

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 and the first Community/District Literacy Plan was created. The Plan has been updated annually with the Literacy Outreach Coordinator taking the lead role in writing and producing the annual updates in consultation with members of the Literacy Council and the Powell River Employment Program (PREP) Society.

The Powell River Literacy Council gratefully acknowledges School District 47 for its continued support of the Council's work and for the generous contribution of time and meeting places. In addition, the Literacy Council acknowledges community business partners, including First Credit Union, the Peak Newspaper and Powell River Living Magazine, and thanks them for their ongoing support.

The Council acknowledges the financial contributions of 2010 Legacies Now, Literacy BC, and Decoda Literacy Solutions which support the literacy planning process and in particular the Literacy Outreach Coordinator position.

Appendix A details the Literacy Council membership.

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.

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, jgrants@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, info@powellriverlibrary.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 the first Community Literacy Plan. The process included consulting with a broad cross-section of the 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 resulted in the following declaration of the Council's 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**

The Plan has included 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. 50ff.)

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 initial 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 Literacy Outreach 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, Community Adult Literacy and Learning program, ESL Settlement Assistance Program, 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. 50ff.).

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 13,574, is the most densely populated part of the PRRD. The PRRD has a population of 20,455, inclusive of the City (both population figures are valid as of 2010).¹ Regional population has remained stable 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 mill was the largest in the world, and until recently it was 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

¹ <http://www.bestats.gov.bc.ca/data/pop/pop/mun/CurrentPopulationEstimates.pdf>

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: 7.9% of the region’s economy depends on forestry, mining, and fishing/trapping, as compared with a provincial rate of dependence of 4.1%. Other sectors which employ a significant part of the population in the PRRD include construction (12.6%), retail trade (14.3%) and healthcare and social assistance (12.7%).² The PRRD also attracts a retirement population, people who move here to enjoy the mild climate and beautiful natural surroundings.

Visible minorities make up 2.7% of the population of Powell River (numbers from 2006), which is significantly less than the percentage in the rest of the province (24.8%). Aboriginal people make up 5.7% of the local population, as compared to 4.8% in the rest of the province. As of 2006, there were 5,805 families with children in the PRRD.

There is a good deal of poverty and dependence on government assistance in the PRRD. As of September 2010, 1.4% of the population 15 years and older was receiving income assistance while being employable. This number is slightly higher than the provincial average (1.0%). For the same period another 2.1% of people aged 15 years and older were receiving employment insurance benefits in Powell River (averaged out over 4 quarters). This is on par with the number of people aged 15+ receiving employment insurance benefits in BC.³

In 2010 the unemployment rate was 6.3% in the Vancouver Island/Coast 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 8.3% and 10.3%. This compares to a seasonally unadjusted province-wide rate of 7.6%.⁴

Still, 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.

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 52.4%, compared with 56.5% for all of BC. (Source: BC stats, as of 2010.) However, the proportion of the population 65 and older is 21.3%, compared with 15% 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.:

² <http://www.bcstats.gov.bc.ca/pubs/qrs/rd27.pdf>

³ http://www.bcstats.gov.bc.ca/data/sep/rd/Rd_27.pdf

⁴ <http://www.bcstats.gov.bc.ca/pubs/qrs/rd27.pdf>

- An above-average percentage of 25- to 54-year-olds without post-secondary credentials (PRRD: 43.1%, BC: 37.2%; Source: BC stats, 2010);
- A higher percentage of 18-year-olds who did not graduate in the 2007-8/2009-10 school years (PRRD: 35.7%; BC: 29.0%; Source: BC Stats, 2010).

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 - 2009/10 scholastic years). Here, slightly fewer students in the PRRD are below the BC average: 19.7% are below standard as compared with the provincial result of 20.7%.

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 a requirement.

There is a challenge in communicating this new reality to 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 this area are faced with some genuine difficulties. In the PRRD 4.2% of youth aged 15 to 24 are receiving income assistance, as compared to the provincial average of 2.2% (these numbers exclude youth classified as dependents). Another 1.8% of youth in the PRRD in the same age bracket are receiving Employment Insurance benefits, as compared to 1.0% in the province as a whole (Source: BC stats, 2010). 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 2010 EDI Community Summary for SD47 highlights the following district trends that have been observed over four waves (2003-2010):

- District wide, 28.9% of children were vulnerable on at least one scale of development in Wave 4 (Year 1). This remains consistent with Wave 3 (28.6%) and is at a similar level to Wave 1 (30.8%).
- This represents a consistent trend of over one-quarter of the children in the Powell River population vulnerable in kindergarten.
- District wide, the largest proportion of children vulnerable was on the Emotional Maturity scale (20%). This scale has had the highest rate of vulnerability in three of the last four Waves.
- The smallest proportion of children vulnerable was on the Communications Skills scale (6.7%). The Physical Health and Well-Being scale had 8.1% of children vulnerable.

- The levels of vulnerability on each of the scales have been fairly constant over time, with the Emotional Maturity scale showing a large increase between Wave 1 and Wave 4 (Year 1). Most other scales have tended to decline since the Wave 1 results.

There were also significant trends noticed at the neighbourhood level (for the purposes of this project, the district was divided into three neighbourhoods – Powell River South, Powell River Centre, and Powell River North – which are based on children’s area of residence):

- Although the trend at the level of the district was consistent over time, there were considerable fluctuations in the vulnerability rates in some neighbourhoods.
- No neighbourhoods have had consistent decreases or increases over time.
- Powell River South had the lowest level of vulnerability of all of the neighbourhoods in Wave 4 (Year 1) (20%).
- The largest decreases in vulnerability were in Powell River South.
- Overall, one neighbourhood had notable decreases between Wave 3 and Wave 4 (Year 1).
- Powell River Centre and Powell River North both had over 33% of children vulnerable. Between Waves 2 and 4, Powell River Centre increased in vulnerability by over 13%.
- Overall, no neighbourhoods had notable increases between Wave 3 and Wave 4 (Year 1).⁵

For more details about Waves 1 thru 3 see EDI Results – Background (Appendix E)

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. Some services have been put in place – like the ORCA Bus, a travelling family literacy program – to help address this problem as well as limited bus service to Lund and south of town.

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 H.

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?

⁵ <http://www.earlylearning.ubc.ca/wp-uploads/web.help.ubc.ca/2010/09/SD-47-CommunitySummary-2010.pdf>

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 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 2011 revision of this report is 67 (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);
- Youth still have few services from which to choose; although a Youth Resource Centre (an initiative of Powell River Youth, Child and Family Services Society), which opened in June 2011 will offer a variety of services and programs for young people year-round;
- Adults and young adults without children also have a lower number of services and programs available to them; however those offered by the Powell River Public Library and other providers (e.g., book lending, Community Access Computer sites, etc.) are now supplemented by Community Adult Literacy and Learning, or CALL (started in the fall of 2008 with funding from the provincial CALP program and English Second Language Settlement Assistance Program, or ESLSAP (started in December 2010 with funding from the provincial and federal governments);
- Seniors continue to be relatively underserved; however, the CALL and ESLSAP programs are available to seniors as tutors and learners, the Public Library has introduced short programs for seniors, and a recent New Horizons project also targets seniors;
- Some specific literacy needs of the adult Sliammon population were targeted for the first time in the 2010-11 year through programs related to Vancouver Island University and CALL, including workshops on health literacy and workshops on Driver's Licence Training Manuals. The goal is to expand that support in the 2011-12 year. In addition, there are programs for early and school-age literacy in Sliammon, as well as outreach programs developed and maintained by the Powell River Public Library.
- 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 H.

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, has been developed (<http://www.familyfriendlypowellriver.ca/>), so that information about early education and family services is made available to parents in additional ways that parents access. In addition, the Literacy Council website (<http://www.powellriverliteracy.ca>) lists all the literacy-related programs and services in the Powell River area, with contact information and the appropriate details and a new space in the new Learning Centre (2011) is being set up where hard copies of this information will be available, as well as promotion of upcoming literacy-related events and services.

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. 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. This continues to be a barrier today.

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. The program will be offered in the future as funding is available.

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. The Powell River Youth Resource Centre (June 2011), for example, will be a good place for literacy-related youth activities and programs to take place.

In 2009, the Townsite Intergenerational Programs (TIPs) initiated 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.

Because the funding for these projects was short-term, they are not being renewed under TIPs; however the Henderson After-School Club has been continued with a donation from a private donor and Parent-Child Mother Goose sessions continue to be held in various locations when funding is available.

