

School District 72 Campbell River

District Literacy Plan July 2011



Jointly Submitted by:

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District Context

Campbell River is located on the east coast of central Vancouver Island extending north to Sayward and south to Oyster River. The district also includes the outer islands of Read, Cortes and Quadra.

Serving a population of just under 6,000 students in 20 schools, the district administers a budget of approximately \$47 million. Although the community population has remained stable, an aging demographic has led to a steady decline in student enrolment.

The district has maintained its focus on gains in student achievement and providing its students with a broad array of high quality programs and services.

Community Demographics

- Population of 30,000 with a trading population in the region of 60,000.
- An aboriginal population of 3,470 – increasing.
- 1.75% of homes are non-English speaking
- 83% dual parent families
- Average family income \$53, 350.
- 25% of population below \$30,000 in family income

District Profile

- 15 elementary schools
- 2 middle schools
- 2 secondary schools
- 1 alternate program
- 2 provincial resource programs (Oasis and Head Start)

Literacy in School District 72

Campbell River has been recognized for many years as a leading district in the province for its work in literacy and early literacy initiatives. The district has been heavily involved in the literacy initiatives developed jointly with the Island Network and Island Literacy. Campbell River was also a lead player in the development of the DART assessment which is becoming a standard of assessment in the region and across the province.

Long term data exists in the district, which will allow for careful consideration of cohort data over time. The district's association with Faye Brownlie and Leyton Schnellert in conjunction with a well established Professional Development program has lead to widespread excellence in best practices instruction and collaborative cultures in schools.

Reflections on Literacy Planning within School District 72 – Spring 2011

Submitted By Jim Ansell, Assistant Superintendent, School District 72

The strong and enduring relationship between School District 72 and Literacy Now Campbell River has been a significant benefit to the communities that comprise the Campbell River School District. This collaboration ensures that resources are maximized and ongoing reflection takes place to focus our attention on areas most in need of support.

The strong network that has been established here is an excellent model for community collaboration.

Within the School District this year a major focus has been the visioning and creation of a model of Full Day Kindergarten that has focused attention on play based learning and the types of learning situations that create the proper foundation for literacy as children enter the school system. Again this process has been highly inclusive ensuring a shared understanding between then early years community organizations, kindergarten teachers, primary teachers, administrators and district staff. The shared vision of the type of learning that will form the foundations of literacy and all learning is an excellent start. Throughout the process, this has also been identified as a forerunner of a wider review of the entire primary program within the school district.

Early literacy indicators in the district have continued to show a plateau of student results and even a slight decline – based on Benchmark assessments and District Reading Assessments. While part of this decline can be attributed to a steady rise in expectations amongst experienced teachers, there is a need to review and renew our focus on early literacy through the primary years.

At the other end of the spectrum, Grade 10 English Provincial exam results are not showing the success that we would like to see. That said, our grade 12 results are significantly better – indicating that the program of study at the secondary level is good or that the assessment is not particularly reliable. Either way, it is an aspect of learning that will be watched closely over the coming years.

In looking ahead to 2011 – 2012 a significant opportunity presents itself in terms of student achievement and success. The district is taking a full year to plan and implement a grade reconfiguration. This will result in Secondary Schools of Grades 9-12, Middles of Grades 6-8 and Elementaries of Grades K-5. The fact that time has been set aside to plan the implementation is an indication of the district's desire to ensure that the educational opportunities are maximized. The Middle schools, in particular are looking at ways of enhancing the learning environment with structural changes around teaming and timetable changes. At the secondary level, having students enter in Grade 9 and having a transition year ahead of the start of the graduation program should provide benefit to the incoming students. In all – there is a significant opportunity for the district to make a positive impact on student learning into the future and the conditions have been created to allow the time for this work to happen.

District Literacy Plan 2011



Campbell River Literacy Now

Campbell River Literacy Now is dedicated to providing quality intergenerational experiences to enable all citizens to reach their personal goals.

1. Community Context

Campbell River has been stable in the past year. The economy has continued to be an issue for working people with many dads working away. Absent dads result in many families experiencing more stress. High paying jobs are in short supply and young families often work more than one or two jobs to make ends meet. The population of seniors continues to grow with people relocating from other parts of Canada. People visiting the community see a busy, active community; the underlying economic issues are mostly invisible. Cuts to government programs have resulted in less money in all organizations to support the development of literacy.

2. Task Group

a) Who takes part in the task group?

