design for people with low literacy levels, diverse backgrounds and varied ages. We have had the opportunity to share helpful information from Literacy BC describing some of the considerations when developing a web resource for diverse users.

With the hiring of the Regional Literacy Coordinator through Vancouver Island University we are better able to network with other communities within our region and across the province. The RLC brings specific skills to our community and is beginning to understand our unique community context. We appreciate her willingness to attend our Community Literacy Forums and to listen to our community voice. The RLC is providing specific support to Senior Health Literacy and Adult Tutoring initiatives.

Our community continues to expand. The population numbers in Parksville and Qualicum Beach are slightly higher than a year ago. (from BC stats community profiles, February 2009). The growth continues to be fuelled by the desire of many Canadians and especially citizens from other parts of BC to retire here. This demographic - a high number of seniors, young seniors and older seniors - is a focus area for future literacy initiatives in our Community.

## OCEANSIDE COMMUNITY PROFILE

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

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

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

### Oceanside Demographics

#### *School District 69 Qualicum 2006 Census*

2006 Population		
	Number	% of Region
City of Parksville	12 081	26.8%
Town of Qualicum Beach	8,899	19.8%
Rest of Region	24,055 *	53.4%
Total Regions	45,035	100%

\*Lighthouse Country approx. 3500  
Lasqueti Island approx. 400

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

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

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

#### ***Aboriginal Demographics***

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

### ***Visible Minorities and Migrants Demographics***

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

### ***Youth Demographics***

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

### **Employment**

Up until the 1990's the main employers in the area were in the primary industries of logging, commercial fishing and agriculture industries. They still employ 6.7% of the labor market in the area but have declined by 23% in the period between 2001 and 2006. The School District, tourism sector and retail services have become the largest employers. The largest employer in the District is School District 69 with approximately 580 full or part-time employees. Quality Foods comes second, with 400 employees. Third in line is Tigh na Mara Resort and Conference Center with 224 employees.

### **2009 update for the Nanaimo Regional District, from BC Stats "Quarterly Regional Statistics, Interim Report, First Quarter 2009":**

- Local unemployment rates have increased in the past year. First quarter 2009 rate is 6.8% as compared to 5.2% for 2008 first quarter Tourism revenue for 2008 was up from 2007. Current newspaper reports indicate bookings for the summer of 2009 are down
- Percentages of people receiving basic income assistance are the highest they have been since 2006. The group with the highest percentage dependence on basic income assistance is children under 19
- The amount of time on income assistance is increasing
- Percentages of people receiving Employment Insurance (as of September 2008) are not higher

### **Income Patterns**

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

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

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

### **Education**

The general level of education of adults in Oceanside is similar to the rest of the province albeit with a smaller proportion of university graduates and a higher proportion of diploma holders.

### ***Building Learning Together Coalition of Community Partners (BLT)***

Building Learning Together (BLT), formed in 1999, has become a working partnership that brings together all sectors of our community to focus on the development and delivery of a coordinated comprehensive system of supports and services for young children (0 - 6 years) and their families. Coordinating this project is the Community Literacy Coordinator (CLC). The BLT believes a healthy literate community is established through collaboration and sharing.

Since 1999, BLT has:

- Demonstrated increased collaboration and integration between service providers
- Developed new integrated models of service delivery as mutual trust, understanding and respect have grown between agencies and community partners
- Increased opportunity for children and families by providing multiple entry points to service supported by satellite programming in community neighbourhoods
- Increased sustainability as multiple partnerships take 'ownership' in program development and continued programming. See Appendix 1 - BLT Programs and Initiatives 2008-2009

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

### ***Vancouver Island University***

The community has a satellite campus of **Vancouver Island University** (formerly Malaspina University College) that offers a variety of community education programs, Elder College and continuing education. VIU also offers extensive adult literacy training through the Tutoring Program and the ESL Settlement Assistance Tutoring Program,

The Tutoring Program is an established, community-based program that provides weekly one-to-one tutoring for learners (18 yrs +) in the Parksville/Qualicum region who struggle with Basic English and/or Math skills. This program runs year-round (Monday to Friday) to offer one-to-one tutor support to meet the educational needs of each individual learner. In the 2008/09 annual period, the program matched 100+ adult learners with 65 volunteer tutors.

Vancouver Island University was also awarded an ESL Settlement Assistance Adult Tutoring Program (ESLSAP) Grant for 2008/09. This new program is co-located with the Tutoring Program.

### ***Vancouver Island Regional Library (VIRL)***

The Vancouver Island Regional Library (VIRL) is the third largest library system in British Columbia. It serves more than 400,000 people on Vancouver Island, the Queen Charlottes and the Central Coast (Bella Coola) through 38 branch libraries and a Books Mail service. Administrative offices are located in Nanaimo.

Oceanside is served by three branch libraries located in Parksville, Qualicum Beach and Bowser. Residents of Lasqueti Island are served by the Books by Mail service. The Parksville and Qualicum Beach libraries are heavily used and are busier than libraries in several larger Vancouver Island communities. Bowser Library opened in 2008, and is also well used.

Libraries offer programs for all ages, from baby and preschool story times to *Summer Reading Club* for school aged children. Adult programs of interest to the community are also offered, featuring local experts giving presentations on topics such as Permaculture and Biointensive gardening.

Library Managers are active community partners in *Building Learning Together* (BLT) and *Oceanside Literacy Now*, working on many community projects, including the *Our Special Child* program for special needs preschool children. Volunteer and for-profit tutors use library space to work with ESL, school aged and adult literacy clients. In short, the library is a community destination for adult and children's literacy, lifelong learning and recreation.

***School District 69 Qualicum***

School District 69 Qualicum has a total of 4633 full time equivalent students in the system as of March 31, 2009, with a small gain of 30 students as compared to 2008. There are 9 elementary schools, 3 middle schools, 2 secondary schools and an alternate program. It also provides a French Immersion program, comprehensive Student Support and Services, First Nations Education Program, Career Education Programs, an International Student program, and a Collaborative Education Alternative Program distributed learning programs for students who are “learning at a distance”, often at home. Eight schools are part of the provincial Network of Performance-Based Schools. (NPBS) Two elementary schools, one in Errington and another in French Creek, are designated Community Schools.

Specific multi-generational programs/initiatives partnered with the community and the school district are Munchkinland Construction Zone and PASS/Woodwinds.

- Munchkinland Construction Zone or C-Zone is a Federally funded project through the New Horizons for Seniors Grant, C-Zone links seniors with high school students in designing, creating and painting model buildings for Munchkinland, or baking or knitting for BLT programs. This program is part of the school curriculum and includes a Mentorship Program. C-Zone began in the fall of 2007 and has recorded over 300 visits by seniors and students to date.
- PASS/Woodwinds provides program opportunities for students who have left formal education for a number of years and/or have child care and employment commitments. Students are able to complete courses required to obtain a regular BC Dogwood Graduation or a BC Adult Dogwood Graduation. At the same time, they can receive social-emotional support from two experienced support workers. After being out of school for a significant amount of time, this support organizing their obligations, in addition to school, is most often very helpful and very often results in successful completion of their graduation requirements. Upon graduation students may qualify for some of the, up to \$15,250.00 in scholarships and bursaries.

## OCEANSIDE COMMUNITY LITERACY ASSETS

Developing the inventory of the literacy assets in Oceanside began in 2008 through stage two of the 2010 Legacies and Literacy Now planning guide: Preparing the Community Plan. Through structured activities at our Community Forum we explored the opportunities, challenges, strengths and needs within Oceanside.

This year, we revisited our inventory, updated and added information overlooked or missing. (We see the updating process of our Community Literacy Assets as one that will be re-examined every year as part of our evaluation and assessment processes). (Appendix 2 -Oceanside Community Literacy Assets Inventory).

Distribution of programs, initiatives and support by age group were plotted in a pie graph. Gaps were identified that seemed to be cultivated by the age group pillars (e.g. prenatal, 0 - 6, school age, young adult,, seniors etc.). Similarities and differences were discussed regarding challenges to participate in the programs and Initiatives available in our Community regardless of age level.

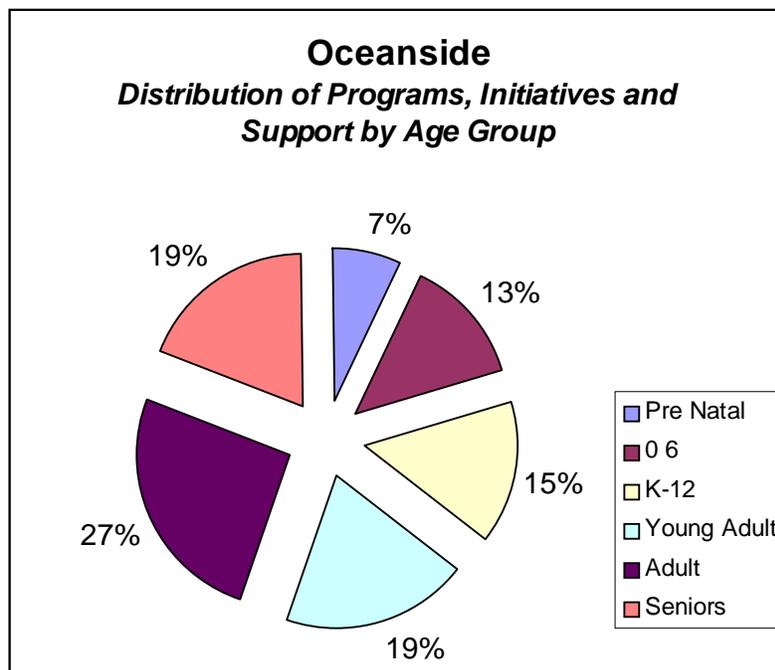


Diagram 1

Remembering that the proportion of adults who are over 65 in Oceanside is twice as high as in the rest of BC and Canada, it was noted that the programs for Adults and Seniors do not reflect this higher proportion of the population. And although there are many programs available to seniors and adults, more significant are the challenges and barriers to these age groups being able to access these programs. Generally, barriers and challenges crossed all age groups.

From this analysis, four themes were identified to provide future focus for new projects and initiatives. These themes better reflect the challenges and barriers to accessing programs, initiatives and supports in our community for both seniors and adults specifically, but all age levels generally.

The four themes are:

1. Communication (relationships)
2. Cross community collaboration (relationships)
3. Transportation
4. Sustainability/capacity

## THE PLAN

### A. Reflecting on the 2008 Plan

#### 1. *What priorities/objectives and actions from your 2008 District Literacy Plan have been addressed this year?*

The key goal in our 2008 Plan was to focus on Collaboration with the intention to renew and expand the Oceanside Literacy Now Initiative. To this end, the 2008 - 09 Literacy Now Community Forum met seven times. The Community Forum was open to all Community members interested in participating and wishing to have input to the Literacy Now Initiative.

At the Forum we reviewed and formalized a process for effective collaboration with Board of Education and partners in community literacy planning. The key points coming out of our November 2008 Literacy Now Community Forum were:

- a. Relationships are the foundation of everything we do
- b. Cross community communication and collaboration are the key to successful planning and programming
- c. It is vital to look at what we are effective at doing now and what new programs need to be built, these new programs to be different and creative
- d. Sustainability means sustaining but also means being responsive to change

Second in our 2008 plan, we identified critical works in progress that we would finalize this year.

- a. The Community Profile was added to and addressed the areas identified as missing. (Oceanside Community Profile, p. 4 of this District Literacy Plan, 2009)
- b. The inventory of Oceanside Community Literacy Assets was added to and analyzed for gaps and links. (Oceanside Community Literacy Assets, p. 8 District Literacy Plan, 2009)
- c. Discussion and priorities established at all Literacy Now Forums. (Appendix 3 Examples of informational notes distributed to all Literacy Now members - April 23 and March 30)
- d. Creating/reformulating initiatives that address Early Literacy, K-12, Adult Literacy, Literacy Learning of Aboriginal People. For example:
  - i. ESL initiative at VIU,
  - ii. Our Special Child with BLT
  - iii. Alphabet Walk with Chamber of Commerce Parksville and Qualicum.
- e. Share with partners, and document current literacy programs and activities in Oceanside: Discussed community literacy Directory. Chose to use a locally hosted and maintained website as vehicle for maintenance and distribution of this information. This is still in early stages, and will incorporate Literacy BC directory software tools. (Appendix 4, Community Literacy Now Agenda, June 15)

#### 2. *What has happened as a result of the work this year? What have been the major impacts?*

- a. We have developed a table that is collaborative and that focuses on communication across and within our community.
- b. Information about what is happening in the community is being shared at this table with a view to greater networking and twinning of projects and initiatives.
- c. The Directory/Website project has increased the profile of Literacy Now in the Oceanside community.
- d. Conversations at the table have increased awareness and understanding in regards to the impact of the web design for people with low literacy levels. Literacy BC provided the following links which were shared at the community table:
  - i. Web usability for lower-literacy users  
<http://www.useit.com/alertbox/20050314.html>
  - ii. Making the web friendlier for lower-literacy users  
<http://iat.ubalt.edu/summers/papers/intercom%20making%20web%20friendlier.pdf>
- e. Senior and Workplace Literacy concerns are being raised at the Forum. VIU has had greater involvement in our Community Forum as they perceive a broadening of the literacy focus in Oceanside.

3. *What was the most successful aspect of initiatives this year? What have been the major impacts?*

**New Projects/ Initiatives:**

**Our Special Child (program)** This program provides various settings for socialization and purposeful play for children with special needs, with a focus on speech and language development. This program is offered in partnership with SD #69 and Family Resource Association. Professional support includes speech therapy, physiotherapy and occupational therapy.

**CHAIR-ity Auction (event)** Organized to raise funds for a replacement for the Words on Wheels bus, this event brought together artists, entrepreneurs, businesses, politicians, school district personnel, library staff, students and many other community members and agencies.

**Qualicum Beach Munchkinland (program and venue).** A Strong Start BC location, this project used the skills and donations of more than 50 community volunteers to renovate and decorate a classroom in Qualicum Beach Elementary School. This education environment is interactive and facilitates parent-child, child-child, parent-parent, parent-facilitator interaction. The space is used by preschoolers and their parents, daycares, and the school population.

**ESL at VIU with volunteer tutors** - Vancouver Island University was awarded an ESL Settlement Assistance Adult Tutoring Program (ESLSAP) Grant for 2008/09. This new program is co-located with the Tutoring Program, using additional rental space at CVI JOBS for Wednesday evening and Saturday morning program delivery. The Tutoring Program and the ESLSAP have integrated their administrative structure to maximize resources, and to enhance program access and flexible hours of delivery for learners.

**Advancing Seniors' Health Literacy** - a collaborative proposal for advancing seniors' health literacy was submitted from the Oceanside Healthy Aging Initiative and the Regional Literacy Coordinator. This grant was provided by the BC Healthy Communities Seed Grants Program.

**Projects that have been expanded/or continued:**

**What's Up for Kids (community calendar)** - a fall 2008 edition and winter/spring 2009 edition

**C-Zone** - increase in number of participants and completed projects at Ballenas Secondary School.

Kwalikum Secondary School became a partner this year.

**Other BLT continuing initiatives** - Bedtime Baggies, BLT Backpacks, BLT Buddies, Books for Babes, Community Mapping Station (Human Early Learning Partnership, UBC), Goosetrax, Cook up a Bedtime Story, Dad's Night Out, Growing Dreams, Mother Goose and Friends, Mother Goose goes to School, Ready Set Learn, Teaching from the Heart.

**VIU Adult Tutoring Program** - There are no significant changes to the Tutoring Program over the past year; however, the Tutoring Program is experiencing an increased demand for its services. In the first five months of 2008/09, the Program had already met 80% of its targets (number of learners anticipated).

**Projects/Programs that have ceased to exist or been challenged:**

**Roots of Empathy** - continued but at risk due to funding issues.

**Top Cop** - champion for this program at the RCMP was not available

4. *What evaluation methods/framework and/or tools did you use to determine how effective your work has been?*

- Initiative/Program Updates at the Community Forum
- Regular review of Literacy Plan Goals at the Community Forum
- Goosetrax - BLT attendance monitoring program
- Regular BLT staff meetings provide feedback on program effectiveness - Our Special Child, C Zone etc.
- District Literacy Project Advisory provides on going feedback to BLT and Community Forum
- Yearly update of Community Literacy Assets
- Qualitative surveys of programs - testimonial collections
- Extensive reporting/evaluation to a variety of funders

5. *How has the Literacy Outreach Coordinator position enhanced literacy work in your community?*

Our community has had a Community Literacy Coordinator for 10 years. With the advent of Literacy Now, we have had a temporary Literacy Outreach Coordinator chair the Oceanside Literacy Now Forums and work with the CLC to determine how the work of the past 10 years integrates with Literacy Now . (See Goal 1 of this 2009 District Literacy Plan, p. 13 )

**6. What have you learned about collaboration and the community development process?**

- Community development is a process
- Requires designated staffing dollars
- Built upon relationships that take time to develop
- All contributions, however big or small need to be valued
- Membership is not always defined by attendance at meetings but by participation in a project or an initiative
- It is understood that membership changes and fluctuates as stakeholder interests change and fluctuate
- There is no 'one size fits all model' to meet the needs of communities members. There needs to be multiple points of entry to acknowledge the diversity of the groups involved.

**7. Where are collaborations and partnerships to increase literacy for vulnerable learners. Examples:**

Program	Collaborative Partners
<b><i>Our Special C.H.I.L.D. (Communities Helping Individuals Learn and Develop)</i></b>	<ul style="list-style-type: none"> <li>▪ BLT Coalition of Community Partners</li> <li>▪ Family Resource Association (FRA)</li> <li>▪ Society of Organized Services (SOS)</li> <li>▪ Library (VIRL)</li> <li>▪ Regional District of Nanaimo (RDN)</li> <li>▪ Parent as Partner</li> <li>▪ Student Support Services, SD 69</li> <li>▪ Qualicum Beach Elementary School, SD 69</li> <li>▪ District Senior Administration, SD 69</li> <li>▪ Ballenas Senior Secondary, SD69</li> <li>▪ Pediatrician</li> </ul>
<b><i>C-Zone/Safety Village</i></b>	<ul style="list-style-type: none"> <li>▪ BLT Coalition of Community Partners</li> <li>▪ Ballenas Senior Secondary, SD 69</li> <li>▪ Individual Community Partners. For example:                             <ul style="list-style-type: none"> <li>- Retired Architect</li> <li>- Artists</li> <li>- Retired Teachers</li> <li>- Cabinet Makers</li> </ul> </li> <li>▪ Starbucks</li> <li>▪ Seniors Lodges and drop-in centers</li> <li>▪ Society of Organized Services (S.O.S.)</li> <li>▪ Thrifty Foods</li> <li>▪ Home Hardware</li> <li>▪ Windsor Plywood</li> <li>▪ Additional Community Partners (10+)</li> <li>▪ Town of Qualicum Beach</li> <li>▪ I.C.B.C.</li> <li>▪ Queen Alexander Centre for Children</li> <li>▪ CUPE SD 69</li> <li>▪ Family Resource Association (F.R.A.)</li> <li>▪ Regional Resource and Referral</li> <li>▪ Daycares; Pre-schools; Family Childcare</li> </ul>

Response Continued

**7. Where are collaborations and partnerships to increase literacy for vulnerable learners. Examples:**

<p><b><i>Munchkinland Discovery Centre (Parksville)</i></b></p> <p><b><i>Munchkinland Adventure Centre (Qualicum Beach)</i></b></p>	<ul style="list-style-type: none"> <li>▪ BLT Coalition of Community Partners</li> <li>▪ Ballenas Senior Secondary, SD69</li> <li>▪ Royal Bank of Canada</li> <li>▪ Ministry of Education, <i>Strong Start</i></li> <li>▪ Ministry of Children and Families</li> <li>▪ Ministry of Health</li> <li>▪ Regional Resource and Referral</li> <li>▪ CEAP(Collaborative Education Alternative Program)</li> <li>▪ Local daycares; Family Childcare Providers and Preschools</li> <li>▪ Chamber of Commerce and multiple local businesses(20+)</li> <li>▪ Artists; construction workers; youth</li> <li>▪ Senior Lodges</li> <li>▪ Fire hall</li> <li>▪ Qualicum Elementary School, SD#69</li> <li>▪ Post Office</li> <li>▪ Student Support Services SD69</li> <li>▪ Technology Department SD69</li> <li>▪ SET BC</li> <li>▪ Success by Six</li> <li>▪ Children First</li> <li>▪ Family Resources Association</li> <li>▪ Public Health - nurses and Early Intervention Team</li> <li>▪ Quality Foods</li> <li>▪ Rotary, Lions, Kiwanis Clubs</li> <li>▪ Volunteer Bureau</li> </ul>
<p><b><i>WOW Bus/CHAIR-ity Auction</i></b></p>	<p>BLTC Coalition of Community Partners (Appendix 5 includes partners at the Oceanside Community Forum - A separate list of BLTC community Partners sent with the DLP 2009)</p>
<p><b><i>2009 Provincial Early Success Symposium</i></b></p>	<ul style="list-style-type: none"> <li>▪ Representatives from School Districts throughout the province, teachers and administrators: e.g. Chilliwack, Mission, Peace River, Prince Rupert, All Vancouver Island Districts, Lower Mainland</li> <li>▪ Vancouver Island Network</li> <li>▪ Vancouver Island Network - Early Years</li> <li>▪ BLT Coalition of Community Partners, Oceanside</li> <li>▪ SD 69 Admin &amp; Teacher</li> <li>▪ Provincial Early Learning Educators including Strong Start Facilitators</li> <li>▪ Ministry of Education</li> <li>▪ Regional and Provincial Community Coalition Partners</li> <li>▪ Regional and Provincial First Nations Educators</li> <li>▪ School Trustees from a variety of jurisdictions</li> <li>▪ 2010 Legacies Now</li> </ul>

**8. What resources were effective in helping to achieve desired outcomes?**

- Planning and implementation funding from Literacy Now 2010

**B. The Goals**

With the focus shifting from age groups to Communication (relationships), Cross community collaboration (relationships), Transportation and Sustainability/capacity we identified three goals for our 2009 District Literacy Plan.

<b>Goal 1</b>	<b>To link Oceanside Literacy Now with the overarching new structure of Building Learning Together -Coalition of Community Partners.</b>
<b>Purpose</b>	The purpose of creating a new overarching structure of the BLTC is to sustain and increase our community capacity by linking our community networks.
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Project Literacy/PQ will hand over its non-profit society status to Building Learning Together Coalition of Community Partners (BLTC).</li> <li>• Name changed from Project Literacy /PQ to Building Learning Together Coalition of Community Partners (BLTC).</li> <li>• Constitution of Project Literacy/PQ changed of to reflect the work of BLTC.</li> <li>• Create a board formed from the BLT coalition members.</li> <li>• BLTC projects will be managed by the Community Literacy Coordinator (CLC).</li> <li>• BLTC will develop a six member outreach team (0-6 years; youth; young adults; workplace; seniors, liaison to Regional Literacy Coordinator) who will work within the four themes: Communication (relationships), Cross Community Collaboration (relationships), Transportation, Sustainability/capacity.</li> <li>• Outreach team members will hold individual contracts as defined by BLTC and the pillars outlined in Community Literacy Planning Guide from 2010 Legacies Now.</li> </ul>
<b>Assessment</b>	Annual review by the BLT Coalition of Community Partners.

<b>Goal 2</b>	<b>To create a process to encourage community members to bring literacy projects/initiatives ideas to the BLT Coalition for funding support and networking possibilities.</b>
<b>Purpose</b>	The purpose of developing a granting system for funding support for literacy projects/initiatives across all ages will increase community collaboration, increases the profile of various projects/initiatives in the Oceanside community without duplication of service.
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Create five, \$5,000 grant opportunities based upon funds received from Legacies 2010/ Literacy Now.</li> <li>• Develop criteria that reflect our guiding principles and planning priorities.</li> </ul>
<b>Assessment</b>	Project progress reports.

<b>Goal 3</b>	<b>To develop and promote a Community website database of literacy resources and programs in our Oceanside Community</b>
<b>Purpose</b>	The purpose of this virtual directory is to increase communication and collaboration.
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Approved project plan including staffing</li> <li>• Determine host of the Website</li> <li>• Determine website design considering criteria identified for low literacy users</li> <li>• Link to software provided by Literacy BC</li> <li>• Develop communication plan to launch website</li> <li>• Develop process to monitor and update website as needed</li> </ul>
<b>Assessment</b>	Investigate cost efficient methods to monitor website usage.

## C. Thinking about the 2009 Plan

### 1. What changes do you observe about your community since submitting the 2008 District Literacy Plan?

- People continue to move to the area and population numbers in Parksville and Qualicum Beach are slightly higher than a year ago. [from BC Stats Community Profiles, February 2009]
- Local unemployment rates have increased in the past year. First quarter 2009 rate is 6.8% as compared to 5.2% for 2008 first quarter Tourism revenue for 2008 was up from 2007. Current newspaper reports indicate bookings for the summer of 2009 are down.
- Building permits for residential and non residential construction are down from 2008.
- Number of new business incorporations are down from 2008.
- Percentages of people receiving basic income assistance are the highest they have been since 2006. The group with the highest percentage dependence on basic income assistance are children under 19.
- The amount of time on income assistance is increasing.
- Percentages of people receiving Employment Insurance (as of September 2008) are not higher.

### 2. What is the stage (or stages) of community literacy planning?

#### a. Stage 3 - Implementation

(as outlined in the Community Literacy Planning Guide from 2010 Legacies Now).

### 3. What new challenges or opportunities have arisen since 2008 plan?

We continue to build trust and relationships among people who care about literacy, to build a strong community table. We recognize it is an ongoing challenge to work as a team serving people of all ages in the community. We are striving to have one table to work for all participants in order to avoid overlap or duplication of services.

### 4. What adjustments have you made to your plan? What new initiatives are planned? What initiatives have been expanded or continued?

#### Adjustments:

The age group categorization as a structure for our work was replaced by five themes which cross all age groups:

- b. Communication (relationships)
- c. Cross community collaboration (relationships)
- d. Transportation
- e. Sustainability/capacity

We have worked on the structure of Literacy Now in the Oceanside context, seeking to build on and honour the work that predated Literacy Now. We continue to develop a structure and organizational design that meets the needs of this community while meeting the requirements of Literacy Now.

We are indentifying a process to encourage community members to bring literacy projects/initiatives to the community table for funding support and opportunities to collaborate. ( Goal 2 of District Literacy Plan, 2009, p. 13)

#### New initiatives/expanded initiatives/continued initiatives:

- What's Up for Kids (community calendar) - a fall 2008 edition and winter/spring 2009 edition
- C-Zone - increase in number of participants and completed projects at Parksville Ballenas Secondary, Kwalikum Secondary School, in Qualicum, became a partner this year.
- Roots of Empathy - continued but at risk due to funding issues.
- Other BLT continuing initiatives - Bedtime Baggies, BLT Backpacks, BLT Buddies, Books for Babes, Community Mapping Station (Human Early Learning Partnership, UBC), Goosetrax, Cook up a Bedtime Story, Dad's Night Out, Growing Dreams, Mother Goose and Friends, Mother Goose goes to School, Ready Set Learn, Teaching from the Heart.
- VIU Adult Tutoring Program - There are no significant changes to the Tutoring Program over the past year; however, the Tutoring Program is experiencing an increased demand for its services. In the first five months of 2008/09, the Program had already met 80% of its targets (number of learners anticipated).

**5. *How will Regional Literacy Coordinator and Literacy Outreach Coordinators contribute to the literacy work in your community over the next year?***

Regional Literacy Coordinator

- Continue to participate in the Oceanside Community Forum as a liaison to other regional tables
- Continue to encourage the Oceanside Community as a unique and diverse context
- Share regional projects and initiatives at the Community table
- Invite interested Oceanside Community partners to participate in regional projects and initiatives at our Community Table
- Provide support and leadership in workplace literacy
- Provide information about potential funding sources for our literacy initiatives

Community Literacy Coordinator (CLC is the Literacy Outreach Coordinator in our community)

- BLTC projects will be managed by the Community Literacy Coordinator (CLC).
- CLC will continue to do community development work in the areas of literacy and learning as she has for the past 10 years in the Oceanside Community.
- CLC will continue to value all community contributions, however big or small.
- CLC will continue to focus on universal access for intergenerational programs and initiatives in the Oceanside Community.

**6. *Have there been any changes or additions to your thinking about evaluating the progress of your work?***

- See assessment plans in each of the Goal tables in this 2009 DLP. (p. 13)

**7. *What resources will you need?***

- Ongoing funding support

APPENDIX 1

BUILDING LEARNING TOGETHER PROGRAMS AND INITIATIVES UPDATE - 2008-2009



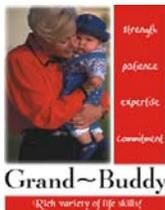
**“Art Through the Eyes of a Child” Art Auction** - Children from 3 to 13 donated 200 pieces of artwork representing their “Wish for the World”. Local galleries and businesses framed them at no cost, and a silent auction was held in April 2007 and 2008, with proceeds going to support BLT programs.



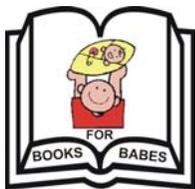
**Bedtime Baggies** - This imaginative tool allows parents to take advantage of their child’s strength as a visual learner by helping children understand what is going on around them, organize information, learn new vocabulary and better express themselves.



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



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



**Books for Babes** - To date over 1,670 cloth “baby’s first book” gift bags, made by residents of Trillium Lodge, have been delivered by Public Health Nurses to families on baby’s first home visit. Inside, parents find baby’s first book and many valuable community contacts. Offered in partnership with Vancouver Island Regional Libraries.



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



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



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



**Cook Up a Bedtime Story** - A nutritious snack with take-home recipe cards, playtime and a visit from Mother Goose. Part of Munchkinland Discovery Centre programming.



**Cook Up a Recipe® Cards Resources** - Funded by the *Vancouver Sun* "Raise a Reader" campaign. Recipes and stories specifically designed for beginning level literacy, Cook Up a Recipe cards can be used at home for beginning readers who want to cook the recipes from Cook Up a Bedtime Story.



**C-Zone: Munchkinland Construction Zone** - Federally funded through a New Horizons for Seniors Grant, C-Zone links seniors with high school students in designing, creating and painting model buildings for Munchkinland or baking for BLT programs. This program is part of the school curriculum and includes a Mentorship Program. C-Zone began in the fall of 2007 and has recorded over 500 visits by seniors and students to date.



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



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



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



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



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



**Mother Goose and Friends** - Several Mother Goose and Friends sites run each Fall and Spring throughout the community. Attendance has topped 5,000 visits. Families enjoy the magic of stories, songs and rhymes. Includes a fruit snack donated by Thrifty Foods.



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



**Munchkinland Discovery Centre (Parksville)** - This educational play centre includes play/learning areas: Stuffed Buddy Hospital, Sunflower Grocery, Dine-O-Diner, Construction Zone, Culture Club First Nations area. Opened in January, 2006 with major funding from Vancouver Foundation, Royal Bank and Queen Alexandra Foundation for Children, and has had over 8,500 visits to date. Now a Ministry of Education StrongStart partner.



**Munchkinland Adventure Centre (Qualicum)** - Opened in April, 2009 as a StrongStart partnership. Offers play/learning areas for parents and children 0-6: Harbour, Fire/Ambulance Station, Hardware/Bait Store, Tree House, Café, Toddler Area and more.



**Our Special Child** - This program provides various settings for socialization and purposeful play for children with special needs, with a focus on speech and language development. Offered in partnership with SD #69 and Family Resource Association. Professional support includes speech therapy, physiotherapy and occupational therapy.



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



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



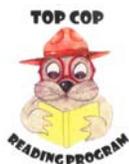
**Safety Village (in development)** - With major support from Queen Alexandra Foundation for Children, Safety Village will offer an outdoor and gross motor skills environment to increase language and physical development and learning through play - for families, school-age children, the RCMP (scooter safety training and bicycle safety rodeos), therapists, agencies, etc.



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



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



**Top Cop Reading Program** - Runs in 18 classrooms yearly. Community Policing delivers this innovative encouragement to reading, in partnership with Vancouver Island Regional Libraries



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



**We Believe in Kids Festival** - Held in April 2007 and 2008, the Festival includes musical entertainment, a Children's Art Auction, and a free day of community fun for children & families. Partners include: Parksville & Qualicum Libraries, First Nations, PacificCARE, Oceanside Community Arts Council, Vancouver Island Health Authority, Community Policing, Royal Bank, and Recreation & Parks.



**Words On Wheels (W.O.W.) Bus** - Partially supported by SOS Outreach Programs, the WOW Bus has received over 4,500 visits and made over 250 stops at Bowser, Errington, SOS/Health Unit, and many other local sites - community agencies continued to provide ongoing support, information and referrals for our families.

APPENDIX 2

OCEANSIDE COMMUNITY LITERACY ASSETS INVENTORY

**Legend**

 *we currently have*

 *we'd like to have*

YP *young parents*

2 *secondary beneficiaries*

<b>Programs</b>	<b>Prenatal</b>	<b>0-6</b>	<b>K-12</b>	<b>Young Adult</b>	<b>Adult</b>	<b>Senior</b>
<b>Career/Employment Centre</b>						
BLT Partner						
Employment counseling						
Self-Help Resource Centre						
Social networking						
Workplace literacy						
Workshops on Job Search/Career Develop't.						

<b>Programs</b>	<b>Prenatal</b>	<b>0-6</b>	<b>K-12</b>	<b>Young Adult</b>	<b>Adult</b>	<b>Senior</b>
<b>Arts &amp; Culture</b>						
<b>Bard to Broadway</b>						
Children's Theatre Workshop						
Teen Musical Theatre Workshop						
Vocal coaching workshops						
<b>Oceanside Community Arts Council</b>						
<b>The Old School House</b>						
Art Programs						
Exhibits						
Gift Shop						
Harvest of Music Festival						
Summer Programs						
Various special events						
<b>Echo Players Community Theatre</b>						
<b>Janus Theatre Society</b>						
<b>Milner Gardens</b>						
Roots and Shoots						
Preschool program - "Seeds and Sprouts?"						
<b>Parksville District Music Association</b>						
Parksville Children's Choir						
Parksville Community Choir						
Parksville Community Band						
Cantando Singers						
<b>Vancouver Island Opera Company</b>						
Need a comprehensive inventory of organizations and programs						

<b>Programs</b>	<b>Prenatal</b>	<b>0-6</b>	<b>K-12</b>	<b>Young Adult</b>	<b>Adult</b>	<b>Senior</b>
<b>Building Learning Together</b>						
BLT Backpacks				YP		
BLT Buddies				YP		
BLT Junior Buddies						
Books for Babes				YP		
Cook Up a Bedtime Story				YP		
B-Zone (Baking Zone)						
C-Zone (Construction Zone)						
Dads' Night Out				YP		
Goosetrax				YP		
Mother Goose and Friends				YP		
Mother Goose Goes to School				YP		
Munchkinland Adventure Centre (Qualicum)				YP		
Munchkinland Discovery Centre (Parksville)				YP		
Our Special Child				YP		
Ready, Set Learn Week						
Roots of Empathy				YP		
Safety Village QB				YP		
Top Cop				YP		
Travelling Tales Lending Libraries				YP		
We Believe in Kids Festival						
WOW Bus						

<b>Programs</b>	<b>Prenatal</b>	<b>0-6</b>	<b>K-12</b>	<b>Young Adult</b>	<b>Adult</b>	<b>Senior</b>
<b>Career/Employment Centre</b>						
BLT Partner						
Employment counseling						
Self-Help Resource Centre						
Social networking						
Workplace literacy						
Workshops on Job Search/Career Developm't.						
<i>Need information from Career Centre</i>						

<b>Programs</b>	<b>Prenatal</b>	<b>0-6</b>	<b>K-12</b>	<b>Young Adult</b>	<b>Adult</b>	<b>Senior</b>
<b>Church Groups</b>						
<i>Need an inventory of church groups and programs</i>						

<b>Programs Communication</b>	<b>Prenatal</b>	<b>0-6</b>	<b>K-12</b>	<b>Young Adult</b>	<b>Adult</b>	<b>Senior</b>
<b>Oceanside Star</b>						
Raise-A-Reader Program (CanWest Sponsor)				?		
Student Reporter						
<i>need information from Oceanside Star</i>						
<b>Parksville Qualicum News</b>						
<i>need information from PQ News</i>						
<b>Community Publications</b>						
What's Up for Kids Booklet						
Childrens' Services Directory						
RDN Active Living Guide						
Advocacy group to match people to services						

<b>Programs</b>	<b>Prenatal</b>	<b>0-6</b>	<b>K-12</b>	<b>Young Adult</b>	<b>Adult</b>	<b>Senior</b>
<b>Community Centres</b>						
<b>Nanoose Place</b>						
Badminton				?		
Cards				?		
Carpet Bowling				?		
Floor Curling				?		
Mom and Tots				YP		
Bingo				?		
Dancing						
<i>Need info from other community centres</i>						

<b>Programs</b>	<b>Prenatal</b>	<b>0-6</b>	<b>K-12</b>	<b>Young Adult</b>	<b>Adult</b>	<b>Senior</b>
<b>Community Health (VIHA)</b>						
Home Care						
Palliative Care						
<i>Need information from Community Health</i>						

<b>Programs</b>	<b>Prenatal</b>	<b>0-6</b>	<b>K-12</b>	<b>Young Adult</b>	<b>Adult</b>	<b>Senior</b>
<b>CVI Multicultural Society</b>						
Forms						
Settlement Services						
Volunteer Income Tax Assistance						

<b>Programs</b>	<b>Prenatal</b>	<b>0-6</b>	<b>K-12</b>	<b>Young Adult</b>	<b>Adult</b>	<b>Senior</b>
<b>Family Resource Association</b>						
Infant development program				YP		
Occupational therapist				YP		
Parent support program				YP		
Youth Outreach Program (12-19)						
BLT Partner						
Connect Parents				YP		
Youth Programs						
<i>need more information from FRA</i>						

<b>Programs</b>	<b>Prenatal</b>	<b>0-6</b>	<b>K-12</b>	<b>Young Adult</b>	<b>Adult</b>	<b>Senior</b>
<b>Health Organizations</b>						
Accessibility						
ALS						
Alzheimers						
Canadian Diabetes Association						
Cancer Society						
Drugstore education programs						
Heart and Stroke Foundation						
Mammogram Clinic (BC Cancer)						
Macular Degeneration						
Mental Health						
Oceanside Hospice						
<i>Need an inventory of health organizations and programs</i>						

<b>Programs</b>	<b>Prenatal</b>	<b>0-6</b>	<b>K-12</b>	<b>Young Adult</b>	<b>Adult</b>	<b>Senior</b>
<b>PacificCARE CCRR</b>						
BLT Partner				YP		
Help filling out subsidy forms				YP		
Support for caregivers and parents				YP		
Educational workshops				YP		

<b>Programs</b>	<b>Prenatal</b>	<b>0-6</b>	<b>K-12</b>	<b>Young Adult</b>	<b>Adult</b>	<b>Senior</b>
<b>Public Health (VIHA)</b>						
Baby and Me				YP		
BLT Partner						
Breast Feeding Clinic				YP		
Child Health Clinics				YP		
Communicable Disease (workshops?)						
Dental Screening						
Early Intervention (consultants & therapists)				YP		
ENITY (Educating New Ideas Towards Youth)						
Grade 9 Health Fairs						
Healthy Beginnings				YP		
Hearing Screening						
Immunizations						
Kidney Care& TB						
Kindergarten Fair						
New Baby Visits				YP		
Preventative Health						
Youth Activity Groups						
Youth Clinic						

<b>Seniors Lodges</b>						
Arrowview						
The Gardens						
Eagle Park						
Stanford Place						
Trillium						

<b>Programs</b>	<b>Prenatal</b>	<b>0-6</b>	<b>K-12</b>	<b>Young Adult</b>	<b>Adult</b>	<b>Senior</b>
<b>Recreation &amp; Parks (RDN)</b>						
Active Living Guide	2	2	2			
Balls and Beanbags (0-5 yrs)				YP		
Basic Tai Chi						
Better Bones and Balance						
BLT Partner						
Child Minding				YP		
Financial Assistance for program participation						
Fitness programs	2	2				
Free to Be Me Aquatic Inclusion program			?	YP		
Hockey, Skating, Swimming						
Kinder Play				YP		
Nutrition and You programs	2					
Parent and Tot Playtime				YP		
Parent and Tot Skating (3 yrs)				YP		
Parenting for the Brave at Heart				YP		
Personal Interest Programs				?		
Personal Wellness Programs	2	2	2			
Pond Play Skating (2 1/2-5 yrs)						
Motoring Munchkins (0-5 yrs)						
Public Skating						
Red Cross, First Aid and CPR Courses	2	2				
Storybook Theatre						
Summer Soccer						
Tot Soccer (3-5 yrs)						

<b>Programs</b>	<b>Prenatal</b>	<b>0-6</b>	<b>K-12</b>	<b>Young Adult</b>	<b>Adult</b>	<b>Senior</b>
<b>RCMP</b>						
Bike Safety Rodeo						
Scooter Rodeo						
Top Cop Reading Program (BLT)						

<b>Programs</b>	<b>Prenatal</b>	<b>0-6</b>	<b>K-12</b>	<b>Young Adult</b>	<b>Adult</b>	<b>Senior</b>
<b>Salvation Army</b>						
Baby and Me						
Food Hampers						
Clothes						
Financial Assistance						
Soup Kitchen						
Lunches for school children						

<b>Programs</b>	<b>Prenatal</b>	<b>0-6</b>	<b>K-12</b>	<b>Young Adult</b>	<b>Adult</b>	<b>Senior</b>
<b>Seniors Organizations</b>						
<b>Parksville Golden Oldies Seniors Assoc. (PGOSA)</b>						
<b>Grandparents Raising Grandchildren</b>						

<b>Programs</b>	<b>Prenatal</b>	<b>0-6</b>	<b>K-12</b>	<b>Young Adult</b>	<b>Adult</b>	<b>Senior</b>
<b>School District 69</b>						
Anti-Bullying Programs (e.g. WITS)						
BLT Partner						
Behavioural Support District Autism Team						
Buddy-Up programs (e.g. BSS & WES)						
CEAP Home Education Program (K-12)						
Community Liaison						
D.A.R.E.						
D.D.A.R.C.						
District Resource Centre (K-12)						
Early Reading Intervention Program (Gr. 1-2)						
ESL support						
Extra-Curricular school activities						
First Nations Tutoring (Gr. 2-12)						
Home Support teacher for lengthy absences						
"I" School Tutoring at school (Gr. 9-12)						
Knights of Columbus partnership						
Learning Assistance (K-12)						
Network of Performance Based Schools						
Oral History with Seniors (KSS program)						
PASS Alternate Program (Gr. 9-12)						
PEP Alternate Program (Elementary grades)						
Pre-Vocational Programs/Work Experience						
READ TEAM (Gr. 2-5)						
School Sports Teams						
Senior Centre Partnerships						
Support for Severe Learning Disabilities (K-12)						
Woodwinds Alternate Program (Gr. 6-8)						

<b>Programs</b>	<b>Prenatal</b>	<b>0-6</b>	<b>K-12</b>	<b>Young Adult</b>	<b>Adult</b>	<b>Senior</b>
<b>Service and Business Groups</b>						
Parksville Chamber of Commerce						
Qualicum Chamber of Commerce						
NanOOSE Bay Lions Club						
Parksville Lions Club						
Parksville AM Rotary Club						
Parksville Newcomers Club						
Parksville Rotary Club						
Qualicum Beach Rotary Club						
Qualicum Beach Sunrise Rotary Club						
Royal Canadian Legion Parksville						
Royal Canadian Legion Qualicum						
<i>Need an inventory of service and business groups</i>						

<b>Programs</b>	<b>Prenatal</b>	<b>0-6</b>	<b>K-12</b>	<b>Young Adult</b>	<b>Adult</b>	<b>Senior</b>
<b>Vancouver Island Regional Library</b>						
Baby Story Time				YP		
BLT Partner						
Books, audios, DVDs, magazines						
Children's Preschool Storytime						
Daycare/Preschool Library Card						
Early Literacy computers				YP		
Equipment for sight-impaired						
Friends of the Library						
Red Cedar (Gr. 4-8)						
Special Events						
Summer Reading Club						

<b>Programs</b>	<b>Prenatal</b>	<b>0-6</b>	<b>K-12</b>	<b>Young Adult</b>	<b>Adult</b>	<b>Senior</b>
<b>Society of Organized Services (SOS)</b>						
After school academic programs						
Arts Speak (SOS program?)						
Assistance filling out tax returns (low income)						
BLT Partner						
Driving to medical appointments		2				
Family Night				YP		
Financial support						
Foster Parent				YP		
Kids Can Cook (pilot program)				YP		
Pre-natal vitamins				YP		
Preschool Art				YP		
Preschoolers on the Move				YP		
Shopping coupons						
Skills Link (Career Development)						
Thrift store						
TOTAMS (Time Out for Tots and Moms)				YP		
Triple P Parenting				YP		
Yoga Momma		2		YP		
<i>Need more info from SOS</i>						

<b>Programs</b>	<b>Prenatal</b>	<b>0-6</b>	<b>K-12</b>	<b>Young Adult</b>	<b>Adult</b>	<b>Senior</b>
<b>The Write Place/Project Literacy</b>						
BLT Steward						
CAP computer lab - free access and support						
Help with email, internet instruction						
Resume and letter writing assistance						
Volunteer tutors in reading, spelling, math						

<b>Programs</b>	<b>Prenatal</b>	<b>0-6</b>	<b>K-12</b>	<b>Young Adult</b>	<b>Adult</b>	<b>Senior</b>
<b>Community Programs, Clubs, Sports and Businesses</b>						
Aerobics						
Amateur radio						
Archery						
Badminton						
Ball (softball, baseball)						
Ballroom Dancing						
Basketball						
Bingo						
Bowling						
Boxing				?		
Cards						
Chess						
Climbing				?		
Clogging						
Community choirs						
Cricket				?		
Croquet				?		
Curling				?		
Cycling						
Ecology						
Equestrian						
Financial Planning						
Fitness						
Floral Art						
Fly Fishing						
Fly Tying						
Football						
Frisbee				?		
Gardening						
Girl Guides of Canada Programs						
Golf						
Gym Memberships						
Hiking						
Hockey						
Kayaking						
Line Dancing						
Martial Arts						
Music Lessons						
Needle Arts						
North Island Wildlife Assoc						
Oceanside Hospice						
Parksville Dance School						
Parksville Music						
Photography						

<b>Programs</b>	<b>Prenatal</b>	<b>0-6</b>	<b>K-12</b>	<b>Young Adult</b>	<b>Adult</b>	<b>Senior</b>
<b>Community Programs and Clubs Cont'd</b>						
Quilting						
Racquetball						
Rainbows Canada (Rainbows and Spectrum)						
Rock and Gem						
Rowing						
Sailing				?		
Scouting Programs						
Scrapbooking				?		
Scuba Diving						
Shooting						
Skating						
Soccer						
Stamp Collecting						
Square Dancing						
Streamkeepers						
Swimming						
Tai Chi						
Tennis						
Theatre						
Toastmasters						
Volleyball						
Walking						
Weaving						
Wildlife						
Woodcarving						
Writing						
Yoga						

<b>Programs</b>	<b>Prenatal</b>	<b>0-6</b>	<b>K-12</b>	<b>Young Adult</b>	<b>Adult</b>	<b>Senior</b>
<b>Vancouver Island University P/Q Campus</b>						
ABE (Adult Basic Education) Program						
Child minding						
Child/Youth Practicum students						
EA Practicum students						
Elder College Courses						
ESL Settlement Program (18-90)						
Student teachers						
University courses available at P/Q Campus						
2 University courses available for sec.students						
Volunteer Tutoring Program (18+)						

## APPENDIX 3

Two examples - Information notes to all Literacy Now members - Apr. 23 & Mar. 30

### Oceanside Literacy Now Meeting March 30, 2009

#### Seniors' Living in Balance Questionnaire

This is being done through BC Healthy Communities, who have received a small grant to develop and implement a questionnaire on seniors' health and wellness in our community. They had a booth at the March 28th Family Health and Wellness Fair and received a lot of interest and participation. It would be advantageous to all if we correlated this information with the work of Oceanside Literacy Now and projects we are working on. One thing to keep in mind is looking for ways of engaging and helping seniors of all kinds, not just those who are healthy and active.

**The Seniors Drop-In Centre** in Parksville is working with two practicum nursing students on two projects. One student is spearheading work on the Abbyfield Housing Society, developing a transient facility for adults who can't quite live alone anymore, but are not in need of substantial assistance. The other student is working on purchasing and refurbishing a transit bus with wheelchair access for getting less mobile seniors out and about. The bus has been purchased and Save-On Foods has agreed to pay for maintenance of the bus.

We talked about the need to recognize that 'seniors' are not all one group, and that there is a significant difference between the 55 year-old senior and the 75 year-old senior.

**Alphabet Walk** is gaining momentum. The group is developing a passport, grappling with the issue of multiple age ranges. Do we develop more than one passport? This group needs to determine our role in the Alphabet Walk - this project has the potential for 26 billboards for our work. How do we expand the project beyond 0-6?

The Parksville Chamber of Commerce's **Visitors Centre** may not be staffed this summer due to budget cuts. There is a potential here for a partnership between The Chamber of Commerce, Oceanside Literacy Now and BLT, where the Visitors Centre could be a point of entry for our project. Access to a website, a face-to-face person to talk to...

At several times during our meeting, we came back to one issue; **accessing services** is difficult for many groups of people, and the issues come back to mobility/transportation, social networks and literacy levels. This is true of young people, single moms, low income families, immigrants, students, families with small children, new retirees, older seniors, and people with physical disabilities. There is a strong interest around the table to ensure we pool our resources and work together on addressing these issues even though our focus may be on one particular group, as there are often ways of sharing solutions and stretching the resources further. Transportation issues are a good example, as this is a concern that goes across all ages. YOW Bus, Seniors Bus, WOW Bus - how can we connect all of these projects in ways that address transportation across the age spectrum? Note: the RDN has free retired buses.....

**Housing** is another issue that spans age groups. The only affordable housing for many people is far outside the Parksville and Qualicum municipalities, and even these houses are very expensive to rent because there is a housing shortage. Living out of town means people need transportation. Because there is no comprehensive public transit, people either spend money on the cheapest cars they can get, which requires money for gas and repairs, or they simply do not participate in programs that are available to them.

#### BLT Projects

We looked at BLT's new *website*. There is a page on the website for Oceanside Literacy Now, and the potential to develop a website for OLN beyond this one page.

*Safety Village* - BLT has just received a 3 year grant from the Queen Alexandra Foundation for Children. Safety Village will be another opportunity to bridge generations and organizations and encourage interaction.

Could BLT become the *umbrella organization* for Oceanside Literacy Now? What steps would be needed with Project Literacy to expand? Project Literacy's mandate is family literacy. It would be a simple matter to develop Project Literacy's Board to reflect the parameters of Oceanside Literacy Now's mandate as well. Considerations are

the fact that the community has the capacity to support one table, sustainability is an issue, and we must be mindful of the capacity for BLT and Project Literacy.

**Youth Involvement** - there are no youth at this table - how are we involving them? We need to ensure we work to get them involved; while this table is not a setting at which most youth are comfortable, there is a movement to get them involved. Alphabet Walk is an example.

### Our Community Plan

**Where do we go from here?**

How do we sustain beyond grants?

We need to pay attention to coordination, transparency of discussion.

We need support in staffing to move forward. Coordination - funds are now available with \$30,000 for program and \$30,000 for coordinator. Perhaps mini-contracts for work as we determine what needs to be done? We need to keep sustainability in mind.

**We need to:**

Identify a project

Hire staff by contract to complete

Responsibility for this work within the BLT Team but managed by this group?

- More hours for existing staff and/or new people for new skills.
- Don't want to lose community voice

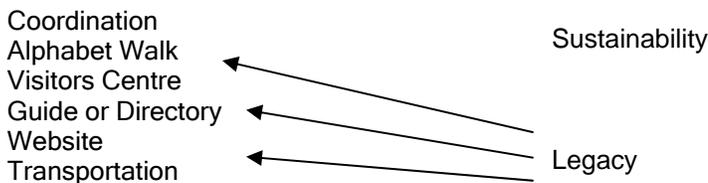
Online resources helpful for new immigrants

Newcomers to area are overwhelmed trying to navigate through the different organizations, and getting to know the community

Coordination in tying loose ends together in projects, and in providing comprehensive network

Awareness of community about what is going on - Alphabet Walk the conduit.

Alphabet Walk - move beyond 0-6



**Community Directory**

- Building a database
- an electronic version would be easily updatable
- saves costs in printing and distribution
- maybe develop hard copy later on
- how can we coordinate this directory with the Alphabet Walk?

**Website**

- What about online resources - voice clips and videostreaming?
- Online resources not readily accessible for those with computer literacy or other literacy issues
- When doing website, keep in mind the need to make it low-literacy friendly
- "Settlement Website" has the option of individual organizations being able to update their own information - lower costs

**Face to Face Component**

- this has proven to be the most effective method
- Visitors Centre?
- *(we didn't mention the '811' line, but did in previous meetings and it would fit here)*

**Please note:** There will be a forum on April 16<sup>th</sup> from 1-5 pm at the Qualicum Civic Centre on "Aging Well in a Caring Society" hosted by the University of Victoria Centre on Aging. Please refer to the poster forwarded from Lynne MacFadgen, our Regional Literacy Coordinator.

**Notes from Oceanside Literacy Now Meeting April 23<sup>rd</sup>, 2009**

Clarification of minutes from last meeting:

The Seniors Drop-In Centre has not yet purchased a bus. It was reiterated that transportation continues to be an issue.

Discussion regarding what kind of project do we want to start with?

- Family Place announcement adds dimension to consider, does Family Place become the site to provide the face to face?
- website? hard copy directory? - probably come out of website content
- 811 phone line?

Purpose of website?

- communication of literacy services available in Oceanside area
- exact content to be determined with coordinator and/or website designer's assistance

Discussion of website as project

- seems like a good way to embark on communication goal as set out in needs assessment
- need to continue face to face opportunities which will then drive website content
- should reflect what we already have in our community
- should build in sustainability
- coordinator of website needs to know community
- have an equitable distribution of resources reflected in website
- webmaster vs designer considerations - who designs content, who maintains
- Mark Campbell from Literacy BC may be a resource

Qualifications for website designer

- knows our community
- may have been at Oceanside Literacy Now table
- good listener, draw from the group
- good communicator
- good facilitator
- tech skills (Mark and/or SD tech staff may help us with the language for this)
- demonstrated experience with website design

Discussion of process

- is this a posted position or one where we invite people we know have the qualifications we are looking for
- next step: to invite some tech skilled people to help us determine what it is we want in our website and then also get a feel for if one of those people are interested in being our website designer
- these resource people could also help us surface some questions we don't even know to ask as well as help us clarify issues around things such as maintenance and possibilities for the website

Think about what we want for our website:

- user friendly      - interactive                      - voice clips                      -videostreaming
- keep it low-literacy friendly

Invite Rhonda, Mark Campbell and Ian Larson or Jeff Temple to come to next meeting.

Possible dates for next meeting: June 4, June 10, June 15

## APPENDIX 4

## Community Literacy Now Forum Agenda June 15



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

## Oceanside Literacy Now Meeting Agenda

Monday, 4:00, June 15, 2009 BLT – Annex

1. Update on BLT and Project Literacy – possibilities for Literacy Now
  
2. Coordination of Our District Literacy Plan update to the Ministry – committee and meeting time
  
3. Communication/Directory Website Project: Decisions
  - Questions, possibilities and issues related to the maintenance and creation of a Community Literacy website?
  
  - Input from Literacy BC & software to support a Community Website?
  
  - Input from School District and Community Technology experts?
  
  - Coordination of this project? Proposal and Timelines?

## APPENDIX - 5 Community Partners in Oceanside Literacy Now Forum

### Education Organizations

- i. School District 69 Parent Organizations
- ii. School District 69 Staff and Administration
- iii. School District 69 Trustees
- iv. Vancouver Island University
- v. Elder College
- vi. Vancouver Island Regional Library

### Representatives from Government

- i. Vancouver Island Health Authority -Public Health
- ii. Ministry of Children and Family Development
- iii. Local Governments of Parksville and Qualicum Beach
- iv. Regional District of Nanaimo: Recreation and Parks Department

### Representatives from Social Service Agencies

- i. Family Resource Association
- ii. Society of Organized Services
- iii. Pacific CARE

### Community Organizations

- iv. Project Literacy and The Write Place
- v. Oceanside Community Response Network
- vi. Federation of University Women
- vii. Oceanside Volunteer Association
- viii. Oceanside Community Arts Council
- ix. Qualicum Beach Seniors Club
- x. Arrowsmith Community Enhancement Society
- xi. Rotary
- xii. Parksville Chamber of Commerce

## APPENDIX - 6 Terminology

### 2010 Legacy Now BC

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

### Asset based development

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

### Alternative Structures for Inter-Sectoral Work

- **Networking**

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

- **Coordination**

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

- **Coalition**

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

- **Collaboration**

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

- **Inter-sectoral collaboration**

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

### "Literacy" - provincial goal

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

### Literacy Now BC

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

### Vision

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

## APPENDIX 7 Sources

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City of Parksville, 2007 Community Profile, prepared and updated annually by the City of Parksville Economic Development Department.

“District Data Summary 2002/03 - 2006/7 69 Qualicum”. BC Ministry of Education, 2008.

Don Hunter Consulting, Oceanside Area Demographic Review for the RDN Recreation Services Master Plan for Oceanside April, 2006

First Call BC Child and Youth Advocacy Coalition, Child Poverty and Low Income Inequality in British Columbia—a Status Report 2006 , <http://www.firstcallbc.org>

Hertzman, Clyde Mapping Early Child Development: Qualicum (SD69) Community Summary, Fall, 2006.

Mort, Janet, School Districts in Community Intersectoral Coalitions: Models of Collaboration for Young Children, Doctoral Dissertation in the University of Victoria, 2007.

Oceanside Tourism, Parksville and Qualicum Beach, Vancouver Island’s Oceanside Region, Visitors guide for 2008, including Parksville, Qualicum Beach, Nanoose Bay, French Creek, Lighthouse Country and Arrowsmith Coombs Country.

Qualicum School District Aboriginal Education Improvement Agreement Update 2006/07. Report to the Board of Education, School District 69. 2007.

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Patton, Michael Q. Evaluation for the Way We Work, The Nonprofit Quarterly, Spring 2006, pp. 28-33

“School District 69 - Qualicum Statistical Profile” BC Stats. 2006. Retrieved June, 2008.

Seller, Leigh Ann, Community Profile of the City of Parksville, Student paper for Dr. Ron Faris, University of Victoria, September 26, 2004

Solving the Oceanside Labour Crisis: A workforce development strategy, Draft for Community Consultation, May 2008

Statistics Canada, Census Data for 2006. Retrieved May 29, 2008.

Literacy BC links for consideration when developing a Literacy Website:

- <http://www.useit.com/alertbox/20050314.html>
- <http://iat.ubalt.edu/summers/papers/intercom%20making%20web%20friendlier.pdf>