The Powell River Literacy Council sponsors awareness campaigns that are geared toward school-age children:

- 1) The Heroes Read Poster Campaign (which ran from May 2010 to February 2011) was a program that featured a different local 'reading hero' each month. Posters were displayed at all the schools, as well as at various locations around town. In addition, the reading hero participated in a literacy event, which was held at one of the schools, or (during summer months) at a literacy-related program.
- 2) 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) Get Caught Reading is the poster awareness campaign that started in May 2011. Each month members of the community are invited to submit posters of someone they have 'caught' reading in an unusual place. Two winners are chosen and put on facebook, and

the PRLC website. One poster is made up every month and displayed at the schools and around town.

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 Achievement 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 C 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 2010 - 2011 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 Achievement Contract to the Ministry of Education. The contract includes initiatives specific to improving the literacy skills of all students.

The initiatives imbedded in the Achievement 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 for the specific initiatives.

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

3.2.4. Young adult population

Youth, especially young people who drop out of the school system, have been 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;
- 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 have been no programs that target young people no longer in the education system or struggling to re-enter it, until recently. In June 2011 a Youth Resource Centre (backed by Powell River Child, Youth and Family Services Society) opened; it provides a place for young people to hang out, participate in a variety of programs, and access services that are specialized to their needs and vulnerabilities. Because youth are more likely to feel comfortable seeking help in a place specifically dedicated to addressing their needs, this is a significant step forward.

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. The Powell River Literacy Council is hoping that some of this awareness-raising can be done in the form of embedded literacy at the new Youth Resource Centre. 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.

BookCrossing and Get Caught Reading are two Powell River Literacy Council campaigns that target youth.

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.

There have been some significant improvements in this situation since the fall of 2008, starting with the fact that since that time 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.

One service that is now being provided to the adult population by the Powell River Public Library (since 2008), with support from the Powell River Literacy Council, is the Whoop-di-doo Storytelling Festival for adults. This festival was expanded in 2010 with funding from the Canada Council for the Arts. It now includes three free storytelling events for adults per year. It features local and professional storytellers and encourages people to tell stories of their own. As a direct result of the festival, the RiverCity Storytellers group has started and is consistently gaining popularity.

At the end of 2010 the ESLSAP (English Second Language Settlement Assistance Program) started in Powell River, and based on its early success, it is evident that it has answered a deep need for permanent residents, refugees and new immigrants to the Powell River Community.

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 through CALL and the Powell River Literacy Council. A recent PRLC awareness campaign entitled *Never Too Late To Learn*, features adult learners each month in posters and Powell River Living Magazine (who is partnering on the campaign), and is addressing this very issue.

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 now be done at The Learning Centre (opened in early 2011), 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 (Community Access Program) 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 and is a barrier to success in dealing with adult

literacy. Increasing numbers of people are contacting the CALL coordinator, indicating that perhaps that barrier is starting to be broached.

Access (in terms of transportation) is also a consistent barrier to greater participation in adult literacy 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 Library is mitigating some of these difficulties by offering a range of off-site services; e.g.:

- Texada Library: book 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

There are numerous programs, services, and resources available to adults with children: 38 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 has been 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) help to 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. The awareness campaign, Never Too Late To Learn (mentioned above) targets adults, including seniors.

An issue particularly relevant to seniors is ‘computer illiteracy,’ which seniors may encounter more than other age groups. Both VIU and the Public Library offer computer tutoring programs for seniors.

In 2011 two new programs specifically for seniors were developed – Memoir Writing for Seniors, which is being provided by the Powell River Public Library, and is likely to be an ongoing program; and a Seniors’ Book Project, which is being funded through a New Horizons Grant, and is expected to become self-sustaining and long-term.

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 2011 include the writing of literacy-related articles in the *Neh Motl* newspaper and the inclusion of Sliammon in campaigns (like BookCrossing and Get Caught Reading) and events (like Family Literacy Day).

In 2010-11 CALL has been extending their scope and offer various services to adults in Sliammon, including a Driver’s Manual Training Workshop and Plain Language

workshops for healthcare providers (in collaboration with VIU and the Powell River Literacy Council).

Despite these efforts, the Klahmen 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 Klahmen 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. Over the past year some discussions have been taking place around how the Council might re-organize in order to be more efficient and effective, demonstrating that the Council is evolving and growing as an organization.
- **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 poster campaigns, like Heroes Read (2010), Get Caught Reading and Never Too Late to Learn (2011), as well as ongoing campaigns like BookCrossing, there is a greater awareness in the community of the importance and availability of literacy services. In the spring of 2011 The Learning Centre was opened to the public, and is a space involving a few rooms that house the Literacy Outreach Coordinator, CALL and ESLSAP coordinators, as well as the coordinator of Powell River Diversity Initiative. It also includes learning resources and space for tutoring, and is becoming known as a place that people can go if they need information about literacy and literacy-related services and programs in Powell River;
- **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;
- **Youth centre (previously listed as a need):** Youth throughout the PRRD now have a place to go in the new Youth Resource Centre that opened in June 2011. Funding is secure for the next year, but long-term funding has yet to be found;
- **Non-institutional adult space (previously listed as a need):** It was noted in the original Plan that 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 clinics" every tax season since 2009 serving eligible (low-income) adults and families. The Learning Centre also offers non-institutional adult tutoring space in the PREP Society offices, and further space has been arranged for tutors at Breakwater Books and the restaurant at Quality Foods.

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 since 2009 to raise the profile of this issue, and a new library facility has been approved by City Council (although the process is still in the early stages);
- **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) are helping 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:** Although several years ago it declared it is a “Learning Community”, the City of Powell River could be more active in engaging 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. Consistent representation and participation of a City Councilor and Regional District representative on the Literacy Council would help achieve the long-term literacy goals.

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, RiverCity Coffee for Family Literacy Day, coffee shops/business locations for BookCrossing Centres);
- **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 (launched in the fall of 2010), are helping 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;
- **Relationships with Local Business (added in 2011):** Several local businesses have expressed an interest in partnering with the Powell River Literacy Council to raise awareness of literacy awareness and to bring literacy-related events to the community.

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. With secure, stable, and sufficient funding, we would better be able to optimize the literacy potential in the PRRD.

3.3.4. Challenges

What could stop us or get in our way?

- **Getting real commitment from community leaders:** These challenges range from things like 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 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. In 2010, the Literacy Council funded a Mother Goose Coordinator position which provided coordination between the local groups offering PCMG and information to the community about the PCMG program;
- **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/better places where literacy services can be regularly offered. This is an area where some progress has been made in the past several years, with the addition of the CRC, The Learning Centre, the Powell River Youth Resource Centre, as well as 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:** Improving coordination of all literacy services and resources is an important initiative of the Literacy Council, 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 the presence of the LOC at a variety of literacy-related activities throughout the years (networking), to new brochures, websites and social media , 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 and the Literacy Council have been making some in-roads in this area, with constant awareness-raising campaigns about adult literacy issues and services;

- **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 with food literacy and health literacy. The Literacy Council website also helps to support this message.
- **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 (who combined in 2011 to become Decoda Literacy Solutions), we have been able to provide a limited number of opportunities to train service providers. However, ongoing stable funding for training service providers 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 linked together well. 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, Powell River Family Place hosts a Parent-Child Mother Goose program, Sprouts gardening 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 still 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 recent years has been on embedding literacy messages in various community events, and partnering with other programs, organizations and businesses to raise awareness of literacy issues.

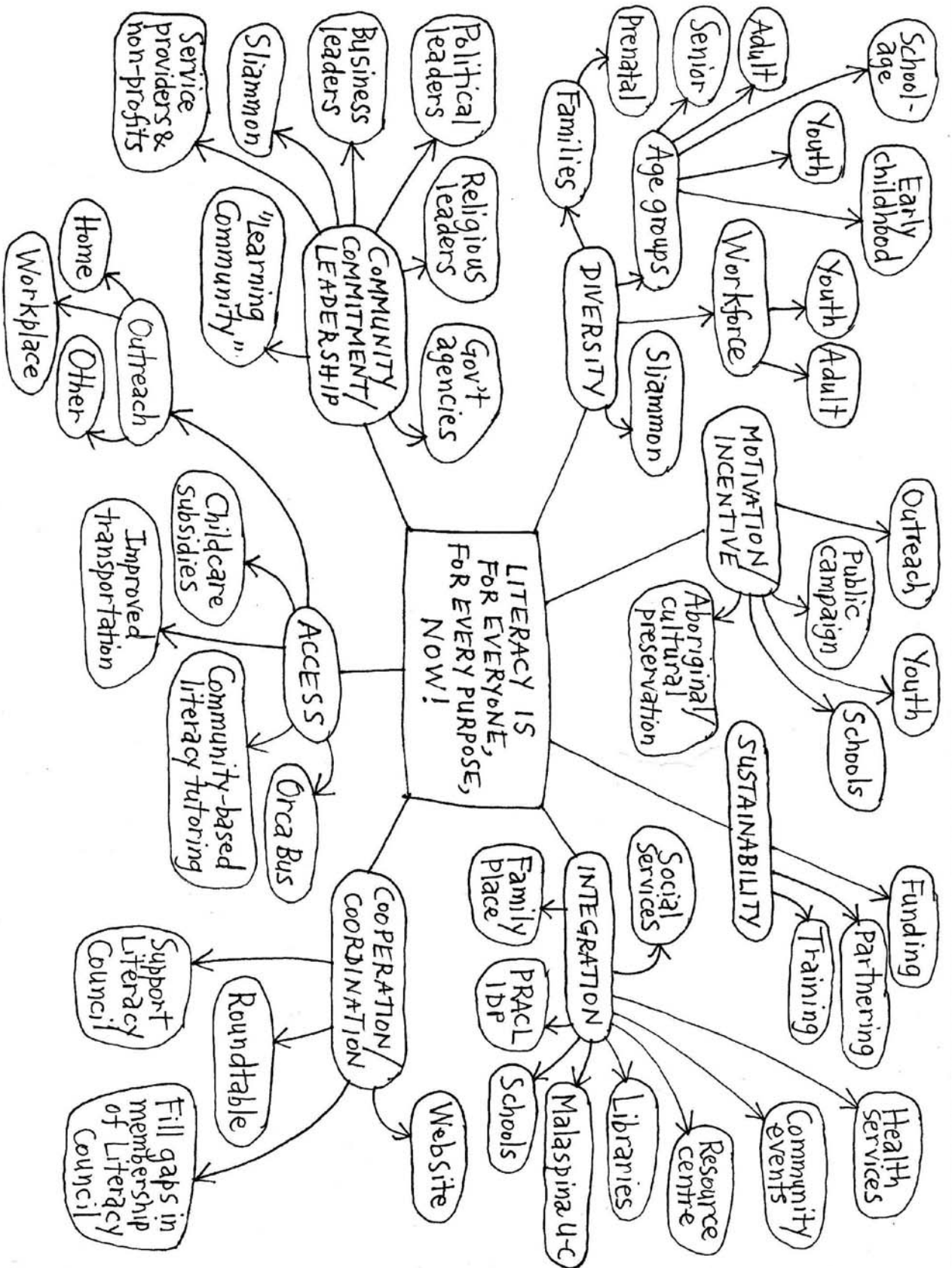
A great deal of work must also be done to ensure that literacy services for these groups are made easily accessible; that barriers to participation and stigma are drastically reduced; and that the targeted groups can be brought to understand the tangible benefits that will result from increased literacy (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 (2007), the Community Adult Literacy and Learning program, ESLSAP, and the opening of The Learning Centre (2011) 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. The Council has maintained these core values

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 people of 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. In late 2010, the ESLSAP program also started, and it has been providing ESL tutoring and settlement assistance to adults in the PRRD. The funding for these programs is renewed annually, so maintaining them is an ongoing concern. CALL and ESLSAP bring together Vancouver Island University, The Learning Centre, 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). A 2011 Literacy Council initiative to develop several plain/clear language videos will help in this area;
- **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 travels to areas in the PRRD offering literacy and family-support services to neighbourhoods outside the centre of town, with support from School District 47, Success By 6, and numerous community partners.

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 inclusion of Ahms Tah Ow School in CALL’s tutor training in 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
 - MLA
- **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 partnerships on literacy campaigns and events – for example, working with First Credit Union and the Powell River Kings Hockey Association on the annual READ program; collaborating with the Library and PRCYFSS

on a summer storytelling event; and bringing literacy practitioners from a variety of organizations together to plan and execute the Family Literacy Day event each January.

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 fifth 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. This may be addressed through a community roundtable towards the end of 2011.
- **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;
- **Maintain the Literacy Council website:** A website was developed in 2010, and it is proving a useful tool in collecting and presenting information about literacy-related initiatives and services going on in our region. It helps 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.

- **Develop, maintain and grow social media and other online tools for the Literacy Council:** Over the past year the Literacy Council has started a Facebook group, which is used to announce upcoming events, post literacy information, and keep the public in touch with ongoing literacy campaigns. There are plans to start a literacy blog in 2011 and continue to develop online tools since they are increasingly accessed by members of the public and are a good way of disseminating information.

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 some of the gaps have been filled through the CALL program, which targets adults in and out of the workforce and ESLSAP, which targets permanent residents, refugees, and new immigrants. New and developing relationships with the Sliammon community will offer opportunities to work together to create new literacy services there.

Some new programming for youth (through the new Youth Resource Centre - 2011) and two seniors' memoir projects (2011) have put in place some programming for these segments of the population, which have been predominantly underserved. 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 2010-11 was the pairing of the Heroes Read campaign and the READ program (a partnership of the Literacy Council, First Credit Union/Insurance and the Powell River Kings Hockey Association), the wrap-up of which was held at a Kings' hockey game – the winners of the grand prize were announced at half-time. Some examples of embedding literacy from the 2010-11 year include:

- Whoop-di-doo Storytelling Event – 2010-11 is the the third year that the Powell River Library (with support from the Powell River Literacy Council) has hosted an enormously successful free storytelling festival for the community, featuring both local storytellers and well-known storytellers from out of town. Whoop-di-doo expanded from a single event (in 2009 and early 2010) to three events in (late) 2010-11 due to grant monies from Canada Council of the Arts. A local storytellers' group grew out of the first Whoop-di-doo, and has been growing steadily ever since. There are now more than 20 regular participants who get together once a month to share stories, and this year a summer storytelling event will give members the opportunity to perform in public. All of these events 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, Blackberry Festival, Seafair;
- Collaboration with the Food Security Project on food literacy workshops that are delivered to vulnerable citizens interested in growing their own food;
- Plain Language workshops delivered to health professionals at Tla'Amin Community Health Services in Sliammon – also plain language videos that are being developed (2011) to raise awareness about what plain language is and why it is important (these videos will be available online for people to view at their own convenience);

- BookCrossing campaign, which promotes a fun treasure-hunt-like activity associated with books. In 2011 several BookCrossing stations have been set up around the community where people can leave/take books and pick up supplies;
- The regular appearance of literacy-related posters and stories around town and in local media, to normalize the message that literacy is important and should be a part of everyday life.

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. Recent examples of this include: the Celebrate Sliammon early literacy toolboxes that were developed by Tla' Amin Community Health Services, with funding from Success by 6 (2010); and continued maintenance of literacy website and social media;
- **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. Examples include recent poster awareness campaigns (Heroes Read, Never Too Late to Learn, and Get Caught Reading) and the promotion of BookCrossing. In 2011 the Literacy Council partnered with First Credit Union/Insurance on their READ program, which brought a positive literacy message to kids throughout the school system, and the kids who were recognized as reading heroes had their moment to shine at a local BCHL hockey game. Family Literacy Day events and partnerships on other events (eg. with the Powell River Public Library and PRCYFSS on Summer Storytelling) are other examples of raising public awareness;
- **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. The new Youth Resource Centre (2011) will be a positive place to address some of these issues;
- **Aboriginal communities and cultural preservation:** Sliammon community leaders must be encouraged to continue developing the Klahmen 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. CALL is planning a campaign for 2011-12 to target parents who need to improve their literacy skills in order to help their children with homework, etc.

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. A new fundraising initiative by the Literacy Council in 2011 will focus on facilitating direct fundraising opportunities for organizations in need with local businesses. An example of this is helping Powell River Family Place to connect with First Credit Union to run a fundraising concession at FCU's popular Movie Under the Stars event (Family Place provides volunteers for a day and receives all the profit made from the concession);
- **Partnering:** While partnerships have been encouraged and are 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 Implementation (LNI), and funding is renewed on an annual basis. This means that ongoing funding is not secure; indeed the implementation funding that the Council was receiving had a three-year lifespan, ending in December 2010. Therefore it is a priority for the Literacy Council to look at sustainability 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, as much 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;
 - Have a presence at community events that may not seem immediately connected to literacy (eg. Seafair, Blackberry Festival, etc)
 - Sponsoring and delivering plain language workshops and/or videos that can be viewed online at the user's convenience.
- 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 2011

5.1. Reflecting on the 2010-11 Year

1) Community Context: What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?

- 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 target parents with low literacy skills in the 2011-12 year;
- The securing of funding for the ESLSAP program, hiring of a coordinator and the establishment of a very strong program within just a few months;
- The establishment and opening of The Learning Centre, which is proving a popular gathering place for literacy activities;
- Funding for the LOC position was renewed for 2011;
- Positive experiences for kids in school who are having difficulty learning to read as a result of campaigns and programs such as Heroes Read, the READ program and Get Caught Reading;
- A continued 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 ongoing discussions about how we can continue to work together to promote literacy in that community (eg. presentations at parent groups, involvement in various literacy campaigns, etc);
- Increased awareness in the community 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 Learning Centre and continued development and maintenance of online tools.

2) Task Group:

a. Who takes part in the task group?

- See Appendix A.

b. How is the work of this group organized?

- The Literacy Council acted as the Task Group during the LNI funding period. The Council’s structure was re-defined with the ending of the LNI funding although the PREP Society remains the Chair of the Literacy Council as well as the employer of the LOC. The Task Group and Steward Roles and Responsibilities are being updated to reflect the current Literacy Council structure.
- See Appendix F for a draft of the new Structure and Organization document.

3) Community Development and Literacy Collaboration:

a. What are the important collaborations that have taken place to support literacy and the work of the task group?

Many collaborations have taken place throughout the year to support literacy in the PRRD; Literacy Council members make an ongoing effort to support each other's work, and to share, rather than duplicate efforts. In addition, members of the business community have collaborated with literacy practitioners to support literacy in the community. Some examples from this year include:

- The Public Library and Family Place working together to deliver Parent-Child Mother Goose programs;
- Local media (Powell River Peak newspaper and Powell River Living magazine working with the LOC and other literacy practitioners to raise awareness for literacy activities, events and issues throughout the year;
- The Public Library, PRCYFSS and the Literacy Council working together to present an evening of summer storytelling for adults (with a segment about storytelling specifically geared to grandparents and their grandchildren);
- Collaboration between the Literacy Council, First Credit Union/Insurance and Powell River Kings Hockey Association to deliver the READ Program.

b. What are the essential ongoing collaborations?

- Collaborations on specific projects and programs change, but all of the partners who sit at the Literacy Council table are important collaborators at various times and for various areas of literacy. Indeed we are always looking to grow that pool of potential partners, and have been expanding to include and encourage members of the business community to come forward in recent years. Other potential partners that would make important collaborators for literacy work include City Council, Powell River Region Economic Development Society (PRREDS). Ideally we would have partners at the Literacy Council table from each sector of the community to have a wide and inclusive reach.

c. What makes collaborations work well?

- Regular communications (Council minutes, work plan updates, etc) continue to be an important component in promoting mutual trust, inclusiveness, and collaborative planning and implementation.
- A constant effort to develop and nurture working relationships that will mobilize the community's literacy and related resources to result in greater community and economic development for the region.
- Creativity on the part of the Literacy Outreach Coordinator and other community partners, to come up with new campaigns and events that excite people and make collaborators want to take part.

4) Goals and actions for the current year:

a. What priorities, goals or objectives have you addressed this year? What actions were taken to reach these? What organizations and groups participated in these actions?

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, and working on a new initiative to facilitate fundraising opportunities from local businesses for literacy-related non-profit organizations.

Objective #2: Raise public awareness

- LOC organized a Family Literacy Day event that was held at a local coffee shop (January 2011). One of its successes was the bringing together of literacy practitioners from several different organizations to pull off the event (Public Library, PRCYFSS, Family Place, CALL, Tla’Amin Child Development Centre). Another was increased attendance and lots of appreciation from people who participated.
- Continuation of Heroes Read Campaign, a 10-month reading promotion campaign, which featured a different reading hero every month for 10-months (on posters and in ads). Each reading hero visited a local school to read, and talk about why literacy is important to their job. Events were highlighted by exciting appearances (eg. a fire truck, a horse, a helicopter, a police car and more – all applicable to the reading hero. The First Credit Union sponsored this campaign along with the Literacy Council. At the end of the campaign in February, Heroes Read was rolled into another campaign – the READ program, which was a joint effort between The Literacy Council, First Insurance and the Powell River Kings Hockey Association. In the READ program hockey players visit schools on a weekly basis to read with kids and play hockey at recess. This year they also announced a reading hero from the school each week, and all of the names of the kids who were selected as reading heroes received a \$10 gift certificate for Breakwater Books and 2 tickets for a Kings Hockey Game. In addition, their names were put into a draw for a helicopter ride. The grand prize winners were announced a half-time at a hockey game in February. The Literacy Council will likely work with the FCU and Kings Hockey Association on the READ program again for 2011-12.
- Continuation of BookCrossing, which was launched in May 2010. The idea is for people to get books off their shelves and out into the community by “releasing” them into the wild. Several BookCrossing Centres have been set up in the PRRD, where supplies and/or books picked up and books can be left.
- Get Caught Reading, a 10-month campaign that invites members of the community to send in photographs of people they “catch” reading in unusual places. Each month one or two winners are selected, and they win a \$25 gift certificate for Breakwater Books and are featured on the Literacy Council website and social media. One of them is also chosen to be on a poster, which is published in the Peak Newspaper and put up as an 11x14 poster in various locations in the community. This campaign is co-sponsored by the Powell River Literacy Council and the Peak newspaper.
- Never Too Late To Learn is a campaign that will run to the end of 2011 (with the exception of the summer months). Each month an adult who has learned something new, or done something interesting is interviewed and featured in a story that is published in Powell River Living magazine. Their photograph, along with a message (eg. “Courage” or “Inspire”) is published on a poster and put up around town. This campaign is co-sponsored by the Powell River Literacy Council and Powell River Living Magazine.
- Continuous effort to get information/stories about literacy and literacy-related activities, events and issues published in local paper, magazines and newsletters. More than 12 major articles have been published in either the Peak newspaper, Powell River Living magazine or the Nehmotl newspaper between January and June 2011.
- Development and maintenance of online tools, such as website and Facebook group. These tools help to keep the public aware of literacy issues, the services that are offered, and of upcoming events related to literacy in the community.

- Establishment and opening of The Learning Centre, a series of rooms located in the PREP offices, which houses the CALL program, ESLSAP, the Literacy Outreach Coordinator and Powell River Diversity Initiative. The Learning Centre has raised the profile of all of these programs and services, and is beginning to establish a public understanding that this is the place to come to find out about literacy services. The centre is vibrant and busy, showing that it was a much-needed resource and talks are already underway to discuss how we can expand. In The Learning Centre an area that features information about local literacy services programs and events will be set up in the summer of 2011, which will be one more way to help grow awareness for literacy.

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 third annual Whoop-di-doo Storytelling Festival for grown-ups. This year the event was expanded to three events (October 2010 – March 2011), and was funded by a grant from the Canada Council for the Arts. The festival was supported by the Literacy Council through the LOC's and an assistant's time. This festival embeds literacy into a fun event, and features information tables of several literacy-related organizations (which attendees visit before the performances and during the intermissions). All three events were successful and well attended. The final event was accompanied by a 2-day storytelling workshop in which 10 local people participated. Perhaps the biggest evidence of success is the local storytelling group, RiverCity Storytellers, which has grown out of these events, and is thriving with 20-25 people attending monthly meetings. In the summer of 2011 the Library and PRCYFSS, with the support of the LOC, are hosting a summer storytelling festival that will showcase local storytellers (and include an early evening event for grandparents and their grandchildren).
- Book Bag Library (formerly the Book Bag Exchange) at Family Place continued.
- 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 in 2010.
- LOC worked with Food Security Coordinator to organize a four-session series of food literacy workshops (summer 2011) which are being funded by the Literacy Council and provided free of charge to low income and vulnerable parents, mostly from the BOND and Family Place programs.
- LOC created a "Food Literacy" brochure for the 2010 Edible Garden Tour organized by the Food Security Project, and included a learning game for visitors on the Garden Tour.
- LOC participated in a number of events – like Ages & Stages, Kindergarten Health Fair, Ready, Set, Learn, and others – 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 continues to be offered regularly at Family Place.

Objective #4: Train and support service providers

- Plain Language videos are being developed that will be available online so that anyone can watch them at their convenience.

- CALL and VIU trained 15 new tutors in a 7-week adult tutor training workshop in January-February. ESLSAP has trained 10 tutors since the program started in December 2010.
- The Coordinator of the Family Place attended a training to deliver a new early-learning parent-child program, Bond to Literacy.

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.

b. What adjustments were made to the plan? That is, as the year progressed were there new opportunities or were there changes that did not allow for some actions to be taken?

At the beginning of each year the LOC creates and presents a workplan to the Council to give them an idea of the initiatives that will be focused on in the coming year. This workplan does constantly change throughout the year as projects and opportunities arise; however the original objectives of the Community Literacy Plan are always considered when making decisions.

The one main change to the Literacy Plan this year was a decision that funds would not be distributed to community organizations via application to the Council; instead the Council would support the activities of community groups by providing the support and time of the LOC. This decision was made under the guidance of Legacies 2010, and by the fact that the funds that the Literacy Council currently has at its disposal are limited. This change has precipitated one of the new initiatives of the Council, which is to facilitate funding opportunities between local organizations and businesses who want to support literacy in the community.

5) Indications of Success:

How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? It is important to include examples to illustrate the impact.

- The new ESLSAP program has been very successful in its first six months, attracting almost 30 new learners to date. Volunteer tutors have been quick to step up to the plate and many great tutoring matches (and friendships) have been made. The coordinator of this program has organized several regular group meetups to service particular demographics (for example, a parent “chat” group for tutors and learners).
- The opening of The Learning Centre was a big step forward for literacy in Powell River. In a matter of months this space has become a buzz of activity, and is being used by tutors and learners on a daily basis. It is a valuable opportunity to become “the place” people come to when they are searching for any information to do with literacy in the community. The program coordinators located in the centre are looking at opportunities to expand to a bigger, more accessible and visible space in the coming year so that even more people can be served.
- The creation of a logo for The Learning Centre has become an identifiable symbol in the community of literacy, learning, and partnerships. The Learning Centre Open House, held in the spring of 2011, introduced the Centre and was itself an awareness-raising event.

- It is evident that the profile of the Literacy Council has been raised over the past year since literacy practitioners have started to contact the LOC when they are thinking of organizing events, or need ideas for partnerships within the literacy community. A good example of this happening recently was PRCYFSS contacting the LOC to say that they were thinking about holding a grandparents-grandchildren event. The LOC put them in touch with the Library, who is planning a summer storytelling event, and as a result the organizations will be partnering at a combined event. Furthermore the LOC is regularly invited to have a presence at a variety of community events.
- The wrap-up of the READ program, which was a collaboration between the Literacy Council, First Credit Union/Insurance and the Powell River Kings Hockey Association was perhaps the most exciting and visible indication of a successful campaign this year. Over the course of four months, reading heroes were chosen from each of the schools on a weekly basis. Besides the prizes and recognition kids received in the weeks they were chosen, they all received free tickets to a final hockey game (and had their names put in a draw for a helicopter ride). Of the 125 reading heroes about half of them showed up at the game. Two winners were announced at the game, and they came out onto centre ice to receive their gift certificates. The whole theme of the game was around literacy, including the ½ time game, which was a word scramble. All the reading heroes were recognized with their names on a poster in the lobby and a round of applause from the crowd during ½ time. The excitement of the winners was palpable, and the feedback from the public was extremely positive. This event was particularly exciting since it was held at a venue where literacy is not normally a primary concern, and therefore hopefully some vulnerable people may have been impacted.

What are the things that support literacy work?

- **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. Examples of this include the Library is now supporting the RiverCity Storytelling group by offering them a place to hold their meetings on an evening when the Library is closed to the public; and a number of organizations working together to put on a Family Literacy Day event in Powell River. In addition, partnerships have been made with the business community to support literacy initiatives – like The Literacy Council, First Credit Union/Insurance and the Powell River Kings Hockey Association working together on the READ Program, and the partnerships of The Literacy Council and the Peak Newspaper on Get Caught Reading, or Powell River Living Magazine and The Literacy Council on Never Too Late To Learn.
- **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 fourth 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 campaigns the Literacy Council has supported this year – like Get Caught Reading and Heroes Read. The Whoop-di-doo Storytelling Event continues to be 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. Another different project that embeds literacy is the series of Food Literacy Workshops that the Literacy Council is partnering with the Food Security Project on, and again, by offering the workshops for free, this program reaches people who would not otherwise have access to this type of event.
- **Active engagement of Literacy Council members and expanded representation at the literacy table.** Our Literacy Council is well and regularly attended by a number of representatives from various organizations and segments of the community.
- **Continued funding from Legacies 2010.** This support for 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 and conferences organized by Legacies have been very helpful in this way.

6) Challenges:

What are the difficulties?

- A lack of ongoing funding (for example the end of the Literacy Now Implementation funding), as well as funding uncertainty for existing programs. We will continue to seek additional funding from non-governmental sources, and pursue partnerships with the business community;
- 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.

What would help?

- Assurance of continued funding for literacy work in the community;
- Orientation of new Council members to the Council structure including roles and responsibilities, as well as annual review for all Council members of same. A new document to clarify the Council Structure & Organization (see Appendix F) has been drafted. This document will be used in conjunction with the Council Mission Statement and Roles and Responsibilities to ensure all Council members work together with common understandings.

5.2. Thinking about the 2011-12 Year

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

Opportunities

- There is an opportunity to build on the momentum of the opening of The Learning Centre, and the fact that an increasing number of people are looking to the centre for literacy information and connections. The partners of The Learning Centre (CALL, ESLSAP, PRDI and Literacy Council) will maximize the potential of this by exploring possibilities for a larger, more visible space, developing a place where people can access literacy-related brochures and information, and find out about upcoming events;
- There is an opportunity to fill a need for practitioners who want more and accessible information about Plain Language for their employees (eg. Career Link and Vancouver Coastal Health have both shown an interest so far). This need will be met by developing a series of videos that will be online and therefore accessible to people at any time. The availability of these videos may lead to requests for more specialized information (eg. in the format of workshops), which would also be considered.
- The Literacy Council is applying for funding for a financial literacy project that would target low-income and vulnerable parts of the population. Financial literacy is almost completely non-existent at this point in Powell River.
- There seem to be some funding opportunities available through the business community that could be tapped. The Literacy Outreach Coordinator will attempt to facilitate partnerships between organizations in need of these opportunities and the businesses providing them.

Challenges

- There is an ongoing challenge in terms of finding funding for programs and services that are well-used and loved in the community. Members of the community, and of the Literacy Council, continue to work together and support each other in finding solutions (eg. an anonymous donor came forward with a few thousand dollars to keep the After-School Program at Henderson Elementary School open this year, and the Literacy Outreach Coordinator will put time into facilitating fundraising opportunity partnerships, as mentioned above.)

Issues

- Ensuring the Literacy Council has representation from all the identified community partners is an issue that comes up regularly as people change positions in their organizations. Continuous recruitment and orientation of Council members addresses this issue.

2) What goals, priorities or objectives will you work on in the coming year? What actions are planned against those goals?

- We will continue to work on all the objectives that are named in our CLP; please refer to the detailed ongoing work in section 5.1 (item #4).
- A Literacy Round Table / Forum is being planned for the fall/winter of 2011. It's our expectation that the Round Table will provide new information applicable to updating the goals, priorities, and objectives of the Literacy Plan for 2012. Community members and organizations who are not currently engaged in the Literacy Council will be invited to participate in the Forum as well as those who regularly participate.

- A “Vital Signs” report will also be available in the fall of 2011. The Vital Signs will be a snap shot of the community and a sort of “needs assessment” covering many aspects of community life which may be useful in updating the Council goals, priorities, and objectives. The Vital Signs project is sponsored by the Powell River Community Foundation in collaboration with SPARC.

3) 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.

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.
- **English Second Language Settlement Assistance Program (ESLSAP):** an English-language tutoring and settlement assistance program for recent immigrants.
- **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 Child, Youth and Family Services Society (PRCYFSS):** 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 Community Health (Public Health)** stays apprised of the goings-on at 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; staff member regularly attends board meetings.
- 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.

July 15, 2011:

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 Achievement 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 2010/11 to inform their instruction for 2011/12.
 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 Achievement 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 2010/2011 to inform their instruction for 2011/2012.
6. The district will develop additional strand concept and problem solving assessments to further assist teachers.
7. Provide the Jump Math program.

Appendix E. EDI Results - Background

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 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).”⁶ 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.

Appendix F. Powell River Literacy Council: Structure and Organization

*Please note, this is a working draft and is expected to be officially accepted as Literacy Council policy at the September 2011 meeting.

WHO WE ARE

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. 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.

WHAT WE DO

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. In addition, it acts as the steering committee for specific literacy-related programs and projects. The Council promotes awareness of the importance of literacy

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

for all community members and work to make sure that literacy services are available to anyone who can benefit from them. In part the Council does this through

- sharing information throughout the community about literacy initiatives, news and developments;
- developing and carrying out public awareness campaigns;
- promoting literacy services, programs and events;
- supporting local literacy-related programs;
- celebrating Family Literacy Day, International Literacy Day and other special days that bring focus to literacy issues.

OUR GUIDING PRINCIPLES

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]

HOW WE ARE ORGANIZED

The Council is organized into voting and non-voting members, with voting members having made a commitment to regularly attend Council meetings. Non-voting members are welcome at all Literacy Council meetings, and are invited to provide input at any time. However, when decisions are made by vote, only those members who are designated voting members will participate in the process. The Council elects the chair and officers as required and at the annual January meeting. A Literacy Outreach Coordinator supports the Council's work and implements its initiatives. The Council meets on a monthly basis to conduct Council business, except during summer months (July-August).

HOW WE MAKE DECISIONS

The Council strives to achieve consensus through discussion on all decisions it makes. Whenever differing opinions remain, the Council agrees that decisions may be made by two-thirds majority vote (67% of the members present at a meeting). A quorum consisting of 50% plus one of the voting membership must be present at any meeting in which a vote is taken.

The Council appoints its members to committees whenever its business requires this. These committees may conduct Council business according to their Council mandate.

HOW WE ARE FUNDED

The Council receives funding in these ways:

- government funding;
- Council fund-raising activities;
- grants as available;
- donations.

Appendix G. Update 2010

A. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

B. 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 H. 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
	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 statistics available
How is it staffed?	Library Staff select materials
What are the resources?	Easy-to-read 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 promotion 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 more 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	Babies Open New Doors - BOND (PREP Society)
Who does it serve?	"At risk" mothers-to-be until 6 months post-partum
What are the goals?	Healthy pregnancy outcomes through informed life-style choices; bonding between mother and baby to promote healthy early brain development; parenting skills
What is the location of the program?	PREP offices, Public Health meeting room, Church rooms and Willingdon Beach for special events
How many people are served?	60-70 annually (30-35 mothers and 30-25 babies)
How is it staffed?	Coordinator (RN); Outreach Worker; Registered Dietician; volunteers for group sessions
What are the resources?	Staff; weekly group meetings with healthy lunches; emergency food shelf; weekly grocery vouchers for participants; baby gift basket including baby's first book.
What are the greatest successes?	New mothers learn parenting skills and are referred to other community resources for continued support
What more would they like to do?	Provide additional food vouchers
What would make the service better for your participants?	More access to Registered Dietician; additional funding to increase staffing levels
Does the service have partners?	Funded by Public Health Agency of Canada; supported by Vancouver Coastal Health - Public Health; Family Place; IDP; Baby Massage practitioners; various agencies that provide services for the target group; ORCA Bus; Church women (provide layettes for newborns, gifts for Christmas party); Literacy Council (provide books for newborns); Sliammon pre-natal program
Possible links with existing programs	Strengthen existing partnerships.

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 Kits (Powell River Public Library)
Who does it serve?	Childhood educators and daycare providers
What are the goals?	To improve caregivers' access to children's literature, enhance story times and foster the love of language and reading
What is the location of the program?	Powell River Public Library
How many people are served?	96 kits circulated in 2010
How is it staffed?	Library staff select materials
What are the resources?	Kits consisting of large-format picture books designed for sharing with groups of children, plus puppets and other props related to 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?	The service is used by Success By 6, Daycares, Preschools and 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
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 encourage reading in the Powell River area, and to encourage people to get books off 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); there are also BookCrossing stations at Nancy's Bakery in Lund, Sliammom CHC, PRCYFSS office, all the Strong Start Centres, and Peak newspaper office where people can get/drop books off and get supplies.
How many people are served?	More than 450 books have been released by the PRLC since the start of the program in May 2010, but many people have released their own books, so the reach is much farther in and out of the Powell River area.
How is it staffed?	LOC does advertising, releases books periodically and keeps BookCrossing Centres full
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, BookCrossing Centre hosts
Possible links with existing programs	N/A
Name of program and organization	Book lending (Powell River Public Library)
Who does it serve?	Residents of Powell River, including Powell River Regional District except Lasqueti Island
What are the goals?	To provide an extensive 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?	More than 10,000 active Library card holders
How is it staffed?	2 professional librarians (with graduate-level degrees), and 16 part-time and full-time support staff
What are the resources?	Books, magazines, audiobooks, DVDs
What are the greatest successes?	This informational and recreational resource is available to everyone in the community.
What more would they like to do?	With a new Library building we could 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 service areas.
What would make the service better for your participants?	A new Library building would allow us to make significant services improvements to the community.
Does the service have partners?	The Library is jointly funded by the City of Powell River, the Powell River Regional District, and the Province of British Columbia.
Possible links with existing programs	Local schools, Powell River Academy of Music, Powell River Museum & Archives
Name of program and organization	Books For BC Babies (Powell River Public Library with Vancouver Coastal Health)
Who does it serve?	New parents and their infants
What are the goals?	To ensure 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?	150 book bags delivered each year
How is it staffed?	Library staff assembles materials, visiting nurses deliver the materials to new parents.
What are the resources?	Board Books, Music CDs, Book Bags, and information promoting reading to children.
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	Books on Wheels (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 staff and volunteers
What are the resources?	Library collections
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.
Does the service have partners?	Volunteers deliver the materials to patrons' homes.
Possible links with existing programs	Physicians could promote this among their patients. Vancouver Coastal Health.
Name of program and organization	CAP (Community Access Program) sites
Who does it serve?	Adults including parents with young children
What are the goals?	To provide free computer access
What is the location of the program?	Powell River Family Place, Powell River Public Library, Chamber of Commerce, Vancouver Island University, Lund Hotel, Texada Library, Texada Credit Union, Teow Shum (Sliammon First Nation)), Community Resource Centre
How many people are served?	Approximately 10 users per week at Family Place, 40-50 per week at CRC, variable at other sites
How is it staffed?	Staff at each location
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?	As above
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	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	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?	Initial funding from Success by 6; updates are not currently funded
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?	Powell River Literacy Coalition, local retailers (for books, bags, materials), recycling centre
Possible links with existing programs	Schools, playgroups, childcare providers, Orca Bus, StrongStart Centres
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 provide children with greater access to story books and an opportunity to exchange books with other children.
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
What would make the service better for your participants?	More books, more space, advertising money
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	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?	CALL's main office is located in The Learning Centre; Breakwater Books, Quality Foods and other locations around the community have agreed to provide tutoring space that learners and tutors can access.
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; computer access laptop
What are the greatest successes?	Successful matching of tutor pairs for three years
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
Possible links with existing programs	ESL SAP, Sliammon Essential Skills, Career Link, Community Resource Centre, Powell River Public Library

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?	Aboriginal Head Start, Aboriginal Supported Child Development, PRACL
Possible links with existing programs	Other daycares
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	English Second Language Settlement Assistance Program (PREP Society)
Who does it serve?	Adults, 19 years and older, who are: permanent residents, refugees, naturalized Canadian citizens, PNP applicants, or people applying to stay in Canada
What are the goals?	To provide English language tutoring support to adult immigrant and refugee newcomers in rural and remote communities of British Columbia in order to facilitate their social, cultural, economic and political integration into Canada so that they may become participating members of Canadian society as quickly as possible.
What is the location of the program?	The main location for this program is the Learning Centre on Marine Avenue; however events and activities are held at a variety of places around the community, including Powell River Family Place.
How many people are served?	currently 28 people
How is it staffed?	One part-time paid coordinator and volunteer tutors (currently – approximately 15)
What are the resources?	At our Learning Centre: tutoring rooms, ESL books and CDs (for skill development and language acquisition), a tutor/student computer with ESL software and links to numerous ESL practice sites, a subscription to the Westcoast Reader newspaper (for adult learners), and community resource materials such as drivers' manuals, FOODSAFE, and the Canadian Citizenship Guide. We also have a printer and photocopier for tutor use. For the EPG (English Practice Group) at our VIU location, we have a set of ESL resource books and CDs, as well as use of classroom space and computers. For the Parents' EPG at our Family Place location, we keep a file of practice/discussion activities on site and we have use of the play area and childcare facilities for the toddlers who attend with their parents.
What are the greatest successes?	In our start-up year we are pleased to be already providing English Language and integration support to 28 clients; development of a Learning Centre in partnership with Community Adult Literacy & Learning (CALL), The Powell River Literacy Council, and The Powell River Diversity Initiative - providing a welcoming and supportive environment for our clients and tutors; additional funding to start up English Practice Groups (EPG's); providing a variety of instruction and opportunity geared toward helping people settle into life in Canada successfully.
What more would they like to do?	Host an annual Multicultural Festival; develop a multicultural program for our local radio station; offer more group classes and social events; possibly start an English practice singing group (there is interest from one of the tutors in doing this); compile a list of volunteer translators who would be willing to assist newcomers who need assistance from someone who speaks their native tongue; recruit volunteer tutors with expertise in particular areas, such as working in a bank, computer skills, teaching reading & writing, etc.; to offer specialized courses toward post-secondary study, job training, and employment; develop & acquire more resources for ESL instruction and Settlement Assistance.
What would make the service better for your participants?	More one-to-one volunteer tutors; more ESL resources (books, CDs, and software), and computers; more tutoring space and some space that is accessible to all (without stairs)
Does the service have partners?	Powell River Employment Program Society and Vancouver Island University
Possible links with existing programs	Currently established - Literacy Council; Community Adult Literacy & Learning (CALL); Powell River Diversity Initiative (PRDI); Career Link; Family Place; VIU; Service Canada; local schools (for family referrals); Service BC; Powell River Arts Council; Volunteer Powell River; Specialized Victim Support Services; Community Resource Centre; Club Bon Accueil; and ESLSAP in other BC communities. Future – SUCCESS; School District 47; Sliammon First Nations; Powell River Child, Youth, and Family Services Society; MCFD; Powell River Chamber of Commerce; Powell River Italian Community Club; Welcome Wagon; Tourism Powell River; City of Powell River.

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 staff
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?	A part-time coordinator and 3 part-time staff, with a summer student for 2 months. Funding from Ministry of Child and Family Development, School District #47, Vancouver Coastal Health, in-kind and cash donations from the community, Literacy BC and other.
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; entry point for families to other community services.
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 including Youth & Family Services and IDP.
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, and keep the book 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?	Approx. 250 books are "fished" annually. .
How is it staffed?	Family Place staff and volunteers
What are the resources?	Books, bags, brochures, photocopied and cut out "fish", ribbon, fishing rods and "pool"
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	Imagination Library – Dollywood Foundation
Who does it serve?	Children living in the Sliammon community or members living off reserve in Powell River who are 0 to 5 years old
What are the goals?	To promote early literacy skills
What is the location of the program?	Tla’Amin Community Health Services
How many people are served?	40 children each year
How is it staffed?	Administered by TCHS Community Health Nurse and ECD Outreach Worker
What are the resources?	Age appropriate children’s books are mailed to families with children 0-5 – one book per month
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?	First Nations Education Steering Committee
Possible links with existing programs	N/A
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), Aboriginal Supported Child Development
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 accessibility to electronic materials.
What is the location of the program?	The Kurzweil software is installed on the Reference Computer in the Powell River Public Library.
How many people are served?	no statistics available
How is it staffed?	Library staff assist with use of this software.
What are the resources?	Kurzweil software is installed on a public 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 for use of this software.
Does the service have partners?	Neil Squire Foundation
Possible links with existing programs	PRACL
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?	4500 items borrowed in 2010
How is it staffed?	Library staff select 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?	Increase 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	Kiwanis, Olive Devaud 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	The Learning Centre (PREP Society)
Who does it serve?	Everyone in Powell River, especially learners who are being tutored through ESLSAP or CALL
What are the goals?	To provide a space in Powell River where people can come when they need help finding information about literacy or diversity, or their related services/programs/events in the PRRD.
What is the location of the program?	In PREP Society offices on Marine Avenue
How many people are served?	20-30 tutor pairs are currently using the centre regularly for tutoring
How is it staffed?	Outreach workers for CALL, ESLSAP, PRDI and Literacy
What are the resources?	Books, computers and other learning supplies that tutors and learners can use
What are the greatest successes?	This is a new centre, and it is already vibrant and being well-used; an open-house in May saw about 40 attendees from various sectors of the community.
What more would they like to do?	Set up a space where literacy-related programs and services can leave information for the public; become better known as a resource for literacy in the community; expand to a bigger, more accessible space.
What would make the service better for your participants?	A more accessible, bigger, more visible space; continued funding.
Does the service have partners?	All literacy and literacy-related practitioners in the community
Possible links with existing programs	None at this time
Name of program and organization	Library Book Clubs (Powell River Public Library)
Who does it serve?	Everyone in Powell River
What are the goals?	Provide a Library venue and support for book club discussion groups
What is the location of the program?	Powell River Public Library
How many people are served?	Approximately 20 people each month
How is it staffed?	Library staff support self-sustaining club
What are the resources?	Library books, space
What are the greatest successes?	Club members enjoy the opportunity to participate in 2 different clubs each month
What more would they like to do?	N/A
What would make the service better for your participants?	Improved private meeting space at the Library
Does the service have partners?	N/A
Possible links with existing programs	None at this time
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
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?	N/A
How is it staffed?	Family Place, when funding is available
What are the resources?	Space, flip charts, children's books, snacks, child-minding service, trained facilitator
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	Powell River Literacy Outreach Coordinator (Powell River Literacy Council)
Who does it serve?	People of all ages
What are the goals?	To carry out the work of the Powell River Literacy Council, ie. the promotion of literacy and learning for people throughout the Powell River region. To increase awareness around local, provincial and national literacy issues, and to promote the importance and benefits of increased literacy for people of all ages and all walks of life.
What is the location of the program?	The Learning Centre in the PREP Society offices
How many people are served?	N/A
How is it staffed?	A 21-hour-per-week position (LOC)
What are the resources?	LNI funding, community fundraising/partnerships
What are the greatest successes?	Raised community awareness of the importance of literacy and local programs/services; getting people excited about reading through programs like BookCrossing and Heroes Read.
What more would they like to do?	Get local government, businesses, organizations etc even more involved in improving literacy locally.
What would make the service better for your participants?	N/A
Does the service have partners?	All literacy program/service providers in Powell River, local businesses like First CU, Powell River Peak newspaper, Powell River Living Magazine, etc.
Possible links with existing programs	N/A

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?	Unknown
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 for children ages 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	Memoir Writing for Seniors (Powell River Public Library)
Who does it serve?	Powell River seniors
What are the goals?	To provide an opportunity for seniors to write stories from their lives.
What is the location of the program?	Various throughout Powell River
How many people are served?	10 participants per 7-week session; multiple sessions are planned
How is it staffed?	Library staff
What are the resources?	Library staff trained in working with seniors, editing and creative writing
What are the greatest successes?	Lots of positive feedback, smiling faces and stories, stories, stories
What more would they like to do?	Develop into a local radio program
What would make the service better for your participants?	Program is new in 2011 and has not yet been evaluated
Does the service have partners?	None
Possible links with existing programs	None currently

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 Chi 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?	VCH speech & language pathologist
Possible links with existing programs	Daycare
Name of program and organization	ORCA Bus Project (Powell River's United Way (Success by 6) 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 of Powell River.
What is the location of the program?	Various locations emphasizing stops in Powell River South, Sliammon, Lund and Texada Island. Stops at the Powell River Centre are also included as the schedule permits.
How many people are served?	Between 3 and 25 children and their parents/caregivers at each stop.
How is it staffed?	Currently there is an Early Childhood Educator, 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. The bus is also wheelchair accessible (through a Rick Hansen Let's Play grant).
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. 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?	More agencies providing outreach via the ORCA Bus.
Does the service have partners?	The project is driven by a team of strong partners that include Community, Business and Government partnerships at various levels. The key partnership between United Way'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, Powell River Library)
Who does it serve?	Families and caregivers with children from 0 to 12 months & 13-30 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; other locations such as Anglican Church
How many people are served?	Infant Program :15-25 families attend each 8-10 week session; three to four times per year. Toddler Program: as funding and time allow
How is it staffed?	Family Place provides the venue, support staff, and volunteers; PRACL IDP and PRCYFSS provide staff for the infant program. Programs at other locations have volunteer facilitators.
What are the resources?	Handouts, snacks, trained facilitators, volunteers
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 at Family Place
Does the service have partners?	PRCYFSS and PRACL IDP provide facilitators; in the 2010-2011 year, Powell River Public Library provided funding for a 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	Preschool screening (School District 47)
Who does it serve?	Children entering Kindergarten
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 elementary school in the district
How many people are served?	120-150 children per year
How is it staffed?	District Early Literacy Resource Teacher
What are the resources?	Locally developed screening tool (Modified AQS)
What are the greatest successes?	Identify at-risk children and apply early reading intervention in a small group setting
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?	Elementary Schools
Possible links with existing programs	Any program that targets literacy in preschoolers including those at PRACL IDP, Public Health, BOND, Family Place and StrongStart program. Preschool transition committee.

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 and their families
What are the goals?	To familiarize children with their neighbourhood school and to provide an opportunity for families to ask questions about programs. To connect families with community programs that offer service to children 0-5 years.
What is the location of the program?	SD#47 Elementary Schools (Texada, Kelly Creek, Henderson, James Thomson, Edgehill and Grief Point)
How many people are served?	Approx. 100 children/year
How is it staffed?	SD47 Staff: Early Learning Coordinator, Early Literacy Resource Teacher and School Principal, Kindergarten Teachers and Grade 6-7 students from the host school; representatives from community agencies who serve children under school age.
What are the resources?	A folder of information that includes a book, Ready Set Learn booklet and information from community partners. Age-appropriate activities are set up to provide fun learning opportunities to the families attending. The ORCA Bus attends to introduce new families to this community resource. Other ECD services, such as Family Place, attend with information tables.
What are the greatest successes?	Preschoolers are comfortable with their neighbourhood school and its teachers and staff; parents have an opportunity to talk to school staff and ask questions about school programs.
What more would they like to do?	Attract greater numbers of families to these events.
What would make the service better for your participants?	More community agencies participating.
Does the service have partners?	Vancouver Coastal Health, PRACL, PRCYFSS, Success by 6, CALL, ESLSAP, PRDI, Literacy Council, BOND, Family Place
Possible links with existing programs	Vancouver Coastal Health, PRACL, PRCYFSS, Success by 6, CALL, ESLSAP, PRDI, Literacy Council, BOND, Family Place
Name of program and organization	RiverCity Storytellers
Who does it serve?	Adults in Powell River interested in storytelling
What are the goals?	To raise the profile of storytelling and encourage people to tell their own stories
What is the location of the program?	Homes of participants, or Powell River Public Library
How many people are served?	Currently 20-25 per meeting
How is it staffed?	N/A
What are the resources?	N/A
What are the greatest successes?	Attracting 20+ members to the monthly meetings.
What more would they like to do?	?
What would make the service better for your participants?	?
Does the service have partners?	Powell River Public Library
Possible links with existing programs	N/A

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.
What is the location of the program?	Ahms Tah Ow School
How many people are served?	All Sliammon residents
How is it staffed?	Library Staff, 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	Sprouts Parent-Child Gardening Drop-in Program (Family Place/PREP)
Who does it serve?	Families and caregivers with children from birth to kindergarten
What are the goals?	To enhance family gardening skills and nature literacy, provide opportunities for inter-family cooperation and contact with local farming expertise. Registered monthly events; weekly drop-in.
What is the location of the program?	Family Place and Powell River Community demonstration garden
How many people are served?	10-12 families per session
How is it staffed?	1 Family Place staff and 1 parent-mentor
What are the resources?	Gardening equipment and supplies, handouts
What are the greatest successes?	Families who received their first gardening experience at "Sprouts" have formed a cooperative to produce larger quantities of staple crops for Family Place food programs and their own use.
What more would they like to do?	Expand the program; increase number of peer mentor positions; find stable funding, advertise.
What would make the service better for your participants?	A gardening area adjacent to Family Place.
Does the service have partners?	Powell River Community Resource Centre ; Powell River Food Security Project
Possible links with existing programs	Powell River Farmer's Institute
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	Story Time (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?	Attendance was 730 in 2010
How is it staffed?	Library staff
What are the resources?	Books, snacks, puppets, other story-supporting props
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?	Families with young children - children from birth until they enter Kindergarten
What are the goals?	These parent/child drop-in centres support developmentally appropriate activities that encourages school readiness and strong parent-child relationships. Programs are designed to work in partnership with parents, their children, Early Childhood Educators and community partners. Each centre provides a program each day: Monday – Friday.
What is the location of the program?	Three school-based centres: James Thomson School, Henderson School, Kelly Creek Community School; Strongstart Outreach is provided in many locations around Powell River on the ORCA Bus.
How many people are served?	Varies between 50 and 200 registered participants
How is it staffed?	School District Early Child Educators
What are the resources?	Each centre has resources specific to their centre. There are also 4 collections of kits that rotate through each centre-resources in these kits are constantly changing. Resources include but are not limited to: books, toys, manipulatives, and arts and craft supplies. School-based centres have access to school resources including the gym, music room, library and playground. Snacks are provided to participating children.
What are the greatest successes?	Providing a program to families who are not able to access programming with an associated cost; providing a venue for families to meet other families with children of the same age; providing a program where cautious children can attend with their parent and gain the skills required to enter school with confidence.
What more would they like to do?	Continue to work with community partners who provide services to children under school age.
What would make the service better for your participants?	Transportation remains a barrier to some participants – coordinate hours of program with public transit where possible.
Does the service have partners?	Childcare Resource and Referral, Vancouver Coastal Health, PRACL, PRCYFSS, Success by 6, Powell River Public Library, PREP programs (Family Place, BOND, Literacy)
Possible links with existing programs	SD47 Kindergartens, Daycares & Preschools, Family Place, CALL
Name of program and organization	Student Moms Support Program (Powell River Child, Youth, and Family Services/SD47/Roots and Wings Daycare)
Who does it serve?	Parents attending secondary school with children 0-5 years.
What are the goals?	To support teen parents in completing their grade 12 education and to support teen parents in their role as parents.
What is the location of the program?	Brooks School Student Mom Classroom & community outreach
How many people are served?	teen parents and their children
How is it staffed?	PRCYFSS/SD47/Daycare Staff
What are the resources?	Combination of MCFD & SD47 funding that supports daycare costs, the classroom and the Young Moms Outreach Worker.
What are the greatest successes?	Children make healthy developmental progress; parents stay in school
What more would they like to do?	N/A
What would make the service better for your participants?	Transportation, affordable housing
Does the service have partners?	PRACL IDP, Public Health, BOND, Family Place
Possible links with existing programs	PRACL IDP, Public Health, BOND, Family Place

Name of program and organization	Summer Enrichment Program (PRACL Supported Child Development)
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 a love of language and literature, to create a positive association with Library, and to maintain reading skills over the summer school break.
What is the location of the program?	Powell River Public Library
How many people are served?	Attendance was 350 in 2010
How is it staffed?	Library staff
What are the resources?	Books, crafts, games, authors and 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	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.
What would make the service better for your participants?	Different programs which we may not be aware of which may provide support in the basic skills development
Does the service have partners?	This is a school-initiated program which runs with the financial support of the School District
Possible links with existing programs	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.
Name of program and organization	Traveling Story Times 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?	2010 attendance not available at time of publication
How is it staffed?	Library staff
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 Story Times 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?	2010 attendance not available at time of publication
How is it staffed?	Library staff
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
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, Library staff, Assistant Director of Powell River Public Library, professional catering, organizational time donated by Powell River Literacy Council (for LOC and CALL coordinator), volunteers from organizations doing work around literacy.
What are the resources?	Professional storytellers, local storytellers, information tables, catered appetizers for intermission.
What are the greatest successes?	Expanded to a series of 3 programs in 2010/11; has also encouraged the development of a local Storytellers Group where locals are getting together to do their own storytelling (and some are going on to perform in public).
What more would they like to do?	Expand headliners beyond Canadian performers.
What would make the service better for your participants?	More frequent performances.
Does the service have partners?	Canada Council for the Arts, 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 (Powell River 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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