Task Group:

Name	Organization
Anne Boyd	<i>Literacy Outreach Coordinator</i>
Kat Eddy	<i>Adult Literacy Outreach</i>
Kim Milne	Community member
Donna Bayne	Retired educator
Tony Bellavia	Dean, North Island College
Vivian Hermanson	North Island College
Joyce McMann	A Family Place Coordinator, Family And Children Services

Elizabeth Johnson	Vancouver Island Regional Library
Sharon Bollefer	Altrusa
Brenda Wagman	Private citizen
Kathy Rae	Sunrise Development, Pacific CARE
Elaine Julien	Vancouver Island Regional Library
Chris Button	Altrusa Club
Leah Tremain	Read TV Productions, Rotary Literacy Rep.
Barbara Drake	Chair, Campbell River Literacy Association
Jo-Anne Windsor	Altrusa Literacy Coordinator
Lynne Stone	North Island Constituency office manager
Timothy Skye	Vancouver Island Regional Library
Jim Ansell	School District 72
Patricia Tomlinson	Retired Educator

b) How is the work of this group organized?

The Campbell River Task Group meets monthly for most of the year. Our meetings are generally the last Monday of the month unless we are organizing around a special event. The Task Group is always open and we encourage anyone with an interest in furthering literacy in the community to attend when possible. The work of the task group is also shared at other community tables to keep as much involvement as possible in our work.

3. Community Development and Literacy Collaboration:

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

CR Literacy Now has collaborated with:

- City of Campbell River
- School District 72
- Vancouver Island Health Authority
- Success by Six
- Vancouver Island Regional Library
- Family Services
- Supported Child Care
- ECE working Group
- Strong Start Centres

- Parks and Recreation
- John Howard Society
- Aboriginal head Start Programs
- Laichwiltach Family Life Society
- Campbell River Mirror Newspaper
- Local Businesses
- Daybreak Rotary
- Altrusa Club of Campbell River
- Campbell River Community Literacy Association
- Aids Vancouver Island
- North Island College
- Campbell River Multi-Cultural Society

b) What are the essential ongoing collaborations?

Collaborations with all of the above groups are essential for literacy to reach community members. CR Literacy Now works most closely with:

- SD 72
- Success by Six
- John Howard Society
- Parks and Recreation
- Vancouver Island Regional Library
- Campbell River Community Literacy Association
- City of Campbell River

c) What makes collaborations work well?

Collaborations work well as groups are able to share resources of time and money. Large events become manageable when many groups are involved in the planning and production of events. The Children's Health Fair is an example of collaboration that allows Literacy to reach over 300 families in a single day. Many groups work together to sponsor a Health Fair including: SD 72, Success by Six, Vancouver Island Health Authority, Aboriginal Success By Six, Family Services, Supported Child Care.

4. Goals and Actions for the Current Year

a) and b) Things we have accomplished 2010-2011

- Continued support of summer programs for low income students
- Continued support of the backpack program
- Sponsored Family Literacy Day 2011
- Continued to pay for mentorship for a youth computer program
- Promoted literacy at Health Fairs, National Child Day
- Revised our web site and connected to Literacy BC
- Took over Books for Babies after it was cut by the government
- Formed closer partnership with Campbell River Community Literacy Association and jointly sponsored an adult literacy outreach position
- Worked with several community groups to secure an RBC grant to provide afterschool care, including homework support, in a low income housing project
- Teamed with CRCLA to apply for the New Horizons grant to provide computer courses for seniors
- Worked with the School District to apply for funds to improve the Robron Centre for Life Long Learning
- Supported the School Districts effort to include community members in planning for full day kindergarten
- Worked with the city and the School District to provide summer programs for kids at risk in two sites
- Provided books to children of young parents at Christmas
- Provided support and advice to the Aboriginal Success by Six
- Provided support and advice to the team running "The Gathering Place", a centre for children and families in a low cost housing complex
- The LOC attends many community meetings to take the literacy message to more places, some groups don't have time to be part of the task group
- The task group met regularly to advise and support the plan implementation
- Campbell River Literacy Now is an established community resource
- Provided funds to pilot a homework support program for ESL students
- Working to develop a community table to focus on youth at risk
- Seek to partner with other community groups to maximize resources

b) What adjustments were made to the plan?

Our original goals remain:

Goal 1: Increase awareness of literacy issues and of services to address these issues in the community with the help of a community literacy coordinator.

Goal 2: Create new programs and provide support for the underserved age groups identified by the CR Literacy Now needs assessment.

During this past year some of our initiatives were adjusted. Our work with the Salvation Army was suspended. The needs of the Salvation Army clients are so great that a literacy centre was not a priority. The materials that were purchased for the program were moved to the church building so they could be used by church members who were interested in building their literacy skills.

Our adult literacy coordinator expanded the scope of her work this past year. In collaboration with the CRCLA computer courses were offered to seniors at the Community Hall and at the Library. This program was very successful and was funded by a New Horizons for seniors grant.

Adult literacy also offered open sessions at the Campbell River Regional Library to anyone wishing to expand their computer skills.

The coordinator attended afterschool sessions at "The Gathering Place", a centre in a low cost housing project to offer computer instruction for grades one to six children.

A second program has started in a second low cost housing project. The adult literacy coordinator attends one day a week to provide support to families in this setting.

A new project began this spring in collaboration with the John Howard society to provide computers and instruction to youth aged 13-24. "The Pad" serves youth who are not connecting with other groups in the community;

some are living on the street. CR Literacy Now offers instruction 6 hours a week in this setting.

5) Indications of Success:

a) How do you know that actions taken are working to support literacy?
What impact have the literacy initiatives had?

- Family Literacy Day 2011 was a huge success. One hundred and twenty families joined in activities held in the downtown core that centred on the theme of play. This day was an excellent example of a collaboration between, Family Place, School District 72 (librarians hosted events in all schools), Campbell River Regional Library, Parks and Recreation, two local book stores, one toy store, a Honda dealership and the Tidemark Theatre. Not only did families learn about the importance of the literacy of play the community as a whole was informed through newspaper articles, a newspaper insert (supported by more local businesses), radio ads, and flyers. Literacy Day has become an event the community looks forward to.
- "Books for Babies" takes the "read early, read often" message to 350 families a year in our region. Literacy Now inserviced public health nurses on the importance of early reading and this message is delivered to new parents along with a bag of materials that supports early learning.
- Information sessions at community events such as the Health Fair allow CR Literacy Now to make families aware of literacy initiatives in the community. Children attend Family Place, Strong Start and library programs as a result of these sessions.
- Seniors have participated in computer classes. All sessions have been full this past year with a constant waiting list. Seniors complete an eight week series of lessons which makes them computer users.

Quotes from Seniors in the computer program:

*This is the computer help I always wanted.
I was lost! A few lessons with Kat and now I'm back on track.
I'm a volunteer and I learn something new every day.*

- At risk children have been offered computer sessions and book time in an afterschool program with the support of Literacy Now. Extra attention to learning was noted in the schools the students attend.
- The new program with John Howard has only been running two weeks and two youth have made major strides with the support of the adult literacy coordinator. One young man applied for his SIN number and was able to join Blade Runners. A second young man made a connection that will allow him to apprentice with an artist. There are eleven youth signed up for help in obtaining a drivers licence.
- Supporting summer programs for at risk kids prevents summer learning loss. It is a documented fact (work of Richard Allington) that students who read 6 books at their reading level over the summer will not slip back in their reading skills over the break. CR Literacy Now has supported the summer programs with coordination and books. More than 90 children attend these programs over the summer.
- Family Services organizes a dinner for young parents at Christmas time. In the past the children were given small toys as gifts. Literacy Now has provided a book for each child for the past two years. The books were very well received, 70 children were provided with a book of their own. Children who have books in their homes are more likely to be ready to read at school age.
- ESL classes were offered to students in the evening. These 15 students attended on a regular basis as the classes were meeting their needs to help them keep up with regular school work.

b) What are the things that support literacy work?

- Literacy work is supported by having someone to coordinate the efforts of the group.
- Literacy work is supported by funding that enables the implementation of goals that meet the needs of the community
- Literacy work is supported by collaborating with other groups in the community
- Literacy work is supported by grants,
- Literacy work is supported by many members of the community who volunteer their time to offer programs and services where needed

- Literacy work is supported by a community that works and plans together to meet the needs of their citizens

6. Challenges:

a) What are the difficulties?

- The uncertainty of continued funding makes planning difficult
- Lack of funding causes a need for a lot of time to be spent fund raising and grant writing
- Keeping the momentum going is a constant challenge
- Meeting the expectations of all groups is difficult when funding is limited

b) What would help?

- Funding that could be relied on would be very helpful
- The continued support of a provincial organization with funding and with messaging around the importance of literacy
- More awareness within the business community of how literacy impacts the whole community
- The continued message to School Districts that they are partners in community literacy planning

For the coming year:

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

Campbell River continues to suffer from economic issues due to the closure of two main industries within the past two years. Many families live separately as dad's work in camp situations. High paying jobs are in short supply.

Youth seem to be lost in this climate as jobs that may have been available to those without skills are being taken up by laid off workers.

There is the prospect of a large BC Hydro dam project that may begin within the year. This is bringing an influx of new people to the community and possibly create a housing crisis.

There are still a large number of youth and adults without the literacy skills to obtain and retain employment. High numbers of these people are Aboriginal.

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

Programs and events that have been successful in the past will be continued. Literacy Now is actively seeking partnerships for Books for Babies.

Literacy Now is working with other community members to explore the possibility of establishing a youth table to connect those working with youth. There are some isolated projects doing good things but they could be more powerful if connected. Our adult literacy coordinator will continue to support youth through partnerships with John Howard Society.

Essential Skill training is also being explored. Youth and adults need more training to make them successful in obtaining employment. Literacy Now is connecting with other groups concerned about this issue and connecting with the project in the Comox Valley.

The Literacy Outreach Coordinator and the Task Group will stay alert to needs and changes in the community and respond to those needs as appropriate.

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

The help and guidance of the task force will be needed to continue and expand the work of Literacy Now.

Partnerships will be strengthened and others developed as needs arise.

Funding will need to be secured to continue some programs at local level.

Provincial funding will be needed to continue to work of the LOC. More implementation funding would also help and support the work.

Support of the new provincial organization will continue to be critical to our success.

Working with other LOC"s in our region will strengthen all of our efforts.

The support of our closest partners is critical; Success by Six, School District 72, Parks and Recreation.

District Literacy Plan 2011

Cortes Literacy Now

Submitted by Sarah O'Shannessy, former Cortes LOC

1. Community Context

Cortes Island's economic situation noticeably changed due to the recession. There was much less money to participate in programming and less material goods to donate. It was such a major strain that, in some cases people left the island.

Also, the private alternative school, Linnaea School, ceased to exist. It was an important part of the island for a long time, and the loss of this hub of activity affected many families and people for a certain demographic, logistically and mentally.

2. Task Group

a) Who takes part in the task group?

Task Group:

Name	Organization
Mary Gordon	Instructor-in-Charge at North Island College Cortes Centre
Mark Vonesch	Director of Reel Youth and Board Member of the Wi-Fi Society
Fran Woodcock	Social Development Worker for Klahoose First Nation
Diane Brussell	Homeschooling parent, dance/theatre teacher, counseling psychologist
Lorraine Plouffe	Librarian and OCP Education Coordinator
Lee Reidl	FOCI Youth Sustainability Education Coordinator, Food Bank volunteer, BC Ambulance Paramedic, and OCP Education Coordinator

b) How is the work of this group organized?

The Task Group met as needed, sometimes as much as 3 times per month and sometimes months went by without seeing each other. We communicated a lot by email, for smaller issues or for gaining consensus, and sometimes calls were made to members directly.

3. Community Development and Literacy Collaboration:

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

In 2009 - 2010, Cortes Literacy Now collaborated with:

- FOCI and their propagating Prosperity project
- Cortes Public School
- Seniors Helping Seniors
- Reel Youth
- Teen Scene
- Klahoose First Nation
- Whaletown Institute
- Cortes Community Health Association
- Parents and Tots
- Cortes Exchange
- French Immersion Soccer Hour

b) What are the essential ongoing collaborations?

Collaborations that continue and evolve are:

- FOCI's Propagating Prosperity
- Cortes Public School
- Seniors Helping Seniors
- Teen Scene
- Reel Youth
- Campbell River Community Literacy Association

- City of Campbell River

c) What makes collaborations work well?

Definitely collaborations come together with much more ease when there are common interests at stake. Creating common goals and having a common approach to communication greatly improve the chances of success. When there are niches to be filled and a sense of possibility and potential, this creative space allows for further excitement and inspiration. People light up when they know they can help others and resources are there to make it happen.

4. Goals and Actions for the Current Year

*** Submitted by Coreen Boucher, current LOC Cortes Literacy Now**

a) What priorities, goals or objectives have you addressed this year?

- increasing accessibility (transport, family support including childcare, safe learning environments, funding to take part in on and off island events, etc)
- resources (employment, venues, teachers of knowledge, etc)
- programming (events, workshops, courses, education, etc)

b) What actions were taken to reach these? What organizations and groups participated in these actions?

- To support collaborations for childcare among parents as well as existing childcare programs
- To increase resources on the island, some of the funding went to assist in maintaining venues for learning that already existed on the island as well as to help improve the health library at the medical centre.
- To support a local exchange project that would increase access to many different kinds of resources available within the community
- To support projects in First Nations language and song revival, computer classes for seniors, creative writing and music classes, media production for youth and French language learning

opportunities.

Organizations and groups that participated were: Childcare for Cortes, French Immersion Soccer Hour, Reel Youth, Ty-eh Ums Tlok Quiness Language Project, Computers for Seniors, Whaletown Institute Micro College, Manson's Parents and Tots, Whaletown Parents and Tots, Propagating Prosperity (FOCI), Linnaea Food Security Program, CCHA Library, and the Cortes Exchange.

c) 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?

When the Linnaea School closed and the Food Security Program didn't run, money was redirected into the Propagating Prosperity project, providing new opportunities and is likely the reason their collaborative efforts were such a success with ongoing benefits.

Also, the First Nations language revival project didn't receive other funding and it struggled to get support from the Band Council (although it eventually offered a letter of support). Adjustments were made as this latter project went along.

5) Indications of Success:

a) How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had?

Indications that people's understanding about literacy and the issues in the community have increased include: increased participation in literacy-related programming, increased interest in Literacy Now and the work it does on Cortes Island, increased participation in the Task Group, and local philanthropic donations to help support literacy-related work in the island community. Two donors supplied cash prizes for the current year and two upcoming years for the Young Writer's competition.

Measuring success is definitely a challenge and something we tried to keep in

mind throughout the whole process. Largely indicative of the success, however, is the number of people who were directly involved with literacy programming. This was a big portion of the island's population and was in many different areas of need.

b) What are the things that support literacy work?

- Strong leadership, organization, and clear vision support literacy work.
- Funding definitely supports the work.
- Passion, need, volunteer time and in-kind donations support literacy.
- Collaborations, networks, and communication - the stronger collaborations and networks become, the more support they offer.
- The unique organization of our community supports literacy work - our well-used community flyer, website and radio reach a wide range and cross-section of the community, as well as our fast, effective, reliable and time-proven Cortes grapevine.

6. Challenges:

a) What are the difficulties?

The familiarity of people on the island, where everything is more personal due to the fact that we are closely connected and having any sort of distance is very challenging.

Also, there isn't much in the way of separation between public and private life and roles in the community (many people wear many hats). This is a benefit (having fingers in many pots) in many ways, but difficult as well in that it produces an over-involved group of people who are challenged to meet goals and who spread their energy widely and thinly.

Lastly, the First Nations language revival program was a huge frustration and disappointment. It seemed the potential is so huge, yet it is so hard to tap into that.

b) What would help?

With regards to the second difficulty is that around community issues and process, if the people who come to the table are immediately engaged in a discussion about whether they have time for this or not, there might be a chance for more commitment and increased accountability. People would have to settle into the idea of being involved every step along the way. It would be an ongoing literacy in learning and practicing personal boundaries as well.

With regards to the First Nations issue, we are not sure what would help. Chief and Council was not on board, is not on board, with community processes. This is a sensitive issue and one that is larger and more political than can be addressed in a small, island community.

For the coming year:

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

- There is a lack of affordable, adult programming that gives adults a chance to learn skills pertinent to our unique lifestyles and community ie: job skills, computer skills, small business management skills and training for those who become board members
- Youth leave the island early because of a serious lack of empowerment and leadership programming primarily for youth, but also for adults.
- Cortes Island lacks adequate services for parents of children with special needs and counseling services for people with depression or youth being affected by bullying.

Two focus groups were created: one that will coordinate a Skills Centre that addresses the first two opportunities; another that coordinates a literacy campaign and provides programming that addresses the last two opportunities.

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

- Mental health and invisible challenges in people of all ages will be addressed by:
 - promote situations that empower and encourage healthy living
 - reduce the stigma around mental health and invisible challenges
 - provide greater accessibility to services
- Actions planned against these goals include:
 - a mental health & well-being speaker and film series
 - training for leaders/coordinators working with teens and families
 - bringing children, youth and seniors together in community garden spaces for horticultural therapy
 - research, fundraise and create a transportation assistance fund for off-island services
 - raise money for counseling through community film production and film screening
 - run a series of healthy food production workshops
 - provide greater access to crisis lines, service providers, youth helplines
- We will develop a Skills Centre for people to learn and share skills pertinent to life in our unique community using a monthly thematic approach.
- Actions planned against these goals are:
 - to find (and hire if necessary) presenters and teachers who will teach the following topics, seeking locally first
 - to offer youth leadership and empowerment programming
 - to offer programming that addresses the needs for job and computer skills, as well as training in small business management and board of director roles
- Accessibility will continued to be a priority by advertising and addressing childcare and transportation in all that programming that we do.

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

Those in the task group will need to continue to think collaboratively rather than independently.

Regular check-ins to promote collaboration and networking

To continue to explore new, possible collaborations.

To fundraise and research grants.

To network with other LOCs.

District Literacy Plan 2011



Sayward Literacy Now

Submitted by Ann Vansnick, Sayward LOC

1. Community Context

Sayward has been fairly stable in the past year. The population of seniors and low income families continues to grow within our community. There are not many jobs in our community and almost all courses/help are an hour drive away. Cuts to government programs have resulted in less money in all organizations to support the development of literacy.

2. Task Group

a) Who takes part in the task group?

Task Group:

Name	Organization
Ann Vansnick	<i>Literacy Outreach Coordinator</i>
Laura Thiessen	<i>Success by 6/ Family Connections</i>
Barb Bowbrick	School Board Trustee
Anne Boyd	<i>Literacy Outreach Coordinator</i>
Cheryl Jordan	<i>Success by 6 Campbell River</i>
Jan Bakker	Computer Teacher
Richard Glover	Private citizen/computer class student
Nancy Bakker	Private citizen /Vancouver Island Regional Library
Gerry Mitchell	Private citizen/computer class student

High Knudson	Private citizen/computer class student
Karen Knudson	Private citizen/computer class student
Christine Ansell	Principle Sayward School
Rosemary Croteau	Sayward Councilor
Steve Jewell	Emergency Preparedness Coordinator
Heather Campbell/Wachs	Retired Councilor
Barry Hall	NIEFS

b) How is the work of this group organized?

The Sayward Task Group tries to meet monthly for most of the year. The Task Group is open to our whole community. It is hard to fit into everyone's schedule but we do our best to make it accessible to all.

3. Community Development and Literacy Collaboration:

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

Sayward Literacy Now has collaborated with:

- School District 72
- Success by Six CR
- Success by Six/Family Connections Sayward
- Vancouver Island Regional Library
- Strong Start Centre
- Campbell River Literacy Now
- Marine Harvest Canada
- Village of Sayward
- SCRA
- Fisherboy
- Salmon River Inn Hotel
- Kelsey Rec. Centre
- Adult Literacy Outreach Campbell River
- NIEFS

b) What are the essential ongoing collaborations?

Collaborations with all of the above groups are essential for literacy to reach community members. Sayward Literacy Now works most closely with:

- SD 72
- Family Connections/Success by Six Sayward
- Success by Six CR
- Campbell River Literacy Now
- SCRA
- Village of Sayward
- NIEFS

c) What makes collaborations work well?

Being a small community working together means a lot. Our community benefits from it in all different ways. Groups are able to share resources of time and money.

4. Goals and Actions for the Current Year

a) Goals and Priorities

- Continued teen nights
- Continued computer classes for adults/Seniors
- Gave every class a few books for their classroom Literacy Day 2011
- Book bags for the whole family
- Promoted literacy at Health Fair
- Provided books for every child in our school for end of the year
- Web site being worked on
- Health Fair
- Provided support and advice to the Sayward Success by Six
- The task group met regularly to advise and support the plan implementation
- Seek to partner with other community groups/businesses to maximize resources

b) Actions

- Keeping computer classes up and running for the adults/seniors
- Teen nights.
- Family book bags
- Marine Harvest donating laptops
- Health Fair
- Vancouver Island Library
- RCMP
- PAC
- SCRA
- Family Connections
- Local Dr.
- Local RN
- Ambulance
- Red Cross
- Health Nurse
- Dental Nurse
- Strong Start
- Child find
- NIEFS

c) Adjustments

I feel we have pretty well stuck on course of what we planned to do.

5) Indications of Success:

**a) How do you know that actions taken are working to support literacy?
What impact have the literacy initiatives had?**

- Teen Nights- number of teens that come out for it. They bring friends from CR. Teens asking when we can have another one. This has given a place for the teens in our community to be theirs. They hang out, play games, listen to music, interact with other teens and adults that are chaperoning the teen nights.

- Health Fair-was a well attended event put on by Sayward Literacy. All ages came out and learned new things. Our community found out some of what we have to offer locally. This will grow within the community.
- Computer Classes-They are well attended. Average age of users is about 70. We have offered classes on certain subjects and some classes are come with what you want to learn. Have seen many happy faces leaving and returning to keep learning. We offer home visits also and that has helped many out.
- Family Book Bags- Working with Family Connections/Success by Six we got our bags together. They are placed out at certain businesses for anyone to use. We are hoping they get well used in our community. Also a tote for families has been put together to be at our local library to be taken home.

b) What are the things that support literacy work?

- Literacy work is supported by having a coordinator for the task group
- Literacy work is supported by funding and meeting the needs of the community
- Literacy work is supported by collaborating with other groups in the community
- Literacy work is supported by many different members of the community who volunteer their time
- Literacy work is supported by bringing our community together in many different ways.

6. Challenges:

a) What are the difficulties?

- Making sure our funding is going to last
- Keeping the momentum going
- Not knowing if we are going to be able to continue our goals

b) What would help?

- Having awareness within the business community of how literacy impacts our whole community
- The continued message to School Districts that they are partners in community literacy planning

For the coming year:

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

Sayward hasn't had many changes in the last year. More seniors and low income families have moved in. Very few jobs are here in our community. More programs could be brought up to help our seniors in different areas from filling in forms, to getting help when needed. Offer more programs on resumes, etc for all ages.

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

Programs that we have done will continue. Computer classes for adults/seniors, teen nights, Family book bags, Health Fair. For Health Fair include Woss a smaller community north of us. Invite them so they can take advantage of our fair.

Literacy Now is working with NIEFS to come up with different programs for our youth and getting into the work force.

The Task Group and the LOC will watch for needs and changes in the community.

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

The help and guidance of the task force will be needed to continue and expand the work of Literacy Now.

Partnerships will develop as needs arise.

Funding will need to be secured to continue some programs.

Support of the new provincial organization will continue to be critical to our success.

District Literacy Plan 2011

Quadra Literacy Now

Submitted by Robin Beaton, Quadra LOC

1. Community Context

Resource based jobs are dwindling, in turn, affecting all other employment opportunities. Some single parent families struggle to afford childcare. We are a small community with demands from many groups for attendance to events and support for various projects.

2. Task Group

a) Who takes part in the task group?

Community members, Quadra Elementary teachers, staff and school administrator, Early Childhood educators, VIRL librarian, and community recreation coordinator.

b) How is the work of this group organized?

There are those who attend the meetings and those who are unable to attend the meetings but receive the agenda and minutes and are regularly consulted for their expertise, insight and opinion. Task group members support events and projects with their time and energy when possible.

3. Community Development and Literacy Collaboration:

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

- The Play to Learn-Learn to Play Workshop was funded by a Success by 6 grant, Quadra Elementary offered the space for the evening workshop for educators and parents and the Heriot Bay VIRL hosted the Story Time event for children and families.
- Quadra Elementary provides a classroom for a Literacy Centre where weekly tutoring takes place as well as monthly task group meetings.
- Quadra Elementary provides access to the computer lab for adult computer literacy classes.
- The medical clinic and dental clinic accepted a collection of children's books and a bookshelf for community use.
- QLitKits (Quadra Literacy Kits) are now circulated through Quadra Children's Centre and We Wai Kai Child Care Centre.

d) What are the essential ongoing collaborations?

Collaboration with Quadra Elementary staff, Quadra Recreation, Quadra Children's Centre and the Quadra branch of the VIRL are essential in identifying needs and interests for projects and programs.

e) What makes collaborations work well?

Trust, respect and a shared interest in creating opportunities for learning and literacy.

4. Goals and Actions for the Current Year

a) Goals and Priorities

- To offer programs to enhance adult literacy

- 20 people attended computer literacy courses since September.
- 22 people attended the Facebook workshop presented by two young Quadra women.
- Volunteers tutors work weekly, one on one, with adults.
- In progress... computer refurbishment project - providing a refurbished, donated computer and tutored computer instruction to adults who are new to the technology.
- To offer programs and support for children and families
 - 18 QLitKits (Quadra Literacy Kits) are in active circulation and distributed through Quadra Children's Centre and the We Wai Kai Child Care Centre.
 - 15 parents, grandparents and early Childhood Educators attended the inspiring Play to Learn - Learn to Play Workshop at Quadra Elementary
 - 29 children and 10 adults attended the Play to Learn - Learn to Play Story Time event at the Heriot Bay branch of the VIRL.
 - Hall rental and educational support for Parents and Tots
 - A collection of children's books on a bookshelf for family use while waiting at the medical clinic and dental clinic
 - Three environmental literacy programs sponsored at Quadra Recreation and at Quadra Children's Centre last summer
 - On Being a Writer class visits by authors to Quadra Elementary
 - Access to learning (transportation for Quadra Elementary students)- Salmon Studies field trip, First Nations studies at Nuyumbalees Cultural Centre
- To ensure ongoing collaboration in the Literacy Task group will have had 8 'monthly' meetings from September 2010 to June 2011.

b) Actions

Participatory organizations and groups: Quadra Recreation, Quadra Children's Centre, We Wai Kai Child Care Centre, VIRLibrary - Quadra branch, Quadra Elementary staff.

C) Adjustments

People who struggle with literacy have not come forward for help or tutoring. Microsoft has accepted us for their Refurbished Computers Program. This project will be an opportunity for people to learn about computer technology while strengthening literacy skills.

5) Indications of Success:

a) How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had?

- Parents have talked about using The Play to Learn workshop ideas successfully with their children.
- Parents have expressed their appreciation and their children's pleasure in the diversity of books, music, puzzles and games in the QLitKits.
- Now the QLitKits are also being circulated at Cape Mudge through the We Wai Kai Child Care Centre.
- Well attended workshops.

b) What are the things that support literacy work?

It is important to have opportunities to meet with people like Leona Gadsby and Laurie Walker of Legacies 2010 and other Literacy Outreach Coordinators from small island communities. The meeting in Campbell River last fall and the West Coast Literacy Symposium in Port Alberni this spring provided essential information, inspiration and networking opportunities. I learned about Susan Munzer's Play to Learn workshops and the Microsoft Refurbished Computer Program from other Literacy Outreach Coordinators, both very successful programs for Quadra.

6. Challenges:

a) What are the difficulties?

- Finding a way to engage people that struggle with literacy and are reticent to access learning opportunities.
- The uncertainty of continued funding makes planning difficult.

b) What would help?

- Being given a computer with one on one tutoring.
- Funding that could be relied on to ensure ongoing programs and supports.

For the coming year:

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

The director at the We Wai Kai Child Care Centre is enthusiastic about sharing the Q. Literacy Kits with the families at Cape Mudge. I will circulate kits between the two childcare centres. She has also asked for any First Nations resources I might come across. I am looking forward to more collaboration with the staff and families that use this Child Care Centre.

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

Literacy through computer technology

- Offering computer workshops to enhance literacy, ie, basic instruction, browsing the internet, etc.
- Offering computers and tutored instruction to develop literacy skills.

Support for Children and Families

- Hall rental and educational support for Parents and Tots.
- Maintaining the QLitKits.
- A workshop of interest to parents and early childhood educators.

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

Continued monthly meetings - The Literacy Task Group meetings provide the collaboration necessary to envision, discuss and provide literacy opportunities.

Donated computers.

A volunteer computer technician to prepare computers.

More volunteer tutors.

A volunteer tutor-training workshop.

PROGRESS IN YEAR 1:

The number one goal of the SD72 achievement contract is to improve the reading and writing levels of all students in the district. This goal is supported by many initiatives in the district and aligns well with the pillars of ReadNow BC. Some examples of these initiatives are:

Improving the Number of Children who read successfully: *

- Maintaining the Literacy support teacher to directly support the spread of best practice instruction across the district.
- Developing a planning guide to support the Assessment for learning of the DART Assessment.
- Supporting teachers and schools in planning instruction based on early assessments
- Implementing 6 week check-ins with all schools to monitor progress of students
- Literacy teacher leaders will be supported in district schools.
- Staff teams from schools focusing on writing will be supported by attending the Leadership Academy sessions with Faye Brownlie this year.
- Promote best instructional practices in developing strategies for literacy in IEP's for special needs students.
- Expand the use of AVID strategies across school staffs.

- Develop exemplars of student writing that can be shared with schools and posted on the district website so that it is accessible to the community as well.
- District wide writing assessments at Grades 2,5,and 8 with an emphasis on developing cohort data that will indicate relative success of interventions and instructional plans
- Begin Oral language screening in Kindergarten and provide interventions as necessary through SLP's.
- Provide inservice in schools on oral language curriculum.

Improving the number of Aboriginal students who read successfully: *

- Continue the operation of the three extended day kindergartens – providing rich environments for language development and exposure to literacy experiences.
- Schools through formative assessments will identify at-risk aboriginal students and develop intervention plans for improving the achievement of identified students.
- Literacy and Aboriginