

Powell River Community Literacy Plan

A collaboration of
The Powell River Literacy Council
and
School District 47 - Powell River

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Acknowledgments

In 2007, the Literacy Now planning process was initiated by the Powell River Literacy Council which took on the role of the Task Group for the planning process. Literacy Council/Task Group members represented a broad spectrum of the community. They devoted many hours to the process, both as a group and individually, in providing input and direction. The Powell River Employment Program Society, an "umbrella" non-profit group, handled the role of Steward, as defined by Literacy Now, as well as contributed to writing and editing the first Plan. The roles and responsibilities of the Task Group and the Steward were fulfilled in a milieu of collaboration and sharing, respect, and open communication.

In addition to the Task Group and Steward, the following individuals are acknowledged for their roles in developing the initial plan:

- Judy Brooks, Regional Literacy Coordinator, for her guidance and support, and making several ferry trips to attend our meetings in person;
- Joyce Carlson, Chair of the Spirit of BC Committee (Powell River), for her encouragement to initiate the Literacy Now process and on-going support for community literacy;

The Powell River Literacy Council gratefully acknowledges School District 47, Vancouver Island University, and the Powell River Public Library for their ongoing support of the Council's work and for their generous contribution of time and meeting places.

Finally, the Literacy Council acknowledges the financial contributions of 2010 Legacies Now and School District 47 which made possible the preparation of the first edition of the Community Literacy Plan in 2007, as well as continued financial support from 2010 Legacies Now for annual Plan updates. The ongoing work of the Literacy Outreach Coordinator in producing annual updated Plans is critical to having a meaningful Plan for the Literacy Council and community and to guide our work.

For the 2009 revisions, the Literacy Council gratefully acknowledges the contributions of Lynne MacFadgen, Regional Literacy Coordinator – VIU region.

Some notes on terminology

Because this report concerns the literacy situation throughout the entire Powell River Regional District, the abbreviation PRRD will be used to refer to the district. When reference is being made to the City of Powell River specifically, it will be indicated as such.

Note also that we refer throughout to the Powell River Literacy Council rather than to the Literacy Task Group. This is simply for reasons of clarity, as it is hoped that this plan will live on beyond the scope of 2010 Legacies Now, as the goals expressed here are multi-year goals that will require more funding and a longer timeframe than that provided by the 2010 Legacies Now project.

Additional copies

Additional copies of this report can be obtained by contacting:

- The PREP Society (103-4511 Marine Ave., Powell River, BC, V8A 2K5, (604) 485-2004, prep@prepsociety.org);
 - School District # 47 (4351 Ontario Ave., Powell River, BC, V8A 1V3, (604) 485-6271, kmorris@sd47.bc.ca);
 - Literacy Outreach Coordinator: literacypr@prepsociety.org ;
- The Powell River Public Library (4411 Michigan Ave, Powell River BC, V8A 2S3, (604) 485-4796, powellriverlibrary@shaw.ca).

1. Summary of the Community Literacy Plan

From January 2007 to July 2007, the Powell River Literacy Council met regularly for the purpose of creating a Community Literacy Plan for 2010 Legacies Now. The coordinator of the Literacy Now Planning Project spent a considerable amount of time talking with the members of the Literacy Council and other individuals and organizations in the community providing literacy services and those dealing with sectors of the population affected by literacy concerns. During the course of these seven months, the coordinator was in regular contact with the Steward and the Literacy Council, reporting on progress monthly and using the Council as a sounding board for background research and suggestions as to how best to work with the entire community to create a profile of the community's strengths, needs, opportunities and challenges.

Along the way to the creation of the first Community Literacy Plan, two major milestones were the visioning process and the creation of the components of the plan itself. The visioning process, which was facilitated by our Regional Literacy Coordinator Judy Brooks, resulted in the following declaration of our values and vision for literacy in the PRRD:

VALUES (see Section 4.1 for full explanations):

- **Access:** Minimal barriers between those in need and the services which can help them
- **Community Commitment/Leadership:** Political and business leaders are working alongside the providers of literacy services to realize a common vision
- **Cooperation/Coordination:** Stronger relationships and partnerships among services and providers
- **Diversity:** Literacy services of all types for all ages and backgrounds
- **Integration:** Literacy services are embedded in all types of activities
- **Motivation/Incentive:** People needing literacy services understand the benefits
- **Sustainability:** Services will continue to be offered

VISION (see Section 4.2 for further discussion):

Literacy is for everyone, for every purpose, now!

THE PLAN: (see Section 4.3 for full details)

The vision and values were the jumping-off point for the special three-hour session involving members of the Literacy Council as well as representatives of local municipal government and the local business community. Using the values as guideposts for accomplishing the long-range vision for a literate community, it was determined the **five priorities of the Literacy Now Plan** are:

- Ensure ongoing funding for a Literacy Coordinator
- Raise **public awareness**
- **Embed** literacy services in daily activities
- Ensure opportunities for **on-going training and professional development** for literacy service providers
- Advocate for a **new library**

As stated previously, the Plan has short-range as well as multi-year goals. It is the intention of the Literacy Council to utilize the information gathered in the initial Literacy Now planning process and subsequent meetings and information compiled annually, and to incorporate elements of the Plan in its on-going work and fulfilling its mission. (See Appendix A, p. 45ff.)

2. The Process

The Literacy Council has had great success bringing together service providers, educators, health workers, and members of other sectors of the community, allowing for open communication among these individuals and groups. Throughout the planning process, the Council worked to ensure that information was circulated regularly, that all members of the Council had opportunities to intervene in the process and freely discuss the ongoing work and background research. The process for updating the Plan annually continues to invite participation from community and Council members. The Coordinator keeps members of the Council advised of relevant information and initiatives, records and circulates minutes of meetings, and works to ensure the Council membership is representative of a broad range of community sectors. The Council continues to meet regularly and communications between meetings, mostly by email, are ongoing.

2.1. Literacy Council participants

The Powell River Literacy Council was formed in 2004. The Council applied for Literacy Now funding to develop a Community Literacy Plan and agreed to act as the Literacy Now Task Group. The steward for the Literacy Now funding is the Powell River Employment Program Society, a non-profit “umbrella” organization and one of the founders of the Literacy Council. The Literacy Council/Task Group membership includes representation from the School District, the School Board, Community Health, literacy service providers (e.g., Vancouver Island University and Family Place), Sliammon First Nation, Success By 6, Public Library, members of the business community, parents and other community members.

For more information on the members of the Powell River Literacy Council, see Appendix A (p. 45ff.).

3. The Profile

This section lays out the background information relevant to a plan for literacy in the PRRD. First, the Community Literacy Profile is presented, in which is discussed the historical, demographic, and cultural features of the PRRD which are relevant to an understanding of the literacy situation (§3.1). The Community Literacy Inventory summarizes the information on all literacy-related services available in the PRRD at the time that this report was being prepared (§3.2). Section 3.3 discusses the ways in which the current literacy services available in the PRRD lay the groundwork for our vision, in terms of strengths, weaknesses, opportunities, and challenges, and links among literacy services. Section 3.4 summarizes these findings.

3.1. Community Literacy Profile

The City of Powell River, with a population of approximately 14,000, is the most densely populated part of the PRRD. The PRRD has a population of approximately 21,000, inclusive of the City (both population figures are valid as of 2007). Regional population has remained flat over the past decade. Isolated from the Lower Mainland by two ferries, and from Vancouver Island by one ferry (Powell River to Comox), the area has a long tradition of self-sufficiency.

Since its founding in the early 1900s, the economy of the PRRD has been dominated by resource extraction and the pulp and paper mill, at one time the largest in the world and until recently the largest employer in Powell River. As a company town, residents of Powell River benefited from the presence of the mill. Architecturally that heritage is visible in the Townsite, which is the old company town, with many of the old executive and worker homes still intact. However, the mill has been downsizing in recent years, and presently employs about one-tenth of the number of workers that it employed at its peak. The PRRD and the City of Powell River are actively working to recruit new industries and businesses to Powell River, but so far with mixed success. It is fair to say that Powell River, like many resource-industry towns in British Columbia, is in transition; although no one can say how much of its future lies in the technology sector, tourism, service, or other “new economy” development. Like much of the rest of the province, Powell River’s economic dependence on the resource sector is declining: 8.3% of the region’s economy depends on forestry, mining, and fishing/trapping, as against a provincial rate of dependence of 4.8%. Although the PRRD attracts a retirement population who move here to enjoy the mild climate and beautiful natural surroundings, there is a good deal of poverty and dependence on government assistance: in terms of the percentage of the adult population (aged 19 to 64) receiving income assistance while being employable, the PRRD has a figure of 2.9%, which as of September 2009, was on par with the provincial average. One of the persistent challenges facing social service providers here is countering the widespread belief that there are no serious problems associated with a marginalized population struggling with poverty and difficulty finding stable meaningful employment.

As of May 2010, unemployment is 5.8% in the Vancouver Island region which includes Powell River (this rate has not been adjusted to take into account seasonal fluctuations). Historically, the unemployment rate specifically for the PRRD has been between 2% and 4% higher than the rate for the Vancouver Island region, so the actual unemployment rate is likely to be between 7.8% and 9.8%. This compares to a seasonally unadjusted province-wide rate of 7.7%.¹

¹ <http://www.bcstats.gov.bc.ca/pubs/qrs/rd27.pdf>

One of the salient characteristics of the population of the PRRD is the changing demographics. The proportion of the population between the ages of 25 and 64 is 52.8%, compared with 56.4% for all of BC. (Source: BC stats, as of 2009.)² However, the proportion of the population 65 and older is 21.0%, compared with 14.7% for all of BC. The age profile of the PRRD skews older than the province overall, and to some extent this could be the result of young people leaving the community due to limited educational and training opportunities available in the region for high school graduates and younger people. The continued decline in employment opportunities at Catalyst Paper, once the largest employer and a source of high-paying jobs for workers with limited formal education, is damping opportunities throughout the region.

In the area of education, Powell River faces numerous challenges, e.g.:

- An above-average percentage of 25- to 54-year-olds without completed post-secondary education (PRRD: 42.6%, BC: 37.2%; Source: BC stats, 2009);
- A below-average percentage of regional residents 20 or older with a university degree (PRRD: 13.8%; BC: 24.1%; Source: BC stats, 2008).

One indicator available from BC stats that bears directly on early literacy is the combined average of grades 4 and 7 with respect to students below standard in reading (average numbers of the 2007/08 and 2008/09 scholastic years). Here, fewer students in the PRRD are below the BC average: 18.4% are below standard as compared with the provincial result of 20.5%.

The low level of education among the adult population is commonly attributed to the historical availability of high-paying jobs at the mill which did not require high school completion. That “culture” – that good employment does not depend on being literate or educated – still exists, although employment requirements have changed and continue to change. In order to advance in most of the trades nowadays, completion of grade 12 is increasingly a requirement. The PRRD faces the challenge of communicating this new reality to its young people, many of whom may be absorbing the implicit message that it is possible to find a stable high-paying job without necessarily completing high school. It is certainly the case that younger people in the PRRD are faced with some genuine difficulties: in terms of youth 19 to 24 years old receiving income assistance benefits, the PRRD is well above the provincial average of 3.8% at 8.6% (Source: BC stats, 2009). Students exiting high school successfully will typically leave town in order to get a post-secondary education, as the Powell River campus of Vancouver Island University (VIU) only provides a one-year roster of university courses and some trades. The ones left behind may find themselves with limited educational resources, reduced employment prospects, and little opportunity for upgrading their skills or finding their way back into an educational milieu. Some trades training opportunities for high school students are available in programs shared between the School District and VIU (for example, Cook’s Training).

With respect to indicators of early child development (ECD), we are lucky in BC to have access to the very detailed and statistically rigorous work of the Human Early Learning Partnership (HELP), under the direction of Dr. Clyde Hertzman. Results from this province-wide research initiative are available, and are already being used to inform early childhood development efforts in the PRRD, including literacy services. The results of the first round of measurements taken in School District 47 in 2003 and 2004 indicated a region with some serious ECD challenges: on four of the five Early Development Instrument (EDI) scales the Powell River region was in the second most vulnerable quintile (Physical Health and Well-Being; Social Competence; Emotional Maturity; and Communication Skills and General Knowledge). On the other scale (Language and Cognitive Development) the School District

² http://www.bcstats.gov.bc.ca/data/sep/rd/Rd_27.pdf

was in the most vulnerable quintile. Between the first and second round of measurements, overall vulnerability decreased slightly, especially with respect to the Language and Cognitive Development scale. A HELP report on the SD47 results suggests that “a focus on early literacy supports in the community have been effective (e.g. School District early literacy, library services, Mother Goose, “Raise a Reader” parent education).”³ In addition, Powell River Family Place opened in early 2004 with a specific focus on early literacy and family literacy.

In the second (2006) round of sampling, the Powell River North area, roughly consisting of the Cranberry, Townsite, Wildwood, Sliammon and Lund neighbourhoods, was the most vulnerable, with 41.9% of children vulnerable in at least one domain of their development. This was an increase of 10.3% since the first round of sampling, and contrast with the situations in the Powell River Centre and South areas, which saw decreases of 14.7% and 5.7% respectively in the proportion of children vulnerable between samples.

In measurements taken in 2008-09, vulnerability in Powell River North had decreased 11% from Wave 2, to 30%. In Powell River South it increased 11.8% to make it slightly higher than the north area at 31.8%. The overall picture that results from these EDI measurements is of a region facing serious challenges in all areas of early childhood development. The numbers in Powell River compare to a figure of 28.6% of vulnerability province-wide.

Another aspect of the region which is harder to quantify but no less real is the problem of transportation. Approximately one-third of the regional population lives outside of the City of Powell River, and in many cases must travel to Powell River for services such as education, medical services, consultation with social service agencies, and so on. The economics of providing affordable and timely public transit service are such that many people – especially the more marginalized segments of the population both within City limits and the rural areas – find themselves unable to travel regularly to make use of services in the City of Powell River.

3.2. Community Literacy Inventory

The Community Literacy Inventory was first compiled in 2007 with considerable input from all sectors of the community. The initial work was an elaboration of work previously done in 2006 in Powell River, which resulted in the production of a brochure of literacy-related services for use primarily by service providers and people in a position to refer potential users to these services, as well as clients of those services. The inventory is updated annually as part of the Literacy Outreach Coordinator’s on-going work. The complete inventory is found in Appendix F, (p. 57ff.).

There was a good deal of discussion among the members of the Literacy Council as to the definition of “literacy service”; many programs available in the PRRD are obviously aimed at strengthening the core literacy skills of reading and writing. But what about computer literacy? What about parenting programs that contain a literacy component? What about activities such as the Powell River Festival of Writers that do not educate or remediate literacy skills, but highlight the importance of these skills in the cultural life of a town or region? What the Literacy Council came to acknowledge was that there is a continuum of services available, from the explicitly literacy-related ones at one end of the scale all the way to services which

3. Mapping Early Child Development: Powell River (School District #47) Community Summary. Sep. 2006. Available at <http://www.help.ubc.ca/unit/sd47.htm>.

indirectly support literacy by strengthening families, contributing to a positive self-image, modeling successful mastery of reading and writing, personal fulfillment, and so on.

The working definition of “literacy service” that has been adopted for the purposes of drawing up the Community Literacy Inventory for Powell River is:

A literacy service is any program, activity, or resource that has as one of its aims the strengthening of a person’s ability to succeed in reading, writing, mathematics, or computer literacy, whether this is through teaching these skills explicitly or embedding them implicitly in other activities.

The question of implicit embedding of literacy skills is one that comes up periodically and is included in the recommendations and goals of this report. Although the literacy inventory tends to highlight programs that explicitly target traditional literacy skills, the Literacy Council acknowledges that embedding literacy skills in other activities could be a powerful and non-traditional way of promoting literacy in the community, especially when dealing with youths, adults, or seniors, who may feel alienated from traditional educational establishments and unwilling to “go back to school” to get help with these skills.

3.2.1. Some general observations

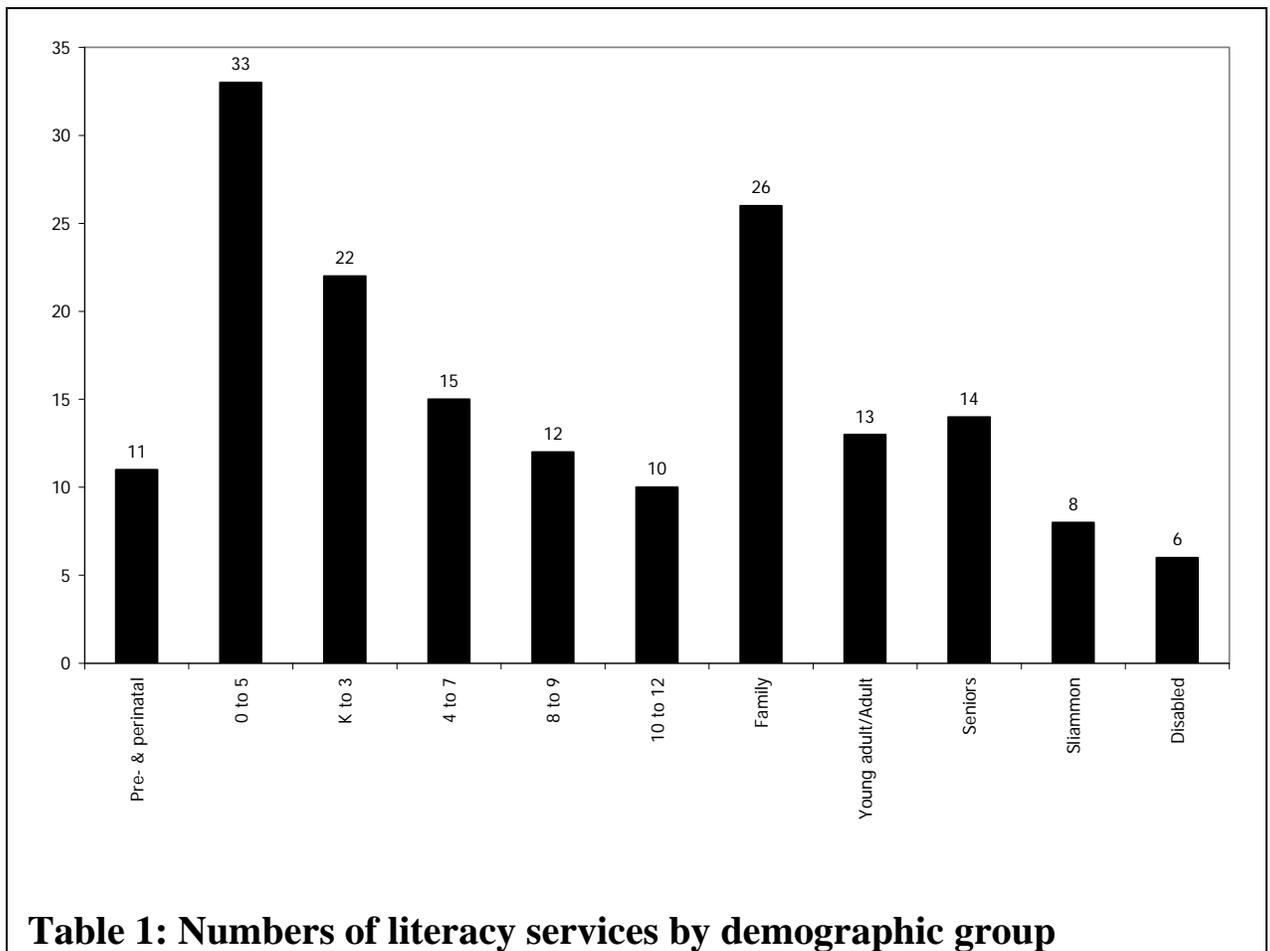
Table 1 illustrates the numbers of programs and services compiled through the Community Literacy Inventory, broken down by demographic group. For the purposes of our Community Literacy Plan, we considered that the age and ethnic groupings suggested by Literacy Now were adequate; although we added family literacy services as a category unto themselves, since they constituted a significant number of services offered in the PRRD.

It should be noted that many services fall into more than one demographic group. However, in the case of the Sliammon group, only those services were counted which specifically target the needs of this population. Otherwise, this group would fall into the other categories which are broken down by age and family status.

Here are some of the most basic observations about these data:

- The total number of literacy services in the PRRD as of the 2010 revision of this report is 65 (up from 52 in 2007), and it should be noted that some services are included in more than one demographic category;
- There is a noticeable tapering off in the number of services by age group as we progress from the 0-5 age range through young adult and adult and on to seniors;
- Young children and families have a relatively large number of literacy services from which to choose, offered in a number of locations throughout the region (with outlying areas now being reached by the ORCA Bus);

- Adults and young adults without children still have few services from which to choose; although services offered by the public library and other providers (e.g., book lending, (Community Access Computer sites, etc.) are now supplemented by the Community Adult Literacy and Learning (CALL) program, started in the fall of 2008 with funding from the provincial CALP program;
- Seniors continue to be relatively underserved; however, the Community Adult Literacy and Learning (CALL) program is available to seniors as tutors and learners, and the Townsite Intergenerational Program also serves seniors;
- The literacy needs of the adult Sliammon population of the PRRD have not been specifically targeted up to this point; there are programs for early and school-age literacy, as well as outreach programs developed and maintained by the Powell River Public Library, but no tutoring or other services to support the needs of the adult population. Pending renewal of funding, CALL is planning an outreach tutoring program for Sliammon adults, in cooperation with Ahms Tah Ow School, in 2010-11;
- There are no literacy services specifically targeting the literacy needs of the non-Sliammon aboriginal populations of the PRRD.



The following subsections summarize some of the more detailed observations for the following demographic groups:

- Prenatal to 5 years (§3.2.2)

- Kindergarten to grade 12 (§3.2.3)
- Young adult (§3.2.4)
- Adult (§3.2.5)
- Family (§3.2.6)
- Senior (§3.2.7)
- Sliammon and non-Sliammon aboriginal population (§3.2.8)

It should be noted that the numbers of programs may not necessarily reflect the numbers of people served; e.g., school programs are universally accessed, so one school program is reaching a large population. The complete Inventory is attached as Appendix F (p. 57ff.).

3.2.2. Prenatal to 5-year-old population

The development of services for pre-school-age children has improved greatly in the last few years. This is because of Powell River Family Place and various other programs aimed at this age group, as well as those promoting family literacy and the School District's additional mandate for "cradle to grave" learning. Nonetheless, because these programs are still relatively new and their impact has not yet been determined, the Plan recommends that current services should be enhanced and expanded. The EDI (Early Development Instrument) results, which show poor language and cognitive development in pre-kindergarten children in Powell River, and a general awareness of the crucial importance of early literacy, supports a focus on this population. There are concerns about the future of the Family Place, whose funding remains uncertain, as it is widely seen as a precious resource and one that has huge potential for reaching underserved members of the local population. It is centrally located in the Town Centre Mall, which is a natural hub of Powell River, and it is a neutral venue that is welcoming to all members of the community and widely visited as part of people's daily routine. School District "Strong Start Centres" have been established in 3 elementary schools. A "Family Friendly" magazine was published by Success By Six, and a "Family Friendly" website, replacing the magazine, is being developed, so that information about early education and family services is made available to parents in additional ways that parents access. In addition, the new Literacy Council website (2010) lists all the literacy-related programs and services in the Powell River area, with contact information and the appropriate details.

Despite the fact that there are a number of programs that reach children under the age of two along with their parents, the fact that this age is increasingly seen as a critical time for early learning and brain development means that this group is an important one to stay focused on. There is a dearth of ongoing, organized free recreational activities or venues in the PRRD for adults and children, especially those with an early learning or literacy component. And one problem that came up very frequently in the course of compiling the inventory was the difficulty that many young families experience in getting to literacy services, given that many people cannot afford their own vehicle and the local public transit system does not serve all areas at all times that services are offered.

Since 2007, School District 47 has opened three Strong Start Centres: one at James Thomson School, specifically to serve the Sliammon First Nation; one at Kelly Creek Elementary School (a rural area) and the other at the Early Years Centre at Brooks Secondary School and near Henderson Elementary School in the Townsite to serve the

general population of families with children from birth to 5 years old. These are parent-child programs to improve literacy and school readiness.

In early 2009 several programs with significant reach were introduced or re-vamped. The ORCA Bus, a bus with educational and other activities for parents and children, began travelling throughout the region, reaching places which are otherwise not served by other literacy services. In addition, the Powell River Public Library started taking Travelling Storytime to daycare and preschool centres in and around Powell River. With funding from the Literacy Council, in 2009-2010 the Powell River Public Library's program, Every Child Ready to Read, had a successful run with a full-time coordinator for the period of a few months.

3.2.3. Kindergarten to grade 12 population

From the ages of roughly 5 to 18, with the exception of those who exit the school system early, children and teenagers are immersed in an environment which actively encourages literacy and learning, and furthermore embeds literacy into a great variety of activities. The universality of coverage here, as well as the number of remedial services and programs, makes this age range the most reliably covered for literacy services.

Apart from the comprehensive services offered by SD 47, the Powell River Public Library offers numerous services that address the needs of the school-age population; e.g.:

- Loan of library materials (books, graphic novels, audiobooks, movies, magazines)
- Summer reading club, teen reading club
- Computer access
- Online chat reference
- In-person reference
- Author visits and other youth programming

Nevertheless, there is undoubtedly a place for embedding even more literacy services throughout the community, and that continues to happen to the present date.

In 2009, the Townsite Intergenerational Programs (TIPs) started with three programs delivered in the Townsite, an area that has been identified as vulnerable in regards to literacy:

- 1) Computer drop-in service for seniors, bringing school-aged children together with seniors for homework help and sharing of computer skills.
- 2) Henderson Elementary After-School Club, which is run once a week and focuses on activities that allow children to lead, learn, cooperate and communicate respectfully.
- 3) Parent-Child Mother Goose.

Two awareness campaigns that have been started by the Powell River Literacy Council in 2010 are geared toward children in the K-7 age group. The Heroes Read Poster Campaign is a 10-month program that features a different local 'reading hero' each month. Posters are displayed at all the schools, as well as at various locations around town. In addition, the reading hero participates in a literacy event, which is held at one of the schools, or (during summer months) at a literacy-related program.

BookCrossing is another reading promotion campaign that was started in 2010. The idea is to ‘make the world a library’ and to get books off of people’s shelves and into the community. This campaign targets readers of all ages.

3.2.3.1. Aboriginal Literacy Program Offerings in School District No. 47

In accordance with the Local Education Agreement and the Aboriginal Education Enhancement Agreement the school district undertakes initiatives specific to improving the literacy skills of aboriginal students. This is reflected in school district’s Accountability Contract.

These opportunities are in addition to those described in section 3.2.8. Sliammon and other aboriginal populations and give the Community Literacy Plan broader coverage in meeting the needs of the First Nations community. Off-reserve aboriginal students are included in these initiatives. The Local Education Agreement and Enhancement Agreement represent strong educational connections with Sliammon and support a common interest in lifelong learning that is shared with the school district.

See Appendix BC (p. 50) for the specific initiatives.

Further information is available on the School District No. 47 website (www.sd47.bc.ca/aboriginal.html). The Local Education Agreement, Aboriginal Education Enhancement Agreement and 2008 - 2009 Aboriginal Education Report are all on the website.

3.2.3.2. School District No. 47 Literacy Plan

The school district is required to submit an annual Accountability Contract to the Ministry of Education. The contract includes initiatives specific to improving the literacy skills of all students.

The initiatives imbedded in the Accountability Contract add another dimension to the Community Literacy Plan. The school district commits resources to attaining its literacy goals and is responsible for annual reporting to the Ministry of Education regarding the progress that has been made. In keeping with the belief in lifelong learning the literacy initiatives may apply to all students from kindergarten to grade 12.

See Appendix D (p. 51) for the specific initiatives.

Further information is available on the School District No. 47 website (www.sd47.bc.ca.html). The school district Accountability Contracts are on the website.

3.2.4. Young adult population

Youth, especially young people who drop out of the school system, were identified as an underserved population. Within the school system the following alternatives exist for youth who need additional support or prefer an alternate style of learning:

- Brooks Offsite Program, secondary alternate program (grades 8-12);
- Young Moms, a teen parenting program for teen moms;
- Alt-Kore at Brooks Secondary School, for those students who have some behavioral difficulties and learning needs;
- Online Learning Program, for those students who prefer an alternate style of learning (grades 9-12);
- Ahms Tah Ow (alternate program at Sliammon);
- Partners In Education (PIE), a distance learning program for those students who prefer an alternate style of learning (grades 4 to 12).

Outside of these programs, as well as several others that provide for the needs of the home-schooled population, there are no programs that target young people no longer in the education system or struggling to re-enter it. The absence of a youth centre in the City of Powell River has been a persistent issue for many years. Youth are more likely to feel comfortable seeking help in a place specifically dedicated to addressing their needs. Fortunately it seems that that deficit will be met in the near future. Powell River Child, Youth and Family Services has been working to raise money for a youth centre, and plans to have programming (if not a full youth centre) up and running by November 2010.

One interesting problem in reaching young people up until 2008 was the economic boom in the PRRD, which had the effect of downplaying literacy and other skills when young people are looking for work. This is similar to the effect that readily available mill employment had on the public profile of literacy skills among the young workforce up to a few years ago, when mill employment began to decline. However, as these young people move up through the job market, those skills which did not seem essential in entering the job market will become more and more important. Somehow we need to find a way to communicate the importance of literacy to young people, and give them opportunities to access services easily, without stigma. These literacy services, in order to succeed, must be well integrated into the day-to-day fabric of these young people's lives. With the world-wide down-turn of the economy starting in 2008, the importance of literacy skills in the job market has become a significant factor.

There will be a focus on youth for two of the Literacy Council's programs - BookCrossing and a Read-a-thon – in the fall of 2010.

3.2.5. Adult population

When the initial survey was done, generally the feeling was that the adult population is not as well served by local literacy services as it could be, except when that adult is part of a family with young children. At the time, the only programs that specifically targeted adult literacy (in the broad sense) were a range of programs available at Vancouver Island University, e.g., the Adult Basic Education (ABE) and one-on-one tutoring programs; as

well as numerous services offered by the Powell River Public Library, such as free one-on-one computer tutoring, help filling out government forms, and other related services. In addition, there were on-demand resources such library materials, Kurzweil and Dragon Naturally Speaking software, CAP (Community Access Computer) sites, and so on. One significant improvement since the fall of 2008 is that adults throughout the region have had access to one-on-one tutoring through the Community Adult Literacy and Learning (CALL) program (which is funded by the provincial government's CALP program).

In addition, the Powell River Public Library started two new programs in 2009 designed to serve adults in the region with special needs: a homebound delivery service for those who have trouble getting out of the home due to illness or age; and a traveling storytime for cognitively-delayed adults, in partnership with the Powell River Association for Community Living. The same year the Literacy Collection at the library was almost completely overhauled and renewed, providing local people with an updated source of easy-to-read materials.

At the time the first Plan was being developed, attitudes and awareness around adult literacy were areas that were seen to be problematic; there was a perception that there needed to be more consciousness-raising and more outreach into the adult population. These are both areas that have been worked on in the past few years, especially through CALL. It was also originally noted that although both VIU and the Powell River Public Library have successfully supported adults with literacy needs for many years, for some adults these physical environments are somewhat daunting, since they may remind people of previous unsuccessful classroom experiences. Insofar as tutoring goes, this has been addressed by CALL and the fact that tutoring can be done at their private Model Community office, or in quiet public spaces like the coffee shop at Quality Foods, or a room at Breakwater Books. In addition, the Community Resource Centre (CRC), which opened in 2007, offers a positive public community space for adults, and it can be used for a variety of purposes, including literacy-related services. The CRC is a CAP site with several computers available for Centre patrons to use.

Problems with literacy in the adult population (including youth and seniors) may stem from the lingering effects of the "old economy" one-industry town, since literacy was not necessary in the past in order to have a high-paying job at the mill. This situation may be changing, with the influx of new people into the PRRD, but ingrained attitudes around the value of literacy skills will be difficult to shift. Related to this is the pervasive problem of shame surrounding low adult literacy; several interviewees mentioned this as a barrier to success in dealing with adult literacy. It is encouraging to see the numbers of people contacting the CALL coordinator increasing over the short time period the program has been running, indicating that perhaps that barrier is starting to be broached.

One problem that was consistently mentioned as a barrier to greater participation in adult literacy programs was the difficulty that many people have in getting to and from these programs. Especially in the case of lower-income people, who often do not have access to a vehicle, this presents a genuine challenge to service providers. Here, the public library is mitigating some of these difficulties by offering a range of off-site services; e.g.:

- Texada library: block loan and computer support/connectivity;
- "Sli-brary": book loan and programming located at the Sliammon reserve;
- Online chat reference;
- Online resources (e.g., encyclopedias, car repair manuals, journal articles, etc.);
- Homebound delivery service (Books on Wheels);

- Travelling Storytime for cognitively delayed adults.

Suggestions for reaching and successfully serving more adults (including youth and seniors) are:

- Engage local employers, and the business community more generally;
- Engage unions: Mill workers, Hospital workers, others;
- Do more outreach and more home-based programs.

3.2.6. Adult as parent/Family literacy

In contrast to the situation with regard to literacy services for youth, young adults, adults, and seniors, there are numerous programs, services, and resources available to adults with children: 37 in total, according to our inventory. These services cover a fairly broad range of types: highly structured programs aimed at strengthening the parent-child bond and encouraging parents to embrace their primary role in their child's early development; less formal activities such as parent-child drop-ins and playgroups; and resources such as book bags and library services. The Family Place in the Town Centre Mall has had a great deal of success in providing services and activities for parents and children in a welcoming environment which is naturally frequented by many young families in the course of their regular activities. However, parents and families struggling with literacy along with other challenges such as poverty, limited access to transportation, weak social network, etc., may find it hard to avail themselves of these services. Encouraging more parents and families to take advantage of the available services is complicated by these extraneous but very real added factors. The Powell River Public Library is offering some outreach services, such as Storytime and Every Child Ready to Read, and this is a positive beginning. As well, since 2009 the ORCA Bus has been operating throughout the region, bringing parent-child activities to outlying areas.

It has been a longtime concern that parents of young children may not always be aware of all the local literacy services and programs that are available. The Family Friendly website and the Powell River Literacy Council website (mentioned above) will address this concern, providing more publicity and better cross-links between these services.

It is encouraging to see organizations working together to strengthen the services and programs. An example is Powell River Family Place and the Powell River Public Library (who are working together to continue the offering of Parent-Child Mother Goose programs for toddlers and their parents).

3.2.7. Senior population

The senior population was not often mentioned during the course of the original inventory research, although when they were it was to point out that they are something of a 'great unknown'. Outside of services provided by the Powell River Public Library, there are very few services specifically targeting seniors, and the needs of seniors have not been clearly identified; e.g., the number of older people who are struggling with literacy or wish to do something about it. However, there are many seniors' groups in town, as well as health and residential facilities, social service organizations, and churches, which could be used as

points of entry for this population, either to assess the nature of the problems or to address these problems. Book clubs or other enjoyable activities could serve as vehicles for literacy programs. Starting in fall of 2007, Vancouver Island University began offering a new program, Elder College, which provides programs of interest to adults over 50, including seniors. Literacy is embedded in all of the programs.

Another issue is that seniors may encounter ‘computer illiteracy’ more than other age groups. In 2009 the Townsite Intergenerational Programs started running a computer drop-in for seniors, which brings youth and seniors together. This is in addition to computer tutoring programs offered by VIU and the public library.

3.2.8. Sliammon and other aboriginal populations

Sliammon has some very good literacy programs aimed at pre-school children (e.g., Parent-Tot Group, Moe the Mouse). And the Powell River Public Library has worked very hard to establish some successful outreach programs in Sliammon:

- The establishment of a micro-library (the “Sli-brary”);
- Publication of numerous articles promoting literacy in the *Neh Motl* newspaper;
- Hosting of numerous first class programs with hundreds of attendees over the short life of the outreach program; e.g., two Family Literacy Days, and visits by authors such as Richard van Camp and Sylvia Olsen;
- Establishment of a First Nations summer reading club;
- Most importantly of all, the creation of good working relationships with people around the Sliammon community.

The Literacy Outreach Coordinator has made an ongoing effort to be present and raise the awareness of the importance of all kinds of literacy in Sliammon. Efforts in 2010 include the writing of a regular literacy column in the *Neh Motl* newspaper (A Look at Literacy) and the inclusion of Sliammon in the Heroes Read and BookCrossing campaigns.

In the fall of 2010 CALL is also planning to extend their scope and offer tutoring services to adults in Sliammon on-site, especially focusing on those involved with the Essential Skills program.

Despite these efforts, the Kla ah men Language Program, and the Ahms Tah Ow alternate school in the public school system, there are still relatively few literacy services that specifically target the youth and adult Sliammon population, and this is an area that represents an enormous gap in services, as well as a potential opportunity. There are local people who work in the Kla ah men Language Program, as well as members of the Sliammon community and outreach workers from the public library, who are already engaged in embedding literacy in the cultural context of Sliammon tradition and history and language. This language program represents a very important potential first step towards a broader literacy initiative for the Sliammon community and for the PRRD as a whole: it employs the traditional knowledge and stories of the Sliammon people, it includes elders and young people, and it connects the language to the larger community in a way that is respectful of both.

There are currently no literacy services in the PRRD that serve the non-Sliammon aboriginal population, although the Powell River Public Library has a collection of books of interest to members of First Nations.

3.3. Analysis of the Community Literacy Inventory

Having explored the demographic breakdown of the findings of the Community Literacy Inventory, we turn to another way of viewing the findings: in terms of strengths, needs, opportunities, and challenges. This analysis leads naturally to specific goals and actions that the Literacy Council proposes in order to realize its vision for literacy in the PRRD.

The meeting of the Literacy Council at which the findings of the 2007 Community Literacy Inventory were presented, and at which the members of the Council worked to synthesize these findings into statements of strengths, needs, opportunities, and challenges, was an energetic and highly collaborative session. Of course, as befits a process that stresses looking to the future and setting some ambitious goals for improving literacy services in our community, the focus is on needs and challenges. But reflection on existing strengths and opportunities was a crucial part of determining how best to envision the group's goals and how to associate achievable and realistic actions with those goals.

3.3.1. Strengths

What do we do well already?

- **The Literacy Council is established and works well together:** The Literacy Council draws committed people together from many sectors, and has succeeded in increasing the number and prominence of literacy services, and has given service providers and agencies a venue in which to work together toward shared goals. This continues to be true up to the present day. It is encouraging to see increased numbers of partnerships and initiatives undertaken with shared responsibilities.
- **There is increased public awareness of literacy:** Through activities undertaken by the Literacy Council, including the brochure of literacy services, the Literacy Council website (www.powellriverliteracy.ca) and ongoing campaigns, like Heroes Read and BookCrossing (2010), there is a greater awareness in the community of the importance and availability of literacy services;
- **Families and young children have places to go:** The Family Place, PRACL IDP, Lund Community Centre, Salvation Army, and Kelly Creek Community Centre, are places where families with young children can feel comfortable engaging in activities that promote family cohesion and early childhood development.

3.3.2. Needs

What/who do we need?

- **New library facility:** This is a huge barrier to successful implementation of many potential literacy initiatives: the current library in Powell River simply is not large enough, nor well enough funded, to engage in the many literacy programs that they would like to support. Some major strides have been made in 2009-10 to raise the profile of this issue, and a new library facility does look to be a serious consideration in the near future;
- **Youth centre:** Youth throughout the PRRD have very few drop-in centres which could serve as locations for activities that could explicitly or implicitly include literacy components. Powell River Child, Youth and Family Services are working to open a youth centre in November 2010. Ultimately the goal is a space of their own, but at the very least, programming will start this year;
- **Non-institutional adult space:** Adults and youth who are uncomfortable in academic or institutional settings would benefit greatly from a neutral location where they could go and find literacy services, tutoring, computer tutorials, etc. With the opening of the Community Resource Centre (CRC) in August 2007, the region now has a non-institutional space where adults can seek and receive help, support, and resources. The CRC has a certified kitchen and a demonstration garden. The CRC also offers help to people to fill out forms, and hosted a free "tax clinic" in 2009 serving eligible (low-income) adults and families. CALL also offers non-institutional adult tutoring space at its offices in the Model Community building, and has arranged for tutoring space at Breakwater Books and the restaurant at Quality Foods;
- **Increased Sliammon and aboriginal literacy programs:** With the K'la'ah men Language Program in the public school system, we have a strong start towards a culturally appropriate literacy program for the Sliammon people in our community, but much more can be done in the area of Sliammon language and culture; the needs of the other non-Sliammon aboriginal groups in the PRRD must also be investigated;
- **Transportation infrastructure improvements:** Better bus service or a coordinated effort to provide ride-sharing would be helpful in making sure that those who want to participate in literacy services are able to do so;
- **Better links:** Although there are many links among the existing literacy services, participants in one literacy program might not always be aware of other related programs. The Family-Friendly website, and the Powell River Literacy Council website (both launched in 2010) should help to overcome this problem;
- **Training and professional development:** All literacy service providers should have access to as many opportunities as possible to reinforce, upgrade, and improve their skills and learn new techniques. In 2009, the Literacy Council sponsored 2 training opportunities for service providers as well as community members: a "Plain Language" workshop which had 17 participants, and Parent-Child Mother Goose facilitator training with 20 participants. Through these trainings, the community now has additional resources to expand its literacy services.
- **Stable and sufficient funding:** Many literacy services are in constant danger of disappearing, because funding is insufficient and uncertain, and this constricts program planning and development;

- **Civic leadership/engagement:** The City of Powell River needs to revisit the declaration made by the local government in recent years that it is a “Learning Community” and engage the energies of the business community and local political leaders, in order to promote the importance of lifelong literacy as vital to the cultural and economic life of the region. We are seeing better links among the various agencies and organizations most concerned with literacy in the region. We continue to maintain a good connection to Powell River City Hall through the participation of a City Councilor in the activities of the Literacy Council.

3.3.3. Opportunities

What’s happening now that we could work with, make use of, or benefit from?

- **Existing locations:** There are various locations in the PRRD, institutional and otherwise, that are appropriate for hosting literacy programs, especially ones in which the literacy component is embedded in other activities. Since this opportunity was first identified, several locations that had not previously been used have started to be used for literacy initiatives (eg. Community Resource Centre, Breakwater Books and Quality Foods for tutoring space);
- **Existing service providers:** Although at times the number of literacy service providers leads to some confusion and overlap among services, it is a positive sign that there are so many organizations willing to undertake the work of addressing the literacy needs of our regional community. It is an ongoing task to connect people who can work together and help each other in forwarding local literacy initiatives;
- **Existing community activities:** Whether literacy-related activities (e.g., the Powell River Festival of Writers) or not (many other festivals & celebrations throughout the year), there are many opportunities for including a literacy component in activities that naturally attract the participation of the entire community. This opportunity has been used to embed literacy (eg. Storytelling group’s involvement at Blackberry Street Festival; Literacy Council participation in Earth Day, BookCrossing launches at the Open Air Market, Food Literacy hunt at Edible Garden Tour, etc);
- **Kla ah men Language Program:** For addressing the literacy needs of the Sliammon community, this program represents a remarkable opportunity, since it is a literacy service provided by School District 47, staffed by Sliammon people and designed for the needs of Sliammon people, and embeds linguistic literacy in the appropriate context of cultural literacy. In addition to this program, the Success by 6-funded Celebrate Sliammon theme boxes (to be launched in the fall of 2010), will help to support community-wide learning of Sliammon songs and stories;
- **Literacy Council & engaged community members:** The PRRD continually benefits from the activities of the Literacy Council, which has established a basis for positive inter-sector collaboration and fruitful cooperation;

- **Workplace literacy:** There are indications that the local business community is becoming more attuned to the importance of literacy and other skills in ensuring a strong local workforce; what is needed is a higher degree of engagement on the part of the business community in developing and implementing programs and services to address the needs of these businesses and their employees. Using the “train the trainer” skills obtained from the workshop sponsored in early 2009, Plain Language workshops have been offered by the Literacy Council in 2009-2010, and that is an area where we are having some success reaching the business and institutional communities.

The upshot here is that there are many reasons to expect success in the future, given the resources, organizations, and individuals who are presently committed to improving the literacy profile of the community. We have been working toward greater coordination of these resources along with a new sense of purpose and greater engagement from the other stakeholders such as the business community and local political leaders. Also needed is secure, stable, and sufficient funding to optimize the literacy potential.

3.3.4. Challenges

What could stop us or get in our way?

- **The difficulty of getting real commitment from community leaders:** These challenges extend from the difficulty of getting political will behind the need for a new library facility to the general absence of workplace literacy programs. In 2010 Powell River City Councillors officially recognized the need for, and committed to working towards a new library, which is a real step forward in this area. Another improvement in this area is increased coordination and cooperation among the organizations that make up the Literacy Council. We are participating in a more informed dialogue about overlaps and gaps in service in the region. One good recent example is the collaboration between the Powell River Public Library and the Family Place to offer Parent-Child Mother Goose (PCMG) to parents of 1- and 2-year-olds. This was a known gap, and the Literacy Council supported increased PCMG programming in the region by funding training of 20 new practitioners in March 2009;
- **The lack of sustainable adequate facilities for hosting literacy services:** Although there are some dedicated facilities in the region, there is a need for more places where literacy services can be regularly offered. This is an area where some progress has been made in the past couple of years, with the addition of the CRC, and CALL’s Model Community office space (and the upcoming promise of a youth centre, and the commitment from the City of Powell River to work towards a new library facility);
- **The overlap of services and lack of coordination of services:** There needs to be better coordination of all literacy services and resources, so that members of the community can be well informed about the options that exist for addressing their needs. The “lack of coordination” may really be “lack of effective promotion and publicity”. This challenge is being met with a variety of efforts – from new websites (Family-Friendly website, Literacy Council website – which has an online

calendar of events included), to brochures, to increased advertising for events/programs;

- **Uncertainty about the future of many services in light of unpredictable funding:** Lack of sufficient and stable funding threatens the existence of several successful programs, and affects the ability of programs to engage in meaningful program planning and development;
- **All barriers to participation in literacy programs:**
 - **Stigma felt by people who may benefit from literacy programs:** This is a huge barrier which prevents many people in need from making use of services that could help them; a great amount of work and sensitivity will be needed in order to break down this barrier. CALL has been making some inroads in this area, with constant awareness-raising campaigns about adult literacy services and how they can help;
 - **Problems with transportation:** This is commonly cited as a problem for many youth and adults who would otherwise take part in literacy programs;
 - **Childcare:** Availability of funding for childcare programs is essential for success in adult and family literacy programs, and funding is constantly uncertain;
 - **Motivation:** Members of the community who stand to gain from participation in literacy programs are often unaware of the tangible benefits. Outreach and education are being done, and this needs to be continued;
 - **Knowledge of programs being offered:** There are many programs and services available, but often those who might benefit most are unable to get clear information about what they are and how to access them. Efforts are being made to get this information out to people through a variety of media, but new ideas must constantly be developed and explored;
- **Literacy is broader than just reading:** Different definitions of “literacy” and tools can be used to assess individuals’ literacy levels; the Literacy Council will need to be clear about the definition(s) of literacy that it promotes in the community. By embedding literacy in so many different areas, we are working hard to promote the message that literacy is about more than reading and writing. For example, we have been doing a lot of work in 2010 with food literacy and health literacy. The Literacy Council website also helps to support this message. In 2009 and 2010, the Library presented an evening of story-telling which featured a well-known story-teller as well as local talent (and in 2010 the Literacy Council provided financial support for this event).
- **Availability of low-skill entry-level jobs undercuts campaign for importance of literacy:** When the local economy is booming, many people with low literacy levels are employed in entry-level jobs; however, if their literacy skills are not addressed, the workers will not be able to advance or, when times are more difficult, they are often the first to be laid off. It’s an ongoing challenge to raise awareness of the importance of literacy in this group;

- **Lack of resources to train and up-grade skills of literacy practitioners and service providers in the community:** The PRRD has many skilled and enthusiastic service providers, but these key members of the community must be given the resources they need to continue to develop their skills. With resources made available by 2010 Legacies Now and Literacy BC, we are increasing opportunities to train service providers and put some literacy programming on a more stable footing. However, ongoing stable funding continues to be a concern.

3.3.5. Existing links among services

There are quite a number of literacy-related services and resources available in the PRRD, and many are well linked together. However, it should be noted that the most successful connections among services tend to be among those that are offered by the same provider. For example, the Family Place hosts a Parent-Child Mother Goose program, and also Parent-Child Drop-In sessions, Toddler Time, as well as offering book borrowing and other activities. Families participating in one of these activities are likely to be well informed about other activities that might be of interest. But connections among the service providers are not as well established, and this is simply the result of the fact that all service providers and agencies tend to be working hard in their own corner of the world, doing their best to provide good services for their clients, and do not always have the time to stay fully aware of the entire range of related services throughout the community. One of the more important ongoing tasks for the Literacy Council is to continue bringing together all service providers and agencies in the community, to maintain and strengthen the lines of communication, and to ensure that there is as little duplication of services as possible.

3.4. Overall summary

The situation in the PRRD is a positive one, but at the same time there is plenty of room for growth and improvement. The Literacy Council acknowledges that progress has been made in the community, by providing children and young families with a good choice of services and venues. Since the formation of the Literacy Council in 2004, public awareness of the importance of early literacy and of the availability of relevant literacy services has increased, although there is an ongoing need to sustain and increase the efforts being made in this area.

The Literacy Council is poised to continue building on recent successes in early literacy and family literacy and address the needs of some of the populations that are less well served; e.g. Sliammon, youth, adults, seniors. In all of these cases, there is considerable work to be done in establishing the most relevant way to integrate literacy into activities that are already a part of people's lives, since it is unreasonable to expect that everyone in need of literacy services will be willing or able to access these services in a classroom or other institutional setting. In an attempt to address this need, one of the focuses for the Literacy Council in 2010 has been on embedding literacy messages in various community events, and partnering with other programs and organizations to raise awareness of literacy issues.

A great deal of work must also be done to ensure that literacy services for these groups are made easily accessible; that barriers to participation and stigma are drastically reduced; and

that the targeted groups can be brought to understand the tangible benefits that will result from increased literacy (whether directed towards employability, success in school, ability to participate in children's education, or simply the pleasure of engaging with the cultural life of the community). In a very real sense, literacy must be smuggled into the daily fabric of the community, if it is to be expected that all people will take advantage of literacy services. This is especially true when one speaks of adults who bear the stigma of low literacy skills. As noted above, the establishment of the Community Resource Centre in 2007 and the Community Adult Literacy and Learning program are examples of progress towards addressing these issues.

Another key area for future work is in engaging our civic leaders to join with the Literacy Council in promoting the importance of literacy skills in all aspects of community life. There are many obvious benefits to having an educated engaged citizenry, and many less obvious ones; and it is the task of the Literacy Council to keep working to make these benefits clear to local business leaders, elected leaders, and everyone else in the community.

Adding up all of the community's needs and challenges, the Literacy Council developed the following set of values that target these needs and challenges:

- **Access:** People in need have increased access and reduced barriers to accessing literacy services;
- **Community commitment and leadership:** Political and business leaders are working alongside the providers of literacy services to realize a common vision;
- **Cooperation and coordination of services:** The Literacy Council is building stronger relationships among existing services and providers, and is carrying out more advocacy, research, training, and fundraising to maintain existing literacy services and develop new literacy services;
- **Diversity:** Literacy services of all types for all ages and all backgrounds are available;
- **Integration:** Literacy services are embedded in all types of activities;
- **Motivation & incentive:** People needing literacy services understand the benefits;
- **Sustainability:** Services will continue to be offered.

These will be taken up and discussed in greater detail in §4.1 (p. 27ff.).

4. The Community Literacy Plan

On April 2, 2007, the Literacy Council held a special session devoted to creating a vision for literacy in the PRRD. This session was facilitated by Judy Brooks, Regional Literacy Coordinator. A considerable part of the visioning session was spent discussing what some of the Literacy Council's core values are, as a committee and a community.

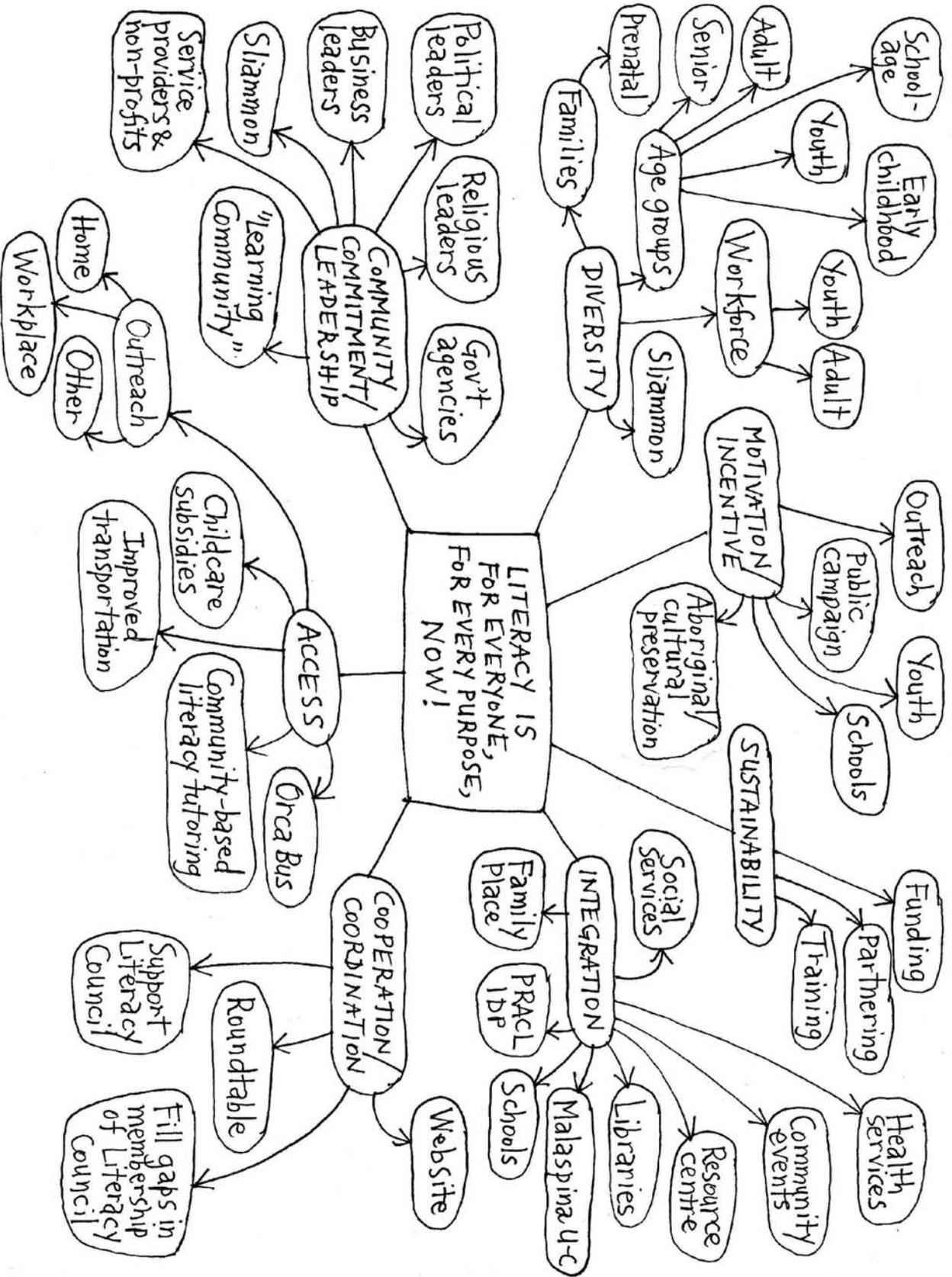
VALUES:

- **Access:** Minimal barriers between those in need and the services which can help them
- **Community Commitment/Leadership:** Political and business leaders are working alongside the providers of literacy services to realize a common vision
- **Cooperation/Coordination:** Stronger relationships between services and providers
- **Diversity:** Literacy services of all types for all ages
- **Integration:** Literacy services are embedded in all types of activities
- **Motivation/Incentive:** People needing literacy services understand the benefits
- **Sustainability:** Services will continue to be offered

VISION:

Literacy is for everyone, for every purpose, now!

The vision is the long-range goal used in developing the Community Literacy Plan. The mindmap on the following page graphically depicts the Literacy Council's vision and values, along with the specific goals and activities associated with these values.



4.1. Our Values

In the following seven subsections, the values of the Literacy Council are used as the basis for developing a Community Literacy Plan (CLP). A comprehensive and successful plan will contain multiple initiatives, each of which will realize multiple values; but many initiatives will tend to focus more on one of the seven values. Therefore, for each of the values, some of the key initiatives that fall under that value most directly are used as examples of the sorts of projects under consideration. It should be noted that these initiatives are ones that the Literacy Council has determined to be important for eventual success, although it will not be responsible for pursuing all of the initiatives, since it will be working alongside many other community partners, some of which will be willing (or whose mandate is) to take on specific projects. The Literacy Council sees its role as a dedicated advocate for the community's literacy needs, and as a support, central clearinghouse and consultant for all projects and initiatives bearing on the state of literacy in the PRRD; but it certainly does not expect to design or deliver all literacy activities.

Note that these subsections are organized alphabetically, so as not to suggest that any one of these values is necessarily more important than any others. The Literacy Council considers that they are equally important values and should be incorporated into planning and actions as the community moves forward to make literacy services pervasive, natural, available, easy to find, enjoyable, and relevant to everyone in our community.

4.1.1. Access

People in need have increased access and reduced barriers to accessing literacy services.

- **Childcare subsidies:** Many programs and services currently offered would attract greater participation if on-site childcare or subsidies for home care could be provided; universal childcare and an increase in childcare spaces are required;
- **Improved transportation:** Many programs and services currently offered would attract greater participation if potential participants were better able to get to them; transportation subsidies could be provided for program participants; a long-range goal could mean improved public transportation;
- **Maintain a community-based adult literacy tutoring program:** Adult literacy tutoring has been available for a number of years primarily through Vancouver Island University; since 2008 this service has been supplemented and its scope enlarged by Community Adult Literacy and Learning (CALL), which is funded by the provincial CALP program. The funding for this program is renewed annually, so maintaining it is an ongoing concern. CALL brings together Vancouver Island University, the Model Community offices in Powell River, and various other community partners.
- **Develop home outreach:** Many potential users of literacy services are housebound and unable to get out on a regular basis, and although the public library does offer home delivery of library materials and online services, more can be done to service the needs of these people;

- **Develop workplace outreach:** Another way of taking services to those in need, and embedding those services in normal daily activities, is to work with the local business community to provide workplace literacy services (which can be disguised as skills upgrading, computer training, etc.);
- **Develop outreach into “non-conventional” venues for literacy services:** Integrate services into the normal routines and activities of people’s lives, using places such as the Town Centre Mall, drop-in or possibly storefront literacy help, etc.;
- **Continue to support the “ORCA Bus”:** The ORCA Bus is now on the road and offering literacy and family-support services to the entire region, with support from School District 47, Success By 6, and numerous community partners. It’s unknown how the ORCA Bus will be affected by reduced funding for Success By 6 in 2010/2011.

4.1.2. Community Commitment and Leadership

Political and business leaders are working alongside the providers of literacy services to realize a common vision.

- **Reactivate “Learning Community” commitment:** As an umbrella philosophy and a way of galvanizing public interest, support, and participation, revisit the past declaration of the City of Powell River as a “Learning Community” and initiate a public campaign to raise awareness of the benefits of lifelong learning, both at the personal level and at the levels of the family and the community;
- **Continue to engage Sliammon and other aboriginal communities:** We are starting to see some very positive signs in the increased connection between the Literacy Council and the Sliammon First Nation, Ahms Tah Ow School, Tla’amin Community Health, and other individuals and organizations in Sliammon. The Literacy Council will continue to support work to build on the success of the K’la ah men Language Program in the public schools, and help to broaden its scope. Furthermore, we will seek training in the different needs of the local aboriginal communities with respect to literacy and its integration into a broader social context, so that it can better help these communities develop literacy programs that respect their needs and desires. Plain Language workshops for the Community Health Centre in Sliammon, and the integration of the CALL program into Ahms Tah Ow School and the Essential Skills program, as planned for the fall of 2010, are examples of how we are doing this;
- **Engage local business community**
 - Chamber of Commerce
 - Business leaders, small business owners
 - Unions
- **Engage local political leaders**
 - City Council
 - Regional District
- **Engage service providers, non-profits**
 - Housing advocates
 - Anti-poverty advocates

- Service clubs, benevolent organizations
- **Engage churches, local religious leaders**
- **Engage government agencies concerned with at-risk populations, employment, etc.**
 - Human Resources and Skills Development Canada (HRSD)
 - Ministry of Housing and Social Development (MHSD)
 - Ministry of Children and Family Development (MCFD)
 - Service Canada
 - Community Health and Public Health Agency of Canada

Note: One positive and promising way that the Literacy Council is working to develop relationships in the community is through Plain language workshops and consultations, which we are beginning to roll out as a service to organizations and businesses. Besides offering a tangible and valuable service, this initiative raises awareness of the importance of literacy and how everyone in the community can tailor their written materials for readers at all literacy levels.

4.1.3. Cooperation and Coordination of Services

The Literacy Council is building stronger relationships among existing services and providers, and is carrying out more advocacy, research, training, and fundraising to maintain existing literacy services and develop new literacy services.

- **Regularly consider ways to align services and keep the community informed about and engaged in literacy issues and activities:** The work being done by the Literacy Council should be critically evaluated on a regular basis to ensure that we are meeting and adapting to the community's changing needs, and aligning services and programs in the most efficient ways possible. Now that we are in the fourth year of our Community Literacy Plan we are considering ways to evaluate and assess the path we are on and how successful it has been in the eyes of the community.
- **Maintain funding for the LOC position:** Having a dedicated Literacy Outreach Coordinator solves one problem that members of the Literacy Council reported before that position was created – which was that their participation in the Council was “off the side of their desks”; with the best intentions in the world, they were often unable to provide enough time to follow-up activities or to initiating new programs. The Literacy Council wishes to ensure on-going funding for this position so that problem is not recreated;

- **Continue to fill gaps in the membership of the Literacy Council:** Although a wide range of people from all sectors of the community receive the Literacy Council minutes and stay fairly engaged in the activities of the council, only one representative of the local business community, and no representatives of city council or Sliammon regularly attend meetings of the Literacy Council (as of July 2010). The work of developing and strengthening connections among members of the Literacy Council and other organizations with an interest in increasing literacy services offered in the region is ongoing and remains a high priority, since success depends on nurturing existing relationships and encouraging new ones;
- **Develop and maintain a website:** A website has been developed in 2010, and will be launched publicly in late summer/fall of this year. It will be a useful tool in collecting and presenting information about literacy-related initiatives and services going on in our region, and will help providers and members of the community better understand what is available and how the various services and activities link together. It includes a complete detailed inventory of literacy-related services and programs, and features a dynamic calendar of literacy events that can be updated by service providers. These two items will ensure that community members will always be able to refer to the website if they want/need to know what programs/services are happening.

4.1.4. Diversity

Literacy services of all types for all ages are available.

- Sliammon and non-Sliammon aboriginal communities
- Parents & families
- Prenatal/parenting education
- Early childhood
- School-age children
- Youth
- Youth workforce
- Young adult
- Adult
- Adult workforce
- Seniors

The goal here is to reach as many groups in the community as possible, given available resources, and to pay attention to the different needs of these groups, which differ significantly from one group to another.

Living up to this value continues to be a challenge, but the Literacy Council has begun to fill some of the gaps through the new CALL program, which targets adults in and out of the workforce. We are currently investigating the feasibility of applying for ESL Settlement Assistance Program (ESL SAP) funding, which will fill another gap (immigrants and new Canadians). New and developing relationships with the Sliammon community will offer opportunities to work together to create new literacy services there.

Youth and seniors remain two populations which we hope to provide services to. We continue to watch for possible partnerships and sources of funding.

4.1.5. Integration

Literacy services are embedded in all types of activities.

- Family Place
- PRACL Infant Development Program
- Schools
- Vancouver Island University
- Library
- Resource centre
- Community events
- Health services
- Social services

A good deal of imagination and hard work is required to embed literacy services into pre-existing activities. Targeting young children and families is where the greatest successes are currently to be found; but the Literacy Council and its partners in the community have also been working to incorporate literacy into otherwise non-literacy-related activities. Tasks that people are already engaged in are all potential points of entry into literacy services, whether explicit (i.e., in a classroom or other institutional setting) or implicit (i.e., concealed in some community activity). Locations that are already hosting literacy programs, e.g., Powell River Public Library, Vancouver Island University, Family Place, and others, have a natural advantage in this regard, but it is essential to explore all of the possibilities for establishing new services and broadening the scope of existing services by consistently finding imaginative new venues. It is possible that the greatest successes might lie outside the current mainstream, in locations and activities that are currently not associated with literacy. A good example of this from 2009 was the creation of Plain Language food safety training modules for use by patrons and volunteers of the Community Resource Centre who wish to use the kitchen. Some examples of embedding literacy from the 2010 year include:

- Whoop-di-doo Storytelling Event – for the second time in 2010 the Powell River Library and the Powell River Literacy Council hosted an enormously successful free storytelling event for the community, featuring both local storytellers and a well-known storyteller from Vancouver. A local storytellers group grew out of the first event, and they have performed at the Blackberry Street Party and Earth Day, among other events. This will bring literacy to the general public disguised as storytelling.
- Information about literacy services and programs featured at community events seemingly unrelated to literacy, e.g. Heritage Day display, Earth Day event, Canada Day display, BookCrossing event at the Open Air Market;

- The creation of a Plain Language food security brochure to be distributed by the Food Security Project, as well as participation in Edible Garden Tour and 50-Mile Challenge and awareness raising for food literacy;
- Plain Language workshops delivered to health professionals at Tla'Amin Community Health Services in Sliammon;
- BookCrossing campaign, which promotes a fun treasure-hunt-like activity associated with books.

4.1.6. Motivation/Incentive

People needing literacy services understand the benefits.

- **Outreach:** Access and/or develop materials which can be distributed to and used by social service providers and agencies that work in the community; these materials will familiarize people with the benefits of increased literacy and with the services that are available for them. A wonderful recent example of this is the Celebrate Sliammon early literacy toolboxes that have been developed by Tla'Amin Community Health Services, with funding from Success by 6 (to be launched in fall 2010);
- **Public campaign:** Over the past couple of years CALL has done a good job of promoting the positive aspects of increased literacy and attempting to reduce the stigma associated with seeking help with literacy. Success can be measured by the increasing number of people who come forward to ask for help. The Literacy Council has also conducted a number of public awareness campaigns and participated in public events to move this objective forward. One salient example of awareness-raising was the commitment of the Literacy Council in 2009 to partner with the Powell River Public Library to implement the Every Child Ready to Read program. This program targets parents of pre-school children, increases their knowledge of the importance of early learning and pre-literacy skills, and teaches them some simple activities they can do with their children to increase literacy and school-readiness;
- **Youth:** Youth in the PRRD must be specifically identified as a population at risk, especially because when the local employment climate is favourable low literacy skills might not impede entry into the job market, but will certainly impede future progress and ability to secure a stable satisfying career;
- **Aboriginal communities and cultural preservation:** Sliammon community leaders must be encouraged to continue developing the K'la'ah men Language Program, as a vital ingredient in helping the Sliammon community preserve its language and the cultural heritage that it represents; efforts must be made to understand and address the needs of the non-Sliammon aboriginal communities in the PRRD;
- **Schools:** Schools are a good point of entry for literacy services that can reach adults, since these adults have children in the school system, and they want to be able to help their children succeed in school.

4.1.7. Sustainability

Services will continue to be offered.

- **Funding:** All agencies in our community are, and will continue to be, supported by the Literacy Council in their efforts to obtain stable and sufficient funding for the range of community literacy services.
- **Partnering:** While partnerships have been encouraged and sought after, there are opportunities for partnering that we have not yet taken advantage of - mostly because many of the service providers in the community are already challenged by dwindling funding and missing resources. However, partnership building is essential in creating sustainability so that providers and potential users of services feel confident that these services will continue to be offered and they can plan accordingly. Thus, the ongoing goal is to create new partnerships throughout the community, with business leaders, political leaders, churches, non-profit organizations, school, and anyone who stands to gain from the PRRD becoming a place where literacy and lifelong learning are valued;
- **Training:** Ongoing training is an important and essential part of the plan for offering well-designed, up-to-date services to address the literacy needs of our community; our practitioners, childcare specialists, educators, and anyone engaged in our work in the community, will have opportunities to improve their skills and knowledge, so that they can become better able to offer help to anyone needing literacy services.

4.2. Vision

Literacy is for everyone, for every purpose, now!

This Vision is a simple statement and expresses the Literacy Council's strong wish to have a vision statement that engages every member of the community. It expresses the desire that literacy be seen as inclusive of all age groups, ethnicities, education levels, and literacy needs; furthermore, it speaks to the fact that literacy should be integrated into all activities taking place in our community, and should not be thought of as separate from those activities. Finally, it expresses our commitment to engaging the whole community and reducing the barriers to participation in literacy education by making more people aware of the benefits of higher literacy, reducing the stigma associated with insufficient literacy skills, and making literacy skills part of everyone's everyday life.

4.3. Components of the Community Literacy Plan

Through consideration of the values espoused in §4.1, and extensive discussion about how best to realize those values, the Literacy Council determined its top five priorities for action. These priorities are enumerated and discussed in the five following subsections.

It should be noted that the Plan assumes that the Literacy Council will continue to exist and be a primary player in the implementation of the Plan.

Note: the five objectives and explanations below were developed in 2007-2008. Reflections and evaluation of the progress to date, including successes and work yet to be accomplished, follow the original Objectives.

Objective #1: Maintain ongoing funding for the Literacy Outreach Coordinator

What needs to be done?

- Since 2007 a Literacy Outreach Coordinator has been employed to support the Literacy Council in its work, and provide assistance for initiatives relating to literacy services in the PRRD.
- This position has been funded by Legacies 2010 and the Literacy Now Initiative (LNI), and funding is renewed on an annual basis. This means that ongoing funding is not secure, and the Literacy Council needs to ensure that this position is maintained.

Who will do it?

- Literacy Outreach Coordinator, as directed by the Powell River Literacy Council

What are the resources needed?

- On-going funding

When does this activity need to be done?

- On-going

How will we know we have succeeded?

- The PRRD maintains the Literacy Outreach Coordinator's position.

Objective #2: Raise public awareness

What needs to be done?

- Through a series of imaginative campaigns, educate the public about the value of lifelong learning in many different contexts;
- Engage all key stakeholders in the community in this project, and actively seek their input as to how best to engage the populations that they represent;
- Work to ensure that, in so far as possible, the stigma felt by people with low literacy skills is reduced, by defining literacy broadly and stressing the advantages that come from having increased skills;
- Offer “self-diagnosis” tools, so that people can discover their own level of literacy skills;
- Provide information to professionals in the health and social services regarding detecting or assessing low literacy skills;
- Supply professionals in the health and social services with tools for addressing low literacy skills, tactfully steering people in the direction of services or activities that might help them to improve their skills, etc.;
- Complete the development of the Powell River Literacy Council website, and keep it up-to-date with useful information about local services and programs.

Who will do it?

- Literacy Outreach Coordinator
- Powell River Literacy Council

What are the resources needed?

- Literacy Council and Literacy Outreach Coordinator’s time and expertise
- Publicity materials
- Funding

When does this activity need to be done?

- On-going

How will we know we have succeeded?

- People in the PRRD are aware of available literacy services;
- People in the PRRD understand the importance of increasing their literacy skills;
- Community leaders are engaging in literacy activities and are promoting the value of literacy and lifelong learning;
- Professionals in the PRRD are able to assess low literacy and refer those in need to services.

Objective #3: Embed literacy services in daily activities

What needs to be done?

- The Literacy Council recognizes that people in need of help with literacy skills have busy lives, with little-to-no time available outside of their normal activities for participation in literacy services; therefore, the Literacy Council is promoting, and will promote, ways of embedding literacy services in regular activities in the community, e.g.:
 - In-store help with reading labels, understanding products, etc.;
 - Storefront drop-in help with form-filling;
 - Reading, writing and storytelling as part of local festivals and events;
 - Sponsoring and delivering plain language workshops.
- Creating partnerships with the coordinators of other programs and organizations that can help to get the word out about literacy, like the Townsite Heritage Society, the Food Security Project, Tla' Amin Community Health Services, Earth Day Society, Vancouver Coastal Health, etc.

Who will do it?

- Literacy Outreach Coordinator
- Powell River Literacy Council

What are the resources needed?

- Literacy Council and Literacy Outreach Coordinator's time and expertise
- Books and publicity materials (e.g. posters, flyers, etc.)
- In-kind support and funding from churches, service clubs, workplaces, etc.
- Volunteer contributions of time, expertise
- Funding for materials development

When does this activity need to be done?

- On-going

How will we know we have succeeded?

- People are participating in activities that (explicitly or implicitly) target literacy skills;
- People report that they are using literacy skills more frequently and with greater success in their everyday activities;
- Literacy is part of many activities in the community.

Objective #4: Train and support service providers

What needs to be done?

- Ongoing training is an essential component of sustainably delivering high-quality and effective literacy services that meet the needs of our community. Therefore, one of the key tasks of the Literacy Outreach Coordinator is to coordinate training and support of literacy service providers. The coordinator, in collaboration with the Literacy Council, will determine training priorities and will research other sources of funding for training. The Literacy Council will consider funding training in consideration of its budget and priorities.

Who will do it?

- Literacy Outreach Coordinator
- Powell River Literacy Council

What are the resources needed?

- Literacy Council and Literacy Outreach Coordinator's time and expertise
- Locations for training
- Input from service providers
- Funding

When does this activity need to be done?

- On-going

How will we know we have succeeded?

- Funding and training opportunities are available;
- People in the PRRD are equipped to provide literacy services;
- Literacy service providers have frequent opportunities to upgrade their skills.

Objective #5: Advocate for a new library

What needs to be done?

- The Literacy Council believes that a new spacious library facility is an essential part of a successful community literacy strategy. The Literacy Council, library staff and board members, and other interested members of the broader community, will advocate for a new library facility, by drawing attention to the benefits for the entire community of having a place which can advocate for lifelong literacy for all ages and for all needs, and can also host directed literacy activities and services.

Who will do it?

- Staff and board of Powell River Public Library, friends of the library
- Literacy Outreach Coordinator
- Powell River Literacy Council

What are the resources needed?

- Literacy Council and Literacy Outreach Coordinator's time and expertise
- Development of printed materials

When does this activity need to be done?

- On-going

How will we know we have succeeded?

- The PRRD has a new library facility.

5. Update 2010

5.1. Reflecting on the 2009-10 Year

1. What priorities/objectives and actions from your 2009 DLP have you addressed this year?

Objective #1: Find funding and hire a Literacy Coordinator

- Ongoing work
- Literacy Outreach Coordinator (LOC) continues to provide administrative support and leadership in coordinating literacy work in the region, and facilitating communication among community partners.
- LOC is researching funding opportunities, working collaboratively with partners to submit funding applications, where relevant.

Objective #2: Raise public awareness

- LOC organized a Family Literacy Day event at the Family Place in the mall (January 2010), and got several partners from the business community involved in a literacy rally for families. Several literacy partners, including Tla’Amin Community Health Society, the Powell River Public Library, and Family Place participated in putting on activities for the 50+ people who attended.
- Heroes Read Campaign, a 10-month reading promotion campaign, which features a different reading hero every month for 10-months (on posters and in ads) was launched in May 2010. Each reading hero visits a local school to read, and talk about why literacy is important to their job. Events so far have been highlighted by exciting appearances of a fire truck (for the month of the deputy fire chief) and a horse (for the month of the owner of a pet-care business). The First Credit Union has sponsored this campaign along with the Literacy Council.
- BookCrossing Campaign was launched in May 2010, to “make Powell River a library” and make reading fun. The idea is for people to get books off their shelves and out into the community by “releasing” them into the wild. Other people “catch” books – it’s like geo-caching for books. This campaign was launched with two weekends at the Open Air Market, at which more than 300 books, donated by the library, Oceanview Middle School, and private citizens, were given away to people so they could help to get bookcrossing started in Powell River. Several bookcrossing events, and publicity for the campaign are planned for later in 2010.
- In March 2010 LOC started writing a regular monthly column, entitled “A Look at Literacy,” which features various literacy programs and services, and highlights literacy issues, in the *Nehmotl* paper in Sliammon. LOC continues to build relationships with Sliammon community through ongoing involvement in literacy and related projects (e.g. attended Family Literacy Day event in Sliammon, and gave away books to all children there; attended Aboriginal Day; sits on Aboriginal Engagement Team committee, etc).
- Continuous effort to get information/stories about literacy and literacy-related activities, events and issues published in local paper, magazines and newsletters. More than 10 major articles have been published in either the Peak newspaper, Powell River Living magazine or the Nehmotl newspaper between January and June 2010.
- Development of Literacy Council logo, and new website, which will be officially launched in summer 2010.

Objective #3: Embed literacy services in daily activities

- The following activities were intentionally planned and delivered to broaden the focus of community events to include literacy outreach and resource support:
 - Library organized second annual Whoop-di-doo Storytelling Event for grown-ups (February 2010), and was fully-funded by the Literacy Council and supported by the Literacy Council through CALP Coordinator's and LOC's time. This event embedded literacy into a fun event, and featured information tables of several literacy-related organizations (which attendees visited before the performance and during intermission). It was hugely successful – the number of attendees almost doubled from last year.
 - Book Bag Exchange program (now the Children's Book Exchange) at Family Place extended.
 - LNI funding provided to BOND pre- and post-natal program to buy a children's book for every new mom in the program.
 - Operation of ORCA Bus continues, bringing literacy and early learning to the whole region.
 - Peace Poem project and anthology published; Literacy Council supported with funding.
 - Townsite Intergeneration Program continued.
 - Local Storytelling Circle continued.
 - LOC involved in planning of 50-Mile Challenge and Edible Garden Tour, and in creation of Plain Language brochure on food literacy.
 - LOC participated in a number of events – like Heritage Week, Earth Day, School District Visioning Session – where it was possible to give out information about literacy and provide activities that helped to embed literacy in every day activities.
 - Parent-Child Mother Goose program was offered in the Townsite through the TIPS, and continued to be offered regularly at Family Place.

Objective #4: Train and support service providers

- Plain Language workshops are being provided to the Tla'Amin Community Health Society, and may be provided to Vancouver Coastal Health and other organizations later in 2010.
- CALL and VIU trained 20 new tutors in a 7-week adult tutor training workshop in January-February.

Objective #5: Advocate for a new library

- Chief Librarian continues to be an active participant on the Literacy Council and is undertaking various initiatives to revitalize the library (including advocating for a new library facility). The Literacy Council is committed to providing support for this initiative when it is needed.

What have been the major impacts or outcomes?

- CALL funding was renewed, and the program has been very successful in providing adult tutoring resources in the community; assuming continued funding this program will look to extend its reach to Sliammon and Texada in the 2010-11 year;
- Funding for the LOC position was renewed for 2010 and a reserve fund was created to ensure the continuation of the position for the following year;
- Positive experiences for kids in school who are having difficulty learning to read as a result of the Heroes Read Campaign;
- A very positive response to the “fun literacy activity” BookCrossing, and engagement from many community members of all ages;

- New connections and partnerships raising public awareness and embedding literacy in community life;
- Continued development of on-going relationship with members of the Sliammon community, and discussions are taking place on how we can work together to promote literacy in that community (eg. CALL tutoring program; two of the reading heroes will be members of the Sliammon community, etc.);
- Increased awareness of the Literacy Council and its work and mandate;
- Projected increased awareness of service/program providers and community members of local programs and services as a result of the Literacy Council website and dynamic calendar of events.

What are the factors that contribute to success? Here you might consider partnerships, community resources, the task group, coordination, communication.

- **A true desire from Literacy Council members to work together to promote literacy within the community.** In the past year several members have formed partnerships to support one another with various initiatives. An example of this is, the Library supported Family Place to offer a Parent-Child Mother Goose for toddlers. In addition, partnerships have been made with the business community to support literacy initiatives – like First Credit Union’s sponsorship of the Heroes Read Campaign.
- **Consistency and persistence.** In programs that are promoting awareness and trying to break down the stigma of low literacy, a constant presence has proved to be crucial. Moving into its third year of operation, the CALL program is reaching more people than ever before, and more people are coming forward to get help.
- **Innovative, interesting and fun campaigns to promote awareness, or embed literacy.** People have responded very well to the new campaigns the Literacy Council has supported this year – like Heroes Read and BookCrossing. The Whoop-di-doo Storytelling Event is an excellent example of something different that has quickly become a “must-see” event that embeds literacy – and it targets adults, one of our areas of concern. Because it is free many adults who may not otherwise be able to afford to attend such an event are reached.
- **Active engagement of Literacy Council members and expanded representation at the literacy table.** For the first time we have a member of the business community attending Literacy Council meetings on a regular basis. In the past 6 months, five new people, from various sectors of the community, have requested to become part of the council.
- **Continued funding from Legacies 2010 and LNI.** This support for Literacy Council initiatives and the position of the Literacy Outreach Coordinator has made it possible for this work to continue and expand.
- **Communication with and input from LOCs and Adult Education Coordinators in the area and around BC.** The Community of Literacy Practice website has been very helpful in this way.

Evaluating the effectiveness of community partnerships and development can be a challenge. However, if you have thought about or found effective ways to evaluate how you have achieved goals and objectives, this is important to include in your district literacy plan.

This year, researchers from UBC conducted a focus group with past and current members of the Literacy Council. The researchers are evaluating the Literacy Now planning process in selected communities. Through questions that the researchers posed to the assembled group, Council members reflected on the progress that has taken place regarding implementation of our Plan including the community partnerships that have either developed or been strengthened. Although the focus group provides anecdotal evaluation, we feel it's a valid assessment of the work that's been done and the work that needs to be done. In addition, the Council is considering holding a Community Round Table in the fall which will be an opportunity for community members not involved at the Council table to provide input about the community's perception of our achievements and new priorities.

2. What has changed in the past year that affects literacy in the community? What has been the impact of these changes? How are you addressing these changes?

- Funding cuts at the provincial and federal level have impacted a number of literacy-related programs in the community directly (e.g. Success by Six) and indirectly (e.g. lack of grants to apply on for programs like Townsite Intergenerational Programs). The impact is that some literacy services will be reduced, if those programs/services cannot find funding elsewhere. The Literacy Council is helping where it can – for example, we will be providing TIP with a small amount of funding to help them raise the money they need to continue. We are also providing support in the form of information on grants, letters of support, etc.
- Powell River City Council has recognized the need for a new library, although the funding for it has not yet been committed. After many years of struggling for a new library, with a raised profile community members are starting to see it as a reality, which is helping its plight. The Literacy Council will continue to support and advocate for a new library.
- There seems to have been a shift in the health community in the recognition around the importance of plain language in health-related documents. We have had requests for workshops to be done, and we will carry those out.

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

- Regular communications (Council minutes, work plan updates, etc) continue to be an important component in promoting mutual trust, inclusiveness, and collaborative planning and implementation.

- It takes a constant effort to develop and nurture working relationships that will mobilize the communities' literacy and related resources to result in greater community and economic development for the region.
- The more effectively the members of the Literacy Council, and the community in general, can communicate their needs to one another, the better chance there is for us to work together and help each other. Sometimes someone comes forward with a problem they think is insurmountable, but one member is able to provide some small help, as is another member – and soon the problem is much smaller, or gone.

5.2. Thinking about the 2010-11 Year:

4. Are there new opportunities, challenges, or issues in your community? How will you respond to those?

Challenges

- Funding cuts, as mentioned in section 5.1.2 above, as well as funding uncertainty for existing programs. We will seek additional funding from non-governmental sources, and pursue partnerships with the business community;
- When new members come to the Council table, it's important to give them a good orientation to the Council, such as its history, the goals, the way we work together, achievements, etc. The challenge is providing the orientation in a way that is not overwhelming or time-consuming, but that makes the new members feel welcome and able to participate in current activities;
- The Literacy Council has a history of working by consensus and new members may not be familiar with this process. Ensuring that all Council members understand the consensus model and are in agreement with that process is an issue that has come up.

Opportunities

- Opportunity to expand literacy initiatives (particularly through CALL's adult tutoring) into Sliammon and other outlying areas, like Texada Island. The CALL coordinator will be pursuing this in the fall;
- Renewed requests for Plain Language workshops, which will be met by the LOC and the CALL coordinator;
- Ability to start working on larger multi-partner projects (e.g., OLES, ESL SAP). We are currently in the process of applying for the ESL SAP grant.

Issues

- None have been identified at this time.

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

Adjustments

- Streamlining of LOC work plan activity to reflect priorities and available resources;
- Used more of the budget on time for the LOC to support local literacy initiatives, instead of distributing funds to programs through an application process.

New initiatives

- Applications for further sources of funding: ESL SAP;

- Literacy Awareness campaigns: Heroes Read, BookCrossing;
- Financial support provided for a Parent-Child Mother Goose Community Coordinator.

Expanded/continued initiatives

- Book Bag Exchange Program;
- Whoop-di-doo Storytelling Event for adults;
- ORCA Bus;
- Plain Language workshops to be held at agency and business sites;
- Powell River Public Library driving highly visible public campaign for the new library;
- Every Child Ready to Read was presented in the community by the Public Library
- Parent-Child Mother Goose Programs presented on a regular basis at Family Place and at other locations, such as the Townsite Intergenerational Program, with facilitators who were trained in the service-provider training sponsored by the Literacy Council early in 2009.

6. What will be required to meet the goals and effectively employ actions for the coming year?

- Maintenance of good relationships and partnerships around the Literacy Council table;
- Continued support from the Ministries of Advanced Education and Education, Literacy BC and 2010 Legacies Now to sustain funding for the Literacy Outreach Coordinator;
- Opportunities to share ideas, progress, challenges, with LOCs from around the province.

7. How will you measure or assess your progress?

- Regular work plan updates are provided to Literacy Council members to review and revise program direction, on an ongoing basis. Project developments, as a result of the new partnerships formed, will be tracked and monitored, and program statistics collected to identify changes in literacy program access and usage (e.g., CALP program utilization statistics). Opportunities for pursuing collaborative funding proposals and any successful joint proposals will be used to gauge capacity-building needs and opportunities.

Appendix A. Mission and Members of the Literacy Council

The Mission and Purpose were reviewed and updated by the Council in 2009.

The Mission of the Literacy Council is:

The Powell River Literacy Council is a coalition of community partners whose mission is to enhance and promote literacy and lifelong learning in the region.

The Purpose of the Literacy Council:

Formed in 2004, the Council serves as a regional hub of communication and collaboration among organizations and individuals with an interest in enhancing literacy access and development for Powell River and its surrounding communities. Members include a broad cross-section of community partners representing health, education, government, public library, business community, early childhood development, adult learners, First Nations, and community members at large.

The Powell River Literacy Council endorses and builds on Literacy Now's Guiding Principles:

- **Relationship and Collaboration:** Builds community partnerships and networks of literacy and lifelong learning support;
- **Innovation:** Values new ways of viewing existing programs, new partnership and new ideas for programs;
- **Respect:** People are treated with respect, diversity is welcomed and encouraged, and ideas are shared freely and openly;
- **Capacity Building:** Literacy developments focus on individual empowerment and community development;
- **Access for All:** Community involvement in the planning and implementation process are actively encouraged;
- **Strength Building:** Activities build on past and current literacy practices and community contributions;
- **Sustainability:** There is a long-term commitment to community collaboration to sustain literacy developments;
- **Joy:** Successes and community contributions are celebrated on an ongoing basis.

[Adapted from: 2010 Legacies Now (2008). Community Literacy Planning Guide, p.4]

Members of the Literacy Council, and some of their interests, are:

- **Canadian Union of Public Employees (CUPE):** local union which includes some people employed in the School District and at VIU.
- **Community Adult Literacy and Learning (CALL) Program:** a one-one-one tutoring service for adults.
- **Educare Learning Center:** as a cognition-therapy practice fixing learning disabilities, the Center's a resource to which any community organisation can refer clients with learning difficulties (aged seven or older) for free assessment. Educare seeds the community with newly literate persons who also embody phonemic awareness — an element crucial to the present urgent need to pass literacy, numeracy, and critical thinking to the next generation.
- **I ACT (International Association for Cognition Therapy):** This organisation's Canadian/American board is founding a self-regulated profession of highly trained clinicians who change the way the brain works. There are three functions: making information and research available to the public, accrediting program, and credentialing practitioners.
- **International Peace-Poem Walkers' Society:** Linked to the international www.peacepoem.org, this organization's slogan is "Peace and literacy at a human pace." The method is basically walking scrolls from the International Peace Poem from community to community and linking up with literacy events in each place, with raised funds going to support this activity and the production and dissemination of materials on peace and literacy.
- Various **parents** in Powell River are engaged in the literacy council.
- **Powell River Community Health (Public Health)** stays apprised of the goings-on at the Literacy Council.
- **Powell River City Council** appoints a councilor who is a part of the Literacy Council.
- **Powell River Employment Program Society** is an umbrella organization providing a variety of programs and services in the community including pre-natal to adult. From employment assistance to parenting support to diversity/multi-cultural initiatives, literacy is a common thread in every program. The Literacy Council provides an opportunity for coordination, collaboration and partnerships with agencies and community members to deliver services effectively. PREP has chaired the Council since 2007.
- **Powell River Family Place** promotes family and early literacy, especially with regard to the foundation skills for lifelong learning which are best learned in the first two years of life. We understand that it is through having positive and reciprocal relationships with significant adults that strong literacy skills are developed.
- **Powell River Live Poets' Guild:** The Guild promotes poetry both as an ancient and steadfast method in which a community narrates its story and as a "wide gate" between orality and literacy. The group runs events and now also publishes to allow poetry to proliferate and flourish in Powell River; two new poetry projects are in the planning stage.
- **Powell River Living Magazine** – local magazine; staff member regularly attends board meetings, lending representation from the business sector.
- **Powell River Peak newspaper:** local newspaper, published twice weekly.

- In and of itself **the Powell River Public Library** is a standing promotion for improved literacy in Powell River through its extensive collections and services. A special collection of literacy-related materials, a partnership with Family Place to launch a Saturday Parent-Child Mother Goose program, outreach activities at Sliammon First Nation and initiating an Every Child Ready to Read program for Powell River parents are all examples of the Library's literacy promotion activities beyond its walls. The Library's participation in The Literacy Council is a key feature of its strategy to work with others in Powell River to promote literacy.
- At least one **School Board Trustee** sits on the board regularly.
- In **School District 47** the development of student literacy is a core value, as reflected in district goals and program offerings. The school district collaborates with all Literacy Council partners to promote life-long literacy across the broader community.
- **Sliammon First Nation:** local First Nations community; several members are part of the Literacy Council membership.
- **Spirit of BC Committee** – community committee that was formed regarding the 2010 Olympic celebration; the first connection to Literacy Now
- **Success By 6:** the local sect of this organization is involved in programs to promote learning of children under the age of six.
- **Tla'Amin Community Health Services:** Health centre for Sliammon.
- **Townsite Intergenerational Programs (TIPs):** a program overseeing three literacy-related programs including Computer tutoring for Seniors; the Henderson After-School Program; and Parent-Child Mother Goose (held in the Townsite)
- **Vancouver Island University (VIU)** – the local university, who sits regularly at the Literacy Council table.

Appendix B. Timeline for Creation of Community Literacy Plan

Jan. 11, 2007:

- Meeting of Literacy Council;
- Launch of Literacy Now research, work plan developed;

Jan. 2007 – May 2007 (ongoing):

- Coordinator interviews people in the community involved in literacy services, getting background information on the situation in the region and compiling the Community Literacy Inventory;
- Background research for Community Literacy Profile;
- Regular meetings of Literacy Council and review work to date;
- Vision and Values Developed
- School District 47 requests, and Literacy Council agrees, to collaborate on producing a joint District/Community Literacy Plan.

April 2007 – July 2007 (ongoing):

- Writing of Community Literacy Plan;
- Circulate draft Plan; review and revisions of draft;
- Special planning meeting of Literacy Council, attended by members of the Literacy Council with representation from City Council, business community, Spirit of BC committee.

July-August, 2007:

- Coordinator of Literacy Now Planning Project works with members of the Literacy Council to prepare final version of the Community Literacy Plan;
- Dissemination of the Community Literacy Plan.

September, 2007:

- Task Group celebration of successful completion of the Community Literacy Plan.

January 2008:

- Plan is updated and revised.

July 15, 2009:

- Plan is updated, revised, and submitted to the Ministry of Education.

July 15, 2010:

- Plan is updated, revised, and submitted to the Ministry of Education.

Appendix C. Aboriginal Literacy Program Offerings in School District No. 47

In accordance with the Local Education Agreement and the Aboriginal Education Enhancement Agreement the school district undertakes initiatives specific to improving the literacy skills of aboriginal students. This is reflected in the school district's Accountability Contract. The current goal areas are:

- **To improve student achievement in all areas of literacy.**
Specific activities include:
 1. Guided reading program.
 2. Summer school opportunities – Read and Rec; Rec and Tech
 3. PALS program at Chi-chuy kindergarten.
 4. District reading teacher provides training to intervention teachers new to the program.
 5. All day Kindergarten program focussing on building literacy skills through integration of First Nations cultural elements.
 6. Initiate a balanced reading program of instruction at the intermediate levels.
 7. Provide instructional assistance to teachers in the regular classroom to strengthen delivery of a balanced reading program with the key elements of guided reading, literacy circles, and reading in the content area instruction.
 8. Small group levelled instruction at the primary and intermediate levels for lower performing Aboriginal students.
 9. Provide release time and funding to encourage teacher leadership programs and action research projects in the area of differentiated materials and instruction for First Nations students.
 10. Provide SSA support so that mini comprehension practice sessions can be held with individual targeted students.

- **To improve student achievement in all areas of numeracy.**
Specific activities include:
 1. After school tutoring is provided.
 2. After school assistance for grades 8 and 9 via online learning.
 3. Focus on improving skills in mathematical problem solving and working with grade appropriate number concepts in grades 4 to 7.
 4. Teachers will use assessment results from 2009/10 to inform their instruction for 2010/11.
 5. The district will develop additional strand concept and problem solving assessments to further assist teachers.
 6. A grade group meeting will be organized at each grade level so colleagues can discuss and share strategies to address the areas of weakness identified by the district assessments.

- **To continue to offer the Klah ah men Language Program from kindergarten to grade 12.**
The Sliammon First Nations representatives will look for ways to increase student participation at the higher grade levels.

Appendix D. School District No. 47 Literacy Plan

The school district is required to submit an annual Accountability Contract to the Ministry of Education. The contract includes initiatives specific to improving the literacy skills of all students. The current goals are:

- **To improve student achievement in reading.**

Specific activities include:

1. Early intervention programs for identified at-risk kindergarten students.
2. Early intervention programs for identified students in grades ½.
3. Summer reading program for at risk students in grades ½
4. Differentiated instruction for specific grade 2 students who are not reading at grade level.
5. Use of leveled classroom reading materials in grades 3 to 8.
6. Expand the variety of genre and reading material in school libraries.
7. Provide additional reading intervention teachers and support to targeted lower performing schools.
8. Provide the Wilson Reading program, which uses direct one on one reading intervention, delivered by specially trained personnel.
9. Provide the computer based Abracadabra reading remediation program.
10. Promote the use of a balanced reading program.
11. District reading teacher works with teachers, providing instructional assistance to strengthen delivery of a balanced reading program.

- **To improve student achievement in writing.**

Specific activities include:

1. Balanced writing framework developed and initiated at the elementary level.
2. Additional intervention instruction for targeted students.
3. Grade group teacher meetings to support implementation of the balanced writing framework plan for the year.
4. School wide writes.
5. Differentiated writing instruction using BC Performance Standards.
6. Broadening the opportunities for presentation and recognition of student writing.
7. Professional development specific to improving writing instruction.

- **To improve student achievement in numeracy at the grades 4 to 8 levels.**

Specific activities include:

1. Focus on improving skills in mathematical problem solving in grades 4 to 7.
2. Focus on improving skills in working with grade appropriate number concepts in grades 4 to 7.
3. Focus on improving skills in statistics and probability in grade 8.
4. Grade group teacher meetings to discuss and share strategies to address areas of weakness, as identified by district assessments.
5. Teachers will use assessment results from 2009/2010 to inform their instruction for 2010/2011.
6. The district will develop additional strand concept and problem solving assessments to further assist teachers.

Appendix E. Update 2009

A. Reflecting on the 2008 Plan

What priorities/objectives and actions from your 2008 DLP have you addressed this year?

- **Objective #1: Find funding and hire a Literacy Coordinator**
 - Ongoing work
 - Literacy Outreach Coordinator (LOC) continues to provide administrative support and leadership in coordinating literacy work in the region, and facilitating communication among community partners
 - LOC is researching funding opportunities, working collaboratively with partners to submit funding applications, where relevant
- **Objective #2: Raise public awareness**
 - LOC addressed Chamber of Commerce meeting in October 2008
 - LOC organized Plain Language workshop for the community and, as a result, is arranging targeted follow-up contact with the business community, social service agencies, and government agencies, to offer Plain language resources and consultation
 - LOC and coordinator of the CALP program attended disability employment fair in May 2009
 - LOC is building relationships with Sliammon community through ongoing involvement in literacy and related projects. It has been important to maintain an on-site presence to enhance working relationships and to embed literacy in relevant community-based activity (e.g. work on the new community garden).
- **Objective #3: Embed literacy services in daily activities**
 - The following activities were intentionally planned and delivered to broaden the focus of community events to include literacy outreach and resource support:
 - Storytelling event organized by Powell River Public Library in February 2009, as part of Spirit of BC week
 - Book Bag Exchange program at Family Place extended
 - Family Literacy Day activities
 - LNI funding provided to BOND pre- and post-natal program to buy a children's book for every new mom in the program
 - LNI funding provided to Sliammon library to encourage book reading
 - ORCA Bus now in operation, bringing literacy and early learning to the whole region
 - Peace Poem project and anthology published
 - Townsite Intergeneration Program started
 - Local Storytelling Circle started
 - Community Resource Centre creates Plain Language food-safety modules
- **Objective #4: Train and support service providers**
 - Parent-Child Mother Goose training was provided in the community for 20 participants from a variety of backgrounds and has extended the reach of early learning resources
 - Plain Language train-the-trainers component was completed and follow-up activities initiated to encourage agencies to review and update their organizational information, using Plain (clear) language approaches

- **Objective #5: Advocate for a new library**

- New Chief Librarian has become an active participant on the Literacy Council and is undertaking various initiatives to revitalize the library (including advocating for a new library facility)

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

- Application for a new CALP program was successful and implementation plan is well-underway in providing adult tutoring resources in the community
- New connections and partnerships raising public awareness and embedding literacy in community life
- Program enhancements have resulted from the new community partnerships formed (e.g. Parent-Child Mother Goose training and partnership between public library and Family Place to provide PCMG to one- and two-year-olds in the coming fall.)
- Creation and promotion of an adult Storytelling circle is now viewed as an integral component of the literacy continuum (event in February 2009, formation of storytelling circle, plans for storytelling event at Blackberry Festival in August 2009)

What was the most successful aspect of initiatives this year? What was challenging?

Successful

- Creation of new partnerships and connections among participants in the Literacy Council;
- Training volunteer tutors for CALP in collaboration with VIU and recruitment of learners;
- Increased visibility of adult literacy as a concern with a local solution;
- Widespread public interest in storytelling;
- Active engagement of Literacy Council members and expanded representation at the literacy table.

Challenging

- Developing materials and publicity campaign;
- Developing initiatives for under-served populations (e.g., youth, seniors);
- Creating and establishing a sustained connection with the local aboriginal community.

What evaluation methods/frameworks and/or tools did you use to determine how effective your work has been? What issues/areas of concern do you have about this evaluation technique or evaluation in general?

- See comments below in response to the question “Have there been any changes or additions to your thinking about evaluating the progress of your work?”

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

- Better networking and sharing of information within the community and at the Literacy Council;

- Ongoing administrative support to the Literacy Council to achieve goals and strategies (as included in the July 2009 Powell River Community Literacy Plan);
- Increased awareness among community partners of the benefits of embedding literacy learning opportunities into a broad base of community activity (and in the everyday settings of family, school, the workplace and the community at large);
- Increased connections among service providers resulting in integrated literacy planning, delivery and promotion ;
- Increased opportunities to pursue joint funding for new initiatives.

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

- Regular communications (Council minutes, work plan updates, etc) have been an important component in promoting mutual trust, inclusiveness, and collaborative planning and implementation;
- It takes time to develop working relationships that will mobilize the communities' literacy and related resources to result in greater community and economic development for the region.

Where are collaborations and partnerships working well to increase literacy for vulnerable learners?

- Parent-Child Mother Goose (as a partnership venture involving Powell River Public Library, Family Place, Child, Youth, and Family Services, Powell River Association for Community Living);
- CALP (adult tutoring resources available to marginalized adult learning, based in various community based locations, such as VIU, the Community Resource Centre, Family Place, other agencies);
- ESL SAP (plans to submit a proposal for adult tutoring resources for new immigrants as a collaboration between the Literacy Council, the PREP Society, and the Powell River Diversity Initiative).

What resources were effective in helping to achieve desired outcomes?

- Our RLC and the new network of RLCs have been effective in exchanging resources, promising practices and in promoting a learning culture that includes adults and seniors;
- Training and networking opportunities made possible by Literacy BC, 2010 Legacies Now, and Ministry of Education;
- Implementation funding to help build and sustain the local literacy infrastructure.

B. Thinking about the 2009 Plan

What changes do you observe about your community since submitting the 2008 DLP?

- Increased attention to possibilities for partnerships;
- Strategic planning to address serious challenges and gaps in literacy services (e.g., workplace literacy, services for youth and adults, aboriginal programming).

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

- Community/District Literacy Plan (CDLP) completed and submitted in 2007;
- School District was a member of the Literacy Council prior to submitting the original CDLP;
- Ongoing recruitment to Literacy Council to extend and renew community partnerships;
- Ongoing strategic planning, development of new initiatives, and search for sustainable sources of funding (CALP, ESL SAP, OLES, New Horizons for Seniors).

What new challenges or opportunities have arisen since your 2008 plan?

Challenges

- See comments above in response to the question “What was the most successful aspect of initiatives this year? What was challenging?”

Opportunities

- Greater possibility for intra- and inter-regional collaboration and planning, as a result of RLC positions and mandate
- Ability to start working on larger multi-partner projects (e.g., OLES, ESL SAP)

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

Adjustments

- Streamlining of LOC work plan activity to reflect priorities and available resources

New initiatives

- Applications for further sources of funding: ESL SAP, OLES, New Horizons for Seniors, Literacy BC
- Plain Language campaign for outreach into business and other sectors
- Powell River Public Library driving highly visible public campaign to raise awareness of need for new library
- Every Child Ready to Read to be presented in the community by the Public Library

Expanded/continued initiatives

- Parent-Child Mother Goose (Saturday sessions for 1-2 year-olds)
- Book Bag Exchange Program
- ORCA Bus expanded to 5 days per week for the 09/10 school year
- Plain Language workshops to be held at agency and business sites

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

The Regional Literacy Coordinator has been an active participant in the Powell River Literacy Council since her hire in October, 2008. Her specific contributions to literacy planning and development for the Powell River Region have included:

- Enhancing partnerships within the region for literacy development and promotion - Funneling information from around the province to the Powell River Literacy Council to share resources and opportunities (e.g. website developments, adult tutoring assessment tools/resources, LOC work plan developments, funding opportunities, annual calendar of events to promote continued community outreach and awareness-raising, and continued development of regional network of service providers to support resource sharing)
- Supporting and promoting initiatives to meet community literacy needs/opportunities – Hosted Island Literacy Coordinators' Workshop with a focus on workplace literacy and Aboriginal engagement (provided opportunity for local coordinators to exchange information and resources to create more connections among and within sectors)
- Developing approaches for integrated literacy planning and sustainability – helped to develop the renewal application for the Community Adult Literacy Program and working with Margaret Leitner and Deb Calderon to prepare a first-time proposal submission for an ESL/SAP Adult Tutoring Program that will extend and enhance local tutoring resources for the region. Joined working committees to pursue additional program funding (e.g. OLES health literacy project in collaboration with Capilano University and Vancouver Coastal Health/Sliammon Health Centre, New Horizons for Seniors Grants).

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

- Regular work plan updates are provided to Literacy Council members to review and revise program direction, on an ongoing basis. Project developments, as a result of the new partnerships formed, will be tracked and monitored, and program statistics collected to identify changes in literacy program access and usage (e.g., CALP program utilization statistics). Opportunities for pursuing collaborative funding proposals and any successful joint proposals will be used to gauge capacity-building needs and opportunities. RLC will also share approaches from other regions to help develop an evaluation strategy for the Council (e.g. use of a value-added assessment model).

What resources will you need?

- Continued support from the Ministries of Advanced Education and Education, Literacy BC and 2010 Legacies Now to sustain funding for the Regional and Local Literacy Coordinators
- Opportunities to share ideas, progress, challenges, with LOCs and RLCs from around the province
- Coordinated package of educational & outreach materials

Appendix F. Community Literacy Inventory: The data

Note that the following services are listed alphabetically by name of service.

Name of program and organization	0-3 Parent-Tot Group (PRACL IDP)
Who does it serve?	Families being served by PRACL's children's services
What are the goals?	To offer peer support for parents; to offer socialization for children
What is the location of the program?	IDP, Jean Pike Centre
How many people are served?	12-15 families
How is it staffed?	PRACL Infant Development Consultants: A Physiotherapist joins us the first of every month and occasionally OT, FASD or SCD will join the group.
What are the resources?	books, toys, snacks, transportation support, playground equipment, encouraging and supporting the importance of play
What are the greatest successes?	Parents get to know other parents with young children. They learn new ideas and build confidence in their parenting skills. Children are helped to transition into other group settings and are introduced to child peer interaction. The program builds relationships with other service providers such as OT, PT, FASD, and SCD.
What more would they like to do?	Offer to the wider community
What would make the service better for your participants?	Subsidized transportation
Does the service have partners?	No
Possible links with existing programs	Other health and social service agencies; other parent-tot groups; Family Place
Name of program and organization	Adult Basic Education (Vancouver Island University)
Who does it serve?	Adults
What are the goals?	Increased Skills, Employment, Post Secondary Programs
What is the location of the program?	Vancouver Island University, 3960 Selkirk Avenue
How many people are served?	Approximately 150
How is it staffed?	Paid Instructors trained in specific contact areas
What are the resources?	Classroom materials, library resources, internet access in all classrooms
What are the greatest successes?	Students achieving their personal goals
What more would they like to do?	N/A
What would make the service better for your participants?	N/A
Does the service have partners?	No: Funded through Ministry of Advanced Education and Labour Market Development
Possible links with existing programs	Public Library, Family Place, Sliammon Community, Seniors Centre, Powell River Model Community Project for Persons with Disabilities

Name of program and organization	Adult Literacy Collection (Powell River Public Library)
Who does it serve?	Literacy tutors and students. Independent adult learners. Independent ESL learners
What are the goals?	To provide attractive and effective collection of materials that support adult literacy
What is the location of the program?	Powell River Public Library
How many people are served?	No current statistics
How is it staffed?	Librarian selects materials
What are the resources?	Simple language books of fiction and non-fiction
What are the greatest successes?	Providing attractive materials to those who are working to improve reading skills
What more would they like to do?	Continuous marketing of this collection among Adult Basic Education students at VIU and patrons of Career Link
What would make the service better for your participants?	A new building would allow semi-private space for tutoring and effective display of this collection
Does the service have partners?	CALL Adult Literacy Tutoring Program
Possible links with existing programs	Career Link and VIU
Name of program and organization	Ages & Stages (Building Blocks 0-6)
Who does it serve?	0- to 4-year-olds
What are the goals?	To educate parents about what to do with their children before school entry; to inform them of services in the community; to inform them of how their children are doing in comparison to their peers
What is the location of the program?	Recreation Complex
How many people are served?	150-200 per annual session
How is it staffed?	School District, Success by 6, PRACL, Public Health, Family Place, volunteers
What are the resources?	pencil, paper, books, information from service providers
What are the greatest successes?	Regular attendance
What more would they like to do?	N/A
What would make the service better for your participants?	Reach everybody who needs the services provided
Does the service have partners?	Many
Possible links with existing programs	Many
Name of program and organization	Baby Books (Teachers' Association)
Who does it serve?	All new parents in Powell River
What are the goals?	To introduce to parents on the day of their child's birth the importance of reading to their child. This is done by providing every mother of a newborn (a) two top quality children's story books and (b) a letter congratulating the parent on the birth of their child as well as encouraging the parent to read to their children as soon as possible.
What is the location of the program?	Powell River General Hospital
How many people are served?	On average 150 families per year
How is it staffed?	All by volunteers (approximately 6 people)
What are the resources?	Children's reading books and gift wrap from various sources
What are the greatest successes?	Many. Several parents have contacted us to thank us for the books and have said the books are excellent and are very popular with their children
What more would they like to do?	N/A
What would make the service better for your participants?	N/A
Does the service have partners?	Powell River & District Teachers' Association, Powell River General Hospital
Possible links with existing programs	N/A

Name of program and organization	Bag a Book (Powell River Public Library)
Who does it serve?	Childcare providers
What are the goals?	To improve caregivers' access to high-quality children's literature and to materials and information to enhance the experience for both parent and child
What is the location of the program?	Powell River Public Library
How many people are served?	Several per week
How is it staffed?	Powell River Public Library
What are the resources?	Kits consisting of large format picture books designed for sharing with groups of children and puppets or props related to the text of the book
What are the greatest successes?	Childcare providers are able to provide quality storytelling programs
What more would they like to do?	A new Library building would allow space to expand this collection.
What would make the service better for your participants?	Library could provide on site demonstrations of techniques for sharing books with children
Does the service have partners?	Success By 6, Daycares, Preschools, Family Place
Possible links with existing programs	Schools, playgroups, childcare providers
Name of program and organization	Basic Computer Skills Program (Vancouver Island University)
Who does it serve?	Adults
What are the goals?	Become computer literate for employment and independent use
What is the location of the program?	Vancouver Island University, 3960 Selkirk Avenue
How many people are served?	Approximately 22
How is it staffed?	Paid Instructor trained in specific contact area
What are the resources?	Classroom materials, library resources, internet access in all classrooms
What are the greatest successes?	Students achieving their personal goals
What more would they like to do?	N/A
What would make the service better for your participants?	N/A
Does the service have partners?	No: Funded through AVED
Possible links with existing programs	Public Library, Family Place, Sliammon Community, Seniors Centre, Model Community
Name of program and organization	BookCrossing Campaign (Powell River Literacy Council)
Who does it serve?	People of all ages
What are the goals?	To raise the profile of reading in the Powell River area, and to encourage people to get books off of their shelves at home and into the community.
What is the location of the program?	Based out of the LOC's office at PREP Society (but books can be released/found anywhere)
How many people are served?	N/A
How is it staffed?	LOC does advertising, nurtures the campaign
What are the resources?	BookCrossing website, printed release materials
What are the greatest successes?	People participating in the campaign
What more would they like to do?	Get more people involved, hold bookcrossing events
What would make the service better for your participants?	N/A
Does the service have partners?	Powell River Public Library, SD#47
Possible links with existing programs	N/A

Name of program and organization	Book lending (Powell River Public Library)
Who does it serve?	Residents of British Columbia
What are the goals?	To provide an attractive collection of materials that meet the recreation and information interests of the residents of the City of Powell River and the Powell River Regional District.
What is the location of the program?	Powell River Public Library
How many people are served?	10,002 active memberships and 140,700 library visits as of 2009
How is it staffed?	2 professional librarians (with MSLIS), and 12 paraprofessionals
What are the resources?	Books, magazines, audiobooks
What are the greatest successes?	Number of visits and materials borrowed increase each year.
What more would they like to do?	A new Library building would allow us to expand the collection, increase the number and types of programs offered, and provide space to accommodate our patrons varying needs. We would also like to provide better service to the remote areas of our service district.
What would make the service better for your participants?	A new Library building would allow us to make huge improvements in our service to the community.
Does the service have partners?	British Columbia Library Association, Public Library Services Board
Possible links with existing programs	School District, Ecole Cote du Sol, Music Academy
Name of program and organization	Books For BC Babies (Powell River Public Library)
Who does it serve?	New parents and their infants
What are the goals?	To insure that every child born in our service district has their own book, and that parents understand how important it is to share books with their child, beginning in infancy.
What is the location of the program?	Private homes
How many people are served?	100 book bags delivered each year
How is it staffed?	Library Techs assemble materials, visiting nurses deliver the materials to new parents.
What are the resources?	Board Books, Music CDs, Book Bags, and various pamphlets.
What are the greatest successes?	Parents report that they are delighted with the gift and are sharing the books with their babies.
What more would they like to do?	Find new funding for this program, as it is no longer supported by the British Columbia Library Association.
What would make the service better for your participants?	Increasing the number of books that are given to each child.
Does the service have partners?	Vancouver Coastal Health's visiting nurse service
Possible links with existing programs	N/A
Name of program and organization	CAP site (Family Place, Powell River Public Library, Chamber of Commerce, Vancouver Island University, Lund Hotel, Texada Library, Texada Credit Union, Teow Shum (Sliammon First Nation))
Who does it serve?	Parents, caregivers, BOND graduates
What are the goals?	To provide supervised computer access to families with young children
What is the location of the program?	Powell River Family Place, located in the Town Centre Mall
How many people are served?	Approximately 10 users per week
How is it staffed?	Local staff
What are the resources?	Computer, Internet access, maintenance, staff help
What are the greatest successes?	Provides an opportunity to use a computer for those who might not otherwise have access
What more would they like to do?	Provide onsite support, tutoring, help with job searching, help with online completion of EI and other forms
What would make the service better for your participants?	Better computer, more space, support staffing
Does the service have partners?	CAP program, BOND
Possible links with existing programs	Vancouver Island University, Career Link, Powell River Public Library, CALL adult literacy tutoring program, government programs

Name of program and organization	Children's Book Bag Library (Family Place/PREP)
Who does it serve?	Families and caregivers with young children
What are the goals?	To improve families' access to high-quality children's literature and to materials and information to enhance the experience for both parent and child
What is the location of the program?	Family Place
How many people are served?	Approximately 15 books per month
How is it staffed?	Family Place
What are the resources?	Funding (provided by Success By 6); replacement funding
What are the greatest successes?	Parents report that the materials in the bag helped them to connect with their child on a deeper level and lead to greater enjoyment of the book and its themes
What more would they like to do?	Replace books; purchase new books and bags; sponsor activities; bring in authors
What would make the service better for your participants?	A better way of displaying the Book Bags; more toys and activities
Does the service have partners?	"Raise a Reader", Powell River Literacy Coalition, local retailers (for books, bags, materials), recycling centre
Possible links with existing programs	Schools, playgroups, childcare providers
Name of program and organization	Children's Book Exchange (Family Place/PREP)
Who does it serve?	Families and caregivers with young children
What are the goals?	To improve families' access to high-quality children's literature and to materials and information to enhance the experience for both parent and child
What is the location of the program?	Family Place
How many people are served?	Approximately 6-8 per month
How is it staffed?	Family Place
What are the resources?	Books (donated)
What are the greatest successes?	Parents can ease the transition from Family Place to returning to their busy schedule when the child is allowed to choose and take a new (to them) book with them
What more would they like to do?	More space, more and better books, reading area
What would make the service better for your participants?	More books, more space
Does the service have partners?	The Powell River Hospital Auxiliary Thrift store has been helpful, in an informal way, in replenishing our book supply. Parents and other private donors bring books from time to time
Possible links with existing programs	None
Name of program and organization	Chi Chuy Preschool Program (Sliammon First Nation)
Who does it serve?	Children living in the Sliammon community who are four years old.
What are the goals?	To promote early literacy skills and prepare children for kindergarten entry.
What is the location of the program?	Sliammon Child Development Resource Centre
How many people are served?	8-12 students each year
How is it staffed?	Preschool teacher and Traditional Language Teacher employed by Sliammon First Nation
What are the resources?	Beautiful classroom space, cultural arts and crafts, books, toys, learning materials.
What are the greatest successes?	All children in the community in the age group are registered each year.
What more would they like to do?	N/A
What would make the service better for your participants?	N/A
Does the service have partners?	Tla'Amin Community Health Services
Possible links with existing programs	N/A

Name of program and organization	Community Adult Literacy and Learning (PREP Society)
Who does it serve?	Adults needing one-on-one tutoring to increase basic literacy skills, as well as numeracy, computer literacy, and other essential skills
What are the goals?	To provide adult literacy service in a community-based, non-institutional setting
What is the location of the program?	Model Community Project, Breakwater Books, other locations around the community
How many people are served?	Currently 12-14 tutor-learner pairs; goal is 15 per year
How is it staffed?	Part-time coordinator; assistance with tutor training from coordinator of VIU's Volunteer Adult Literacy Training program; volunteer tutors
What are the resources?	Staff; literacy materials; links with similar programs in other communities
What are the greatest successes?	Training of 14 tutors in collaboration with VIU
What more would they like to do?	Meet the target number of learner-tutor pairs
What would make the service better for your participants?	Expand program to Texada Island and Sliammon First Nations Reserve
Does the service have partners?	VIU; Breakwater Books; Quality Foods; Community Resource Centre, Family Place
Possible links with existing programs	ESL SAP, Sliammon Essential Skills, Career Link
Name of program and organization	Daycare (Sliammon Child Development Resource Centre)
Who does it serve?	Children 0-5
What are the goals?	Early introduction of Sliammon language; singing & reading
What is the location of the program?	Tla'amin Child Development Resource Centre
How many people are served?	~14-18 children/year
How is it staffed?	Tla'amin Health
What are the resources?	Books, toys, snacks, crafts materials, language resources
What are the greatest successes?	Children are excited about books and are ready to enter preschool
What more would they like to do?	More staffing
What would make the service better for your participants?	N/A
Does the service have partners?	No
Possible links with existing programs	Other daycares
Name of program and organization	Dragon Naturally Speaking Software (Powell River Public Library)
Who does it serve?	Citizens of Powell River with print disabilities
What are the goals?	Those with print or physical disabilities are able to dictate into this specialized word processing program.
What is the location of the program?	The Dragon Naturally Speaking software is installed on the Reference Computer in the Powell River Library
How many people are served?	no statistics available
How is it staffed?	Library staff can assist with use of this software
What are the resources?	Dragon Naturally Speaking software is installed on the Library's reference computer and there is a headset microphone available.
What are the greatest successes?	Enabling disabled to access information embedded in computer documents.
What more would they like to do?	A new building with a sound-proof room would ensure patron privacy, and eliminate the noise disruption this software creates for other Library patrons.
What would make the service better for your participants?	Dedicated sound-proof area for use of this software.
Does the service have partners?	Neil Squire Foundation
Possible links with existing programs	N/A

Name of program and organization	Dragon Naturally Speaking (School District 47)
Who does it serve?	All students in kindergarten to grade 7
What are the goals?	To help students struggling with written output
What is the location of the program?	Every primary school in the district (except Texada)
How many people are served?	Unknown
How is it staffed?	SPED teachers
What are the resources?	computer, software
What are the greatest successes?	Students who have trouble writing down their thoughts can find a way to express themselves
What more would they like to do?	Shorten the training time for the voice-recognition system
What would make the service better for your participants?	Shorter training time
Does the service have partners?	No
Possible links with existing programs	No
Name of program and organization	Early Childhood Development Outreach Worker Program Toy and Book lending (Sliammon Early Childhood Development Centre)
Who does it serve?	All parents of children 0 to 6 years old
What are the goals?	To encourage reading with one's child
What is the location of the program?	Sliammon Child Development Resource Centre
How many people are served?	Approximately 12 families per year
How is it staffed?	Tla'amin Health
What are the resources?	Books, toys, time
What are the greatest successes?	Positive relationships with families
What more would they like to do?	More outreach into people's homes
What would make the service better for your participants?	More visibility of materials
Does the service have partners?	No
Possible links with existing programs	Other health-related events in the community
Name of program and organization	Every Child Ready to Read (Powell River Public Library)
Who does it serve?	Parents & caregivers
What are the goals?	To inform parents of the central role they play in language development and pre-literacy skills
What is the location of the program?	Outreach programs provided in various venues throughout the community.
How many people are served?	60-80/year
How is it staffed?	Library technician
What are the resources?	Power Point presentation, books, handouts
What are the greatest successes?	Parents gain understanding of how language is acquired and the centrality of their own role in laying this foundation for literacy.
What more would they like to do?	Increase number of presentations and variety of venues
What would make the service better for your participants?	Being able to host these presentations at the Library, and offer childcare during program.
Does the service have partners?	A number of organizations invite us to give the presentation to their clients.
Possible links with existing programs	BOND, Family Place, Parenting support services, OB-Gyn physicians, midwives.

Name of program and organization	Family Place Parent-Child Drop-in (Family Place/PREP)
Who does it serve?	Families and caregivers with young children
What are the goals?	To provide a neutral venue for all families and caregivers of young children to meet, make friends, and find support and information to raise healthy children; to provide referrals to community programs; to allow parents to make contact with ECD practitioners
What is the location of the program?	Family Place
How many people are served?	Approximately 250 visits per month; approximately 11 new families per month
How is it staffed?	Family Place provides the venue; Ministry of Child and Family Development and Vancouver Coastal Health provide funding which goes towards staffing and operating expenses
What are the resources?	Staffing, early childhood playroom, washroom and change table, snacks, diapers, adult lending library
What are the greatest successes?	Return visits; supportive atmosphere; meeting place for people from different social groups; socialization for preschoolers; time to build trust over repeated visits
What more would they like to do?	Host a community kitchen; offer a counseling room and a separate activity room; have storage space
What would make the service better for your participants?	Stable funding, more space
Does the service have partners?	Powell River Employment Program Society; BOND
Possible links with existing programs	Many other agencies could have a regular presence in Family Place to offer services and do outreach
Name of program and organization	Heroes Read Campaign (Powell River Literacy Council)
Who does it serve?	Powell River and area residents, especially children K-7
What are the goals?	To raise awareness about the importance of literacy in the Powell River area; to give children who are having difficulty learning how to read a positive reading experience.
What is the location of the program?	Based out of the LOC's office at PREP Society (events are held at elementary schools in the district)
How many people are served?	N/A
How is it staffed?	LOC does advertising, engages community "reading heroes" who take part in the events
What are the resources?	Some funding from Literacy Now Initiative (for posters, LOC's time), some funding from First Credit Union
What are the greatest successes?	Positive reading experiences for children who find reading challenging, positive comments from people about the campaign
What more would they like to do?	N/A
What would make the service better for your participants?	Continued funding past the 10-months
Does the service have partners?	First Credit Union, SD#47, all schools in area
Possible links with existing programs	N/A
Name of program and organization	Homebound Delivery Service (Powell River Public Library)
Who does it serve?	Adults who are homebound due to illness or age.
What are the goals?	To deliver bags of materials to the homes of homebound Library patrons.
What is the location of the program?	Private homes and adult care facilities
How many people are served?	144 deliveries per year
How is it staffed?	Library Clerks select books, volunteers deliver them to patron's home
What are the resources?	Books, audiobooks
What are the greatest successes?	Enriching the lives of homebound adults by providing delivery of Library materials to their door.
What more would they like to do?	Expand collection of Large Print books, and audiobooks. Expand the number of people who are receiving this service.
What would make the service better for your participants?	Increase the frequency of delivery to twice a month. Allow borrowing of DVDs.
Does the service have partners?	Volunteers deliver the materials to patrons' homes. Community Nurses distribute brochures that explain the benefits of this program
Possible links with existing programs	Physicians could promote this among their patients.

Name of program and organization	Hooked on Reading (Family Place)
Who does it serve?	Children aged birth to 6 and their siblings.
What are the goals?	To allow children to "fish" for a high-quality, gently used book of their choice, free of charge
What is the location of the program?	Family Place takes this program to many different public events in the community where children are taking part.
How many people are served?	About 250 books were given away in 2009.
How is it staffed?	Family Place staff and volunteers
What are the resources?	Books, bags, brochures, photocopied and cut out "fish", ribbon, fishing rods
What are the greatest successes?	When children come back and tell us about the book; when parents say, "You mean I don't have to pay for it?" and we can say, "No, it's completely free for every child."
What more would they like to do?	More!
What would make the service better for your participants?	Storage space, a few dollars to cover expenses like advertising ; volunteers
Does the service have partners?	"Raise a reader" supplied some funding in 2009-2010
Possible links with existing programs	Sliammon, Powell River Public Library, child-care facilities, recreation services, parent-tot groups, churches, school district.
Name of program and organization	K-12 Language Arts (School District 47)
Who does it serve?	Kindergarten to grade 12
What are the goals?	To reinforce and strengthen reading and writing skills
What is the location of the program?	Every school in the district
How many people are served?	All students
How is it staffed?	Teachers
What are the resources?	Everything required to teach reading and writing
What are the greatest successes?	Participation in the Read For The Top competition and Festival of the Performing Arts; strong literacy skills
What more would they like to do?	More resource materials
What would make the service better for your participants?	N/A
Does the service have partners?	Parents
Possible links with existing programs	Festival of the Performing Arts, Library
Name of program and organization	Kaksem Hegawtk 'w' Teoshim Sliammon Parent-Tot Drop-in Group (Tla'amin Child Development Centre)
Who does it serve?	Parents and young children aged 0-3
What are the goals?	To encourage parent-child interaction
What is the location of the program?	Tla'amin Child Development Resource Centre
How many people are served?	8-10 families/year
How is it staffed?	Tla'amin Health
What are the resources?	Books, toys, snacks, handouts
What are the greatest successes?	Parents are singing with their children
What more would they like to do?	Transportation for families, phoning and organizing time, bring in more resource people
What would make the service better for your participants?	More preparation time, more books and toys
Does the service have partners?	Public Health Nursing, Coast Garibaldi (for speech pathologist)
Possible links with existing programs	Parent-Child Mother Goose (Family Place)

Name of program and organization	Klah ah men Language Program (School District 47)
Who does it serve?	Students from kindergarten to grade 12.
What are the goals?	The goal is to maintain the Klah ah men language. Students are taught how to use the International linguistic orthography so that they can continue to learn from fluent speakers. Sliammon language classes have been in existence for over 15 years and the positive effect it has had on the community cannot be measured.
What is the location of the program?	James Thomson elementary; Brooks off campus; Oceanview; Brooks secondary school.
How many people are served?	100+
How is it staffed?	2 Sliammon language teachers.
What are the resources?	Fluent speakers from the Sliammon community.
What are the greatest successes?	Sliammon now offers a community language program; partnership with First Voices to record the language so that it can be used and heard anywhere; Community gatherings have opening prayers and closure in the Sliammon language. Previous students have become Teachers on call for the school district.
What more would they like to do?	We are still working on community fluency which is a really long term goal.
What would make the service better for your participants?	Acceptance in the wider community that indigenous languages are important and should be learned.
Does the service have partners?	School District #47 and Sliammon First Nations community.
Possible links with existing programs	The University of British Columbia has been interested in offering Klah ah men language as part of their courses but in the past we have not had the resources. Now with the number of students with some fluency in the language, it would now be possible to offer to a wider audience for participation. Sliammon traditional knowledge is now becoming an integral part of classroom knowledge. For example we are working on the Kindergarten to grade 7 science that a unit or lesson(s) be developed with Sliammon knowledge. We have units in English and social studies.
Name of program and organization	Kurzweil 3000 software (Powell River Public Library)
Who does it serve?	Citizens of Powell River with print disabilities.
What are the goals?	Print-disabled people are able to hear computer documents read aloud, thus increasing accesability to material in this format.
What is the location of the program?	The Kurzweil software is installed on the Reference Computer in the Powell River Library.
How many people are served?	no statistics available
How is it staffed?	Library staff can assist with use of this software.
What are the resources?	Kurzweil software is installed on the Library's reference computer and there are headphones available.
What are the greatest successes?	Enabling the disabled to access information embedded in computer documents.
What more would they like to do?	A new building with a sound-proof room would eliminate the need for headphones while ensuring patron privacy.
What would make the service better for your participants?	Dedicated sound-proof area area for use of this software.
Does the service have partners?	Neil Squire Foundation
Possible links with existing programs	N/A
Name of program and organization	Kurzweil 3000 software (School District 47)
Who does it serve?	All students in kindergarten to grade 12
What are the goals?	To help students struggling with reading comprehension
What is the location of the program?	Every school in the district
How many people are served?	Unknown
How is it staffed?	SPED teachers
What are the resources?	computer, software, scanner
What are the greatest successes?	High school students can successfully sit the provincial exams
What more would they like to do?	Have more in each school
What would make the service better for your participants?	Easier access to hardware, software
Does the service have partners?	No
Possible links with existing programs	Library, PRACL, Vancouver Island University

Name of program and organization	Ladybug (School District 47)
Who does it serve?	Kindergarten to grade 2
What are the goals?	To address children's lack of school-readiness with respect to literacy skills
What is the location of the program?	Every primary school in the district
How many people are served?	Approx. 20% of students in grades K to 2
How is it staffed?	District Early Literacy Resource Teacher and SSA's
What are the resources?	games, songs, rhymes, puppets, props, stickers, toys, etc.
What are the greatest successes?	Students exiting from early intervention
What more would they like to do?	N/A
What would make the service better for your participants?	N/A
Does the service have partners?	Parents
Possible links with existing programs	Keys to Literacy
Name of program and organization	Large-print Collection (Powell River Public Library)
Who does it serve?	People who require a large-print format.
What are the goals?	To support the enjoyment of literature and information needs of people who require a large-print format.
What is the location of the program?	Powell River Public Library
How many people are served?	4896 items borrowed in 2009
How is it staffed?	Librarian selects materials for collection
What are the resources?	Large-print books
What are the greatest successes?	People with failing eyesight are able to continue to enjoy reading for pleasure and information.
What more would they like to do?	Triple the size of the Large-print collection.
What would make the service better for your participants?	A new Library would allow us to provide a greater selection of books.
Does the service have partners?	N/A
Possible links with existing programs	Kiwanas and other assisted living facilities for seniors.
Name of program and organization	Lending Library (PRACL IDP/SCD)
Who does it serve?	Families being served by PRACL IDP and SCD as well as community at large
What are the goals?	To provide educational information on parenting, specific disabilities, and child development
What is the location of the program?	PRACL
How many people are served?	At least 60 people/year
How is it staffed?	PRACL
What are the resources?	Books, videos, DVDs, toys, equipment
What are the greatest successes?	Limited resources in the community are distributed widely; parents have access to educational material and can try books or videos before buying them
What more would they like to do?	Open the library up to the general community; Provide more staffing; find more funding; have a better location. Promote and incorporate more examples of "toys" (objects that are easily found in the home) which will enhance their child's play and learning; e.g. measuring spoons or soup cans for block building, etc.
What would make the service better for your participants?	More choice, more selection of materials
Does the service have partners?	No
Possible links with existing programs	Library, Family Place

Name of program and organization	Literacy & ESL Materials (Vancouver Island University)
Who does it serve?	Adults
What are the goals?	Increased Skills, Employment, Post Secondary Programs for ESL learners
What is the location of the program?	Vancouver Island University, 3960 Selkirk Avenue
How many people are served?	Approximately 15
How is it staffed?	Paid Instructor trained in specific contact area, Library staff
What are the resources?	Classroom materials, library resources, internet access in all classrooms
What are the greatest successes?	Students achieving their personal goals
What more would they like to do?	N/A
What would make the service better for your participants?	N/A
Does the service have partners?	No: Funded through AVED
Possible links with existing programs	Public Library, Family Place, Sliammon Community, Seniors Centre, Model Community
Name of program and organization	Literacy and Parenting Skills (Family Place/PREP)
Who does it serve?	Parents with young children
What are the goals?	To enhance parenting and adult literacy skills in an interactive format
What is the location of the program?	Powell River Family Place
How many people are served?	0
How is it staffed?	Family Place, when funding is available
What are the resources?	Space, flip charts, children's books, snacks, child-minding service
What are the greatest successes?	The program is best provided based on parent demand
What more would they like to do?	Have enough space in the Family Place facility to offer this program more often
What would make the service better for your participants?	Ongoing funding
Does the service have partners?	N/A
Possible links with existing programs	Vancouver Island University, CRC, SD 47
Name of program and organization	Lund Library (Lund Community Society)
Who does it serve?	The residents of the Malaspina Peninsula. Primarily a small fishing and logging community North of Powell River on the Sunshine Coast.
What are the goals?	The goals of the Lund Community Society are to foster community involvement through educational, recreational, cultural and spiritual endeavors. The Lund Lending Library will fall under our educational and cultural goals.
What is the location of the program?	Lund Community Centre
How many people are served?	None yet
How is it staffed?	Volunteers and paid employees funded through our direct access to gaming grants, grants to HRDC for summer students, and our annual grants from the Regional district for maintenance etc.
What are the resources?	Volunteers, the three acre property and old school facility reinvented as a community center building
What are the greatest successes?	One of our greatest successes was hosting a parent led community education program with school district 47, North Island College, and local parents for four years when this facility was initially closed in June of 2000. We had full parent participation, student led fundraising, and various activities including arts and photography led sessions by community members for four years endorsed by and supported through the regional and school district in this area.
What more would they like to do?	We would like to host daily, weekly and monthly activities for the community. This would include seminars of an educational, literary and artistic nature. We would like to hire people to help us make this happen.
What would make the service better for your participants?	Hire staff and provide more resources to the general public in order to draw in more community involvement.
Does the service have partners?	None currently
Possible links with existing programs	Success by 6, Vancouver Island University

Name of program and organization	Lund Playgroup (Lund Community Society)
Who does it serve?	Parent-child group 0-7
What are the goals?	To provide a weekly event for children aged newborn to pre-primary, to play together & experience age-appropriate activities promoting social, cognitive and language development while providing a venue for parents to support each other through discussion and social interaction
What is the location of the program?	Lund Community Centre
How many people are served?	12 families, up to 17 children
How is it staffed?	One facilitator
What are the resources?	Community will, operating costs, books, toys, supplies, snacks, administrative wage
What are the greatest successes?	Community-building, started with 4 families and now up to 12
What more would they like to do?	More program development, speakers, workshops, regular storyteller, music component
What would make the service better for your participants?	More music, language development, workshops
Does the service have partners?	Success by 6, community volunteering & donations
Possible links with existing programs	Family Place, Lund Library
Name of program and organization	Moe the Mouse (Sliammon Child Development Resource Centre)
Who does it serve?	Children 4-5
What are the goals?	To encourage speech development in children
What is the location of the program?	Sliammon Chiy Chuy Preschool
How many people are served?	~12 children/year
How is it staffed?	Tla'amin Health
What are the resources?	Stuffed animals, booklets, DVDs, manuals, handouts
What are the greatest successes?	Children enjoy learning speech sounds
What more would they like to do?	Explore all of the resources and activities in the kit
What would make the service better for your participants?	Offer wider variety of activities
Does the service have partners?	Coast Garibaldi speech & language pathologist
Possible links with existing programs	Daycare

Name of program and organization	ORCA Bus Project (an initiative of United Way's Success by 6 Powell River and School District #47)
Who does it serve?	Children 0-5 (before school entry) and their parents/caregivers
What are the goals?	To bring early childhood development (ECD) programming and resources to all preschoolers, especially those in outlying communities in the Powell River area.
What is the location of the program?	Various locations across the Powell River area emphasizing stops in Powell River South, Sliammon, Lund and Texada Island. Stops at the Powell River Centre and at daycares are also included as the schedule permits.
How many people are served?	Between 3 and 20 children and their parents/caregivers at each stop, at full capacity we anticipate being able to provide programming for up to 150 children each week
How is it staffed?	Currently there is an ECE specialist, supported by 1-3 volunteers and a volunteer bus driver, who travel on the bus to the different locations. Other Success by 6 staff, SD#47 staff, and community partners also support the program.
What are the resources?	Age appropriate books from Powell River Library, various activities, games, crafts, intergenerational and cultural exchanges. The bus is also a vehicle for outreach for various service providers within Powell River. With the addition of funding through the Ministry of Education's Strong Start outreach program, new resources are constantly being developed / added.
What are the greatest successes?	Providing services to families where transportation and isolation are barriers to accessing urban-based services in this spread-out community
What more would they like to do?	Expand the program to include more visits, especially to isolated families and grow the number of volunteers across generations and cultures to enhance the inter-generational and cultural exchange aspects of future programming.
What would make the service better for your participants?	Wheelchair access (which is in the works through the successful application for a Rick Hansen Let's Play grant); More agencies providing outreach via the ORCA Bus
Does the service have partners?	The program is driven by a team of strong partners that include Community, Business and Government partnerships at various levels. The key partnership between United Ways's Success By 6 and School District # 47 sustains the operation of the bus, but not without the support and generous contributions of local community businesses and volunteers. This is truly a community owned and driven project.
Possible links with existing programs	Could link up with Family Place for a book bag exchange program; Examining possibilities of having Career Link staff visit bus to provide career counseling or support re-entering work force.
Name of program and organization	Parent-Child Mother Goose (PRCYFSS, PRACL, Family Place/PREP)
Who does it serve?	Families and caregivers with children from 0 to 12 months
What are the goals?	To enhance the parent-child relationship; to encourage language and social development through song, rhythm, and storytelling; to increase parent networking; to promote early literacy skills
What is the location of the program?	Family Place
How many people are served?	15-25 families attend each 8-10 week session; three to four times per year
How is it staffed?	Family Place provides the venue, support staff, and volunteers; PRACL IDP and PRCYFSS provide staff for the infant program
What are the resources?	Handouts, snacks
What are the greatest successes?	Parents learn new ideas and build confidence in their interactions with their baby; they continue to attend and ask for more sessions; parents make long-term connections with other families; parents make contact with local ECD practitioners in a neutral setting
What more would they like to do?	Expand the program; increase number of facilitators; find stable funding
What would make the service better for your participants?	The program would benefit from space for a designated activity room, separate from the "drop-in" lounge area
Does the service have partners?	PRCYFSS and PRACL IDP provide facilitators; in the 2009-2010 year, Powell River & District Public Library provided funding for a "pilot" Saturday morning toddler program. Further toddler programs will take place according to need.
Possible links with existing programs	Sliammon, Powell River Public Library, child-care facilities, recreation services, parent-tot groups, churches, school district

Name of program and organization	Parents As Literacy Supporters (PALS) (School District 47)
Who does it serve?	Kindergarten students and their parents
What are the goals?	Builds the capacity of parents to support their child's school learning in the areas of literacy and numeracy
What is the location of the program?	Held in all School District #47 Kindergarten classes: James Thompson, Henderson, Edgehill, Grief Point and Kelly Creek
How many people are served?	Approx. 75 children and their families per year
How is it staffed?	SD trustee volunteer & kindergarten teachers
What are the resources?	take-home bags with selections of age-appropriate children's books relating to topics being developed in each session; Program-support take-home materials: crayons, felt pens, play dough, pencils, glue, scissors, dice, playing cards, informational booklets and teacher-generated handouts
What are the greatest successes?	Parents understanding their role in supporting their children's learning in school
What more would they like to do?	Maintain & strengthen this kind of program through the primary grades
What would make the service better for your participants?	Encourage businesses to see the value in supporting their workers to attend sessions during the workday without incurring a penalty
Does the service have partners?	No
Possible links with existing programs	Book Bag at Family Place; Library
Name of program and organization	Powell River Literacy Council website (Powell River Literacy Council)
Who does it serve?	People of all ages
What are the goals?	To increase awareness of literacy-related programs/services/campaigns in the Powell River area and bring all information together in a format that is user-friendly.
What is the location of the program?	www.powellriverliteracy.ca
How many people are served?	N/A
How is it staffed?	LOC does updates; program supervisors provide up-to-date information
What are the resources?	LNI funding
What are the greatest successes?	Raised community awareness of the programs/services and how to access them
What more would they like to do?	Keep expanding information on the website
What would make the service better for your participants?	N/A
Does the service have partners?	All literacy program/service providers in Powell River
Possible links with existing programs	N/A
Name of program and organization	Preschool screening (School District 47)
Who does it serve?	Preschoolers
What are the goals?	To identify students entering kindergarten who are at risk of low school-readiness
What is the location of the program?	Every primary school in the district
How many people are served?	Approx. 120 per year
How is it staffed?	District Early Literacy Resource Teacher
What are the resources?	Basket of props
What are the greatest successes?	Identify at-risk children and apply early intervention
What more would they like to do?	N/A
What would make the service better for your participants?	N/A
Does the service have partners?	Preschools (to set parents' expectations)
Possible links with existing programs	Any program that targets literacy in preschoolers

Name of program and organization	Read For The Top - Red Cedar Book Awards (School District 47)
Who does it serve?	Grades 6-9
What are the goals?	To increase amount of reading that students do & increase profile of reading
What is the location of the program?	Oceanview, Assumption, Cote du Soleil, Evergreen, Kelly Creek, Grief Point, Edgehill, Henderson, James Thompson, Texada
How many people are served?	~800 students/year
How is it staffed?	SD 47
What are the resources?	~\$4000 budget for books, medallions, plaques, incentives, gift certificates for books, prize money
What are the greatest successes?	Reading gets a high profile, reading is portrayed as cool
What more would they like to do?	Expanding it to Vancouver Island
What would make the service better for your participants?	More incentives at lower levels
Does the service have partners?	Breakwater Books, A&W
Possible links with existing programs	Private schools, Powell River Literary Society
Name of program and organization	Ready Set Learn (School District 47)
Who does it serve?	3- & 4-year-olds & their families
What are the goals?	To familiarize children with their neighbourhood school
What is the location of the program?	Any elementary school
How many people are served?	Approx. 100 children/year
How is it staffed?	SD47 and community agencies
What are the resources?	Kit of information including a book, copy of Ready Set Learn booklet about school preparation
What are the greatest successes?	Preschoolers are comfortable with their neighbourhood school and its teachers and staff; families understand the importance of school-readiness
What more would they like to do?	N/A
What would make the service better for your participants?	More community agencies participating
Does the service have partners?	No
Possible links with existing programs	Community agencies
Name of program and organization	Signing for Baby (PRACL IDP)
Who does it serve?	Parents with babies from birth to 1 year old
What are the goals?	To promote early communication between parent and child
What is the location of the program?	PRACL; other locations in the community
How many people are served?	20-30 families/year
How is it staffed?	PRACL
What are the resources?	video, kit, snack, handouts, books (for sale)
What are the greatest successes?	Allows children and parents to communicate when the child is pre-verbal; improves parent/child communication; reduces frustration and behaviour problems
What more would they like to do?	Find funding to give books away; offer service more frequently; support parents' transportation. We share our venues with other programs so having help to move furniture and equipment each time would be helpful.
What would make the service better for your participants?	More sessions per year
Does the service have partners?	No
Possible links with existing programs	Any other early child development service or agency

Name of program and organization	Sliammon Library Project (Powell River Public Library)
Who does it serve?	Sliammon First Nation
What are the goals?	To provide an honor-system lending library of materials for all ages.
What is the location of the program?	Ahms Tah Ow School
How many people are served?	All Sliammon residents
How is it staffed?	Librarian, Ahms Tah Ow support
What are the resources?	Books, magazines, craft supplies, films
What are the greatest successes?	Books are well used and returned in good condition
What more would they like to do?	Provide full Library service to Sliammon through use of a bookmobile, or other travelling service
What would make the service better for your participants?	Access to full library services, based in Sliammon
Does the service have partners?	Ahms Tah Ow School
Possible links with existing programs	N/A
Name of program and organization	Speech and Language Program (Vancouver Coastal Health Authority)
Who does it serve?	Families with infants and preschoolers
What are the goals?	Improve the speech and language skills of infants and preschoolers and strengthen parenting skills to support early childhood development
What is the location of the program?	Powell River Community Services with outreach services to homes and child care centres
How many people are served?	Service is available to families of infants and preschoolers in the Powell River community
How is it staffed?	One full-time Speech-Language Pathologist employed by VCHA
What are the resources?	N/A
What are the greatest successes?	Speech and language skills are the foundation for literacy development. Children with good receptive and expressive language skills will be more successful in their school programs.
What more would they like to do?	More resources to provide prevention and promotion activities and workshops for the community
What would make the service better for your participants?	Early referrals to the program and more resources for educational activities
Does the service have partners?	Community and Family Health within Vancouver Coastal Health programs and other community agencies
Possible links with existing programs	Child Development Agencies, private SLP's, Library, Sliammon First Nations Preschoolers.
Name of program and organization	Storytime (Breakwater Books)
Who does it serve?	Children around age 3-8
What are the goals?	To have children enjoy stories
What is the location of the program?	Breakwater Books
How many people are served?	3-6/week
How is it staffed?	Volunteer kindergarten
What are the resources?	Cookies
What are the greatest successes?	One couple come in every week for storytime; 20 people for one reading
What more would they like to do?	N/A
What would make the service better for your participants?	N/A
Does the service have partners?	No
Possible links with existing programs	No

Name of program and organization	Storytime (Powell River Public Library)
Who does it serve?	Parents, caregivers, preschoolers, toddlers
What are the goals?	To foster the love of books and language, to create a positive association between young families and the Library.
What is the location of the program?	Powell River Public Library
How many people are served?	~600/yr
How is it staffed?	Library technician
What are the resources?	Books, toys, snacks, craft supplies, puppets
What are the greatest successes?	Building a love of books and language. Registering new library patrons who take books home for the whole family.
What more would they like to do?	Increase number of sessions.
What would make the service better for your participants?	New Library building with an attractive dedicated space for children's programs.
Does the service have partners?	No
Possible links with existing programs	N/A
Name of program and organization	Strong Start Centres (School District 47)
Who does it serve?	Parents and children from birth until they enter Kindergarten
What are the goals?	This parent/child drop-in program supports developmentally appropriate activities that encourages school readiness
What is the location of the program?	James Thomson School, Henderson School, Kelly Creek Community School and Outreach (ORCA Bus)
How many people are served?	Varies between school centre- between 50 and 200 participants
How is it staffed?	Paid school district personnel
What are the resources?	Books, toys, snacks, manipulatives, playground, arts, crafts
What are the greatest successes?	N/A
What more would they like to do?	Offer programs at all neighborhood schools
What would make the service better for your participants?	N/A
Does the service have partners?	Many
Possible links with existing programs	Family Place, preschools, kindergarten
Name of program and organization	Student Moms Support Program (Powell River Child, Youth, and Family Services)
Who does it serve?	Parents attending secondary school and parents in the community with children 0-5
What are the goals?	To provide positive healthy child development
What is the location of the program?	Brooks School Student Mom Classroom & community outreach
How many people are served?	17 teen parents and their children
How is it staffed?	PRCYFSS
What are the resources?	Combination of MCFD & SD47 funding; life skills training
What are the greatest successes?	Children make healthy developmental progress; parents stay in school
What more would they like to do?	Increased staffing time
What would make the service better for your participants?	Transportation, affordable housing
Does the service have partners?	SD47
Possible links with existing programs	PRACL IDP, Public Health, BOND, Family Place

Name of program and organization	Summer Enrichment Program (PRACL SCD)
Who does it serve?	Children 3-5 who are already served by PRACL SCD, and other children from the community (at-risk or not)
What are the goals?	To enrich and continue progress for children with special needs
What is the location of the program?	Preschool in the community
How many people are served?	~15 children (6-week session)
How is it staffed?	PRACL SCD and owner/operator of preschool; Malaspina ECD practicum students
What are the resources?	books, toys, snacks, supplies
What are the greatest successes?	Parents understand the importance of early reading and play
What more would they like to do?	Become more sustainable; know that the program can be offered every year
What would make the service better for your participants?	Subsidized transportation; longer sessions
Does the service have partners?	Preschool, Library, PacificCare Resource & Referral
Possible links with existing programs	SD47
Name of program and organization	Summer Read and Recreation (School District 47)
Who does it serve?	Kindergarten to grade 5
What are the goals?	To maintain healthy reading level during the summer
What is the location of the program?	Edgehill School
How many people are served?	Approx. 100 per year for a 5-week session
How is it staffed?	Teachers and high-school students
What are the resources?	leveled books, snacks, transportation
What are the greatest successes?	Children advancing in reading and writing during the summer
What more would they like to do?	Encourage greater attendance
What would make the service better for your participants?	N/A
Does the service have partners?	No
Possible links with existing programs	Sliammon
Name of program and organization	Summer Reading Club (Powell River Public Library)
Who does it serve?	Children preschool to grade 5
What are the goals?	To foster love of language and literature, to create positive association with Library
What is the location of the program?	Powell River Public Library
How many people are served?	Approx. 150 per year
How is it staffed?	Library technician and post-secondary summer student
What are the resources?	Books, crafts, games, authors, snacks
What are the greatest successes?	Providing a fun, social experience that build an appreciation for language and literature
What more would they like to do?	Provide service to outlying areas
What would make the service better for your participants?	A new Library building with dedicated space for programs would provide better acoustics and provide shelter from inclement weather.
Does the service have partners?	British Columbia Library Association
Possible links with existing programs	N/A

Name of program and organization	Toddler Time (Family Place/PREP)
Who does it serve?	Families and caregivers with children from 13 to 30 months
What are the goals?	To enhance the parent-child relationship, to increase parent networking, to promote early literacy skills
What is the location of the program?	Family Place
How many people are served?	10-12 families per session
How is it staffed?	2 Family Place staff and 1 volunteer
What are the resources?	Handouts, snacks, activity equipment
What are the greatest successes?	Parents continue to attend and ask for more sessions; parents make long-term connections with other families; parents make contact with local ECD practitioners in a neutral setting
What more would they like to do?	Expand the program; increase number of facilitators; find stable funding, advertise, purchase more and better activity equipment
What would make the service better for your participants?	The program would benefit from space for a designated activity room, separate from the "drop-in" lounge area
Does the service have partners?	School District 47 provides partial funding
Possible links with existing programs	Sliammon, Powell River Public Library, child-care facilities, recreation services, parent-tot groups, churches, school district
Name of program and organization	Townsite Intergenerational Programs (St. David's and St. Paul's Anglican Church)
Who does it serve?	Seniors, parents, youth, and children
What are the goals?	To facilitate relationships between seniors and youth, to promote increased social involvement of seniors, to support literacy and academic social skills of children, to familiarize seniors and youth with computers.
What is the location of the program?	St. David's and St. Paul's Anglican Church in the Townsite (Powell River)
How many people are served?	Unknown
How is it staffed?	One coordinator and volunteer seniors
What are the resources?	Computers, games, snacks
What are the greatest successes?	N/A
What more would they like to do?	N/A
What would make the service better for your participants?	Funding to support the after-school program
Does the service have partners?	School District 47, St. David & St. Paul Anglican churches
Possible links with existing programs	Parent-Child Mother Goose providers elsewhere in the community (Family Place, PRCYFSS, PRACL)
Name of program and organization	Transition classrooms (School District 47)
Who does it serve?	Students in grades 9 and 10 who struggle in core academic areas, specifically English and Math. These are most often grey area students
What are the goals?	To provide a program where less able students will make progress and feel successful geared to their specific entry level
What is the location of the program?	Brooks Secondary School
How many people are served?	about 60
How is it staffed?	2 educators each in English and Math blocks
What are the resources?	textbooks, specific computer programs, advice from SPED staff, extra time, support in other core subjects
What are the greatest successes?	The improvement in self esteem of the students because they are in a situation where they are experiencing success without the 'pull out' model. We have also been able to hold our reluctant grade 9 students in the system. Before we implemented we were losing more kids out of frustration and a feeling of hopelessness.
What more would they like to do?	For the most part the students would like to achieve at the same rate as their peers. This program gives them hope as it parallels but does not duplicate the regular program. Kids at this age just want to fit in. This helps to some degree. Different programs which we may not be aware of which may provide support in the basic skills development
What would make the service better for your participants?	This is a school-initiated program which runs with the financial support of the School District
Does the service have partners?	As we try to parallel other classes it is the aim of the program to move as many kids as possible into the 'mainstream' once they are more confident and able.
Possible links with existing programs	

Name of program and organization	Traveling Storytimes for Adults (Powell River Public Library)
Who does it serve?	Cognitively delayed adults
What are the goals?	To build an appreciation for language and literacy to, demonstrate and introduce caregivers to skills involved with language development and sharing books with cognitively delayed adults
What is the location of the program?	PRACL Free Spirit Club and PRACL Community Living
How many people are served?	45 contacts per year
How is it staffed?	Library technician
What are the resources?	Books, puppets
What are the greatest successes?	Building a love of books and language
What more would they like to do?	Increase number of sessions
What would make the service better for your participants?	More frequent visits
Does the service have partners?	Each PRACL care center works in partnership with the Library to coordinate these Storytimes
Possible links with existing programs	N/A
Name of program and organization	Traveling Storytimes for Children (Powell River Public Library)
Who does it serve?	Children and caregivers at daycare and preschool centers in Powell River
What are the goals?	To bring programming to children who may not have the opportunity to visit the Library. To foster the love of books and language. To create a positive association between young families and the Library.
What is the location of the program?	Daycare and Preschool centres around Powell River.
How many people are served?	550 contacts per year
How is it staffed?	Library technician
What are the resources?	Books, puppets
What are the greatest successes?	Reaching new children with our Storytime programs.
What more would they like to do?	Increase number of sessions, offer programs to more daycare centres.
What would make the service better for your participants?	More frequent visits
Does the service have partners?	Each care center works in partnership with the Library to coordinate these Storytimes
Possible links with existing programs	N/A
Name of program and organization	Volunteer Adult Literacy Tutor Program (Vancouver Island University)
Who does it serve?	Adults
What are the goals?	Develop skill level necessary to: attend ABE program, increase independence and self esteem, be employed
What is the location of the program?	Vancouver Island University, 3960 Selkirk Avenue
How many people are served?	Approximately 25
How is it staffed?	Paid Coordinator/Tutor Trainer and Trained Volunteer Tutors
What are the resources?	Classroom materials, library resources, internet access in most classrooms
What are the greatest successes?	Students achieving their personal goals
What more would they like to do?	N/A
What would make the service better for your participants?	Tutors available additional hours
Does the service have partners?	No: Funded through Ministry of Advanced Education and Labour Market Development
Possible links with existing programs	Public Library, Family Place, Sliammon Community, Seniors Centre, Powell River Model Community Project for Persons with Disabilities

Name of program and organization	Whoop-di-doo: An Evening of Storytelling for Grown-ups (Powell River Public Library)
Who does it serve?	Adult residents of Powell River, Sliammon, Lund and surrounding areas
What are the goals?	To celebrate the tradition of storytelling and foster love for this form of literacy.
What is the location of the program?	Performance is at Max Cameron Theatre
How many people are served?	300+
How is it staffed?	Professional theatre manager and sound technician, Assistant Director of Powell River Public Library, professional catering, volunteers from organization doing work around literacy.
What are the resources?	Professional storytellers, local storytellers, information tables, catered appetizers for intermission.
What are the greatest successes?	Audience numbers increased by 45% from year one to year two.
What more would they like to do?	Host an annual storytelling performance series.
What would make the service better for your participants?	More frequent performances.
Does the service have partners?	In the past our funding partners have been the Spirit of BC Committee, and the Powell River Literacy Council.
Possible links with existing programs	Vancouver Island University, Powell River School District.
Name of program and organization	You Make The Difference (Child, Youth, & Family Services Society)
Who does it serve?	Parents and children up to 5 years old
What are the goals?	To encourage positive parent-child interaction
What is the location of the program?	PRCYFSS
How many people are served?	8-10/session
How is it staffed?	PRCYFSS
What are the resources?	Books for parents, snacks, child-minding, videos, toys & books for children
What are the greatest successes?	Building a good positive relationship between parent and child; parents recognize that they are the child's best teacher
What more would they like to do?	Offer the service more frequently (via partnering); find more funding
What would make the service better for your participants?	Greater accessibility, more locations, greater frequency
Does the service have partners?	No
Possible links with existing programs	Could offer in more sites, e.g., PRACL
Name of program and organization	You Make The Difference (Tla'amin Child Development Centre)
Who does it serve?	Parents and children up to 5 years old
What are the goals?	To encourage speech development in young children and empower parents as the child's first teacher
What is the location of the program?	Tla'amin Child Development Resource Centre
How many people are served?	5-8 families/year
How is it staffed?	Tla'amin Health
What are the resources?	Books, toys, snacks, handouts
What are the greatest successes?	N/A
What more would they like to do?	Use materials in a different way
What would make the service better for your participants?	More testimonials from parents who have completed the program
Does the service have partners?	No
Possible links with existing programs	PRCYFSS (runs YMTD in Powell River)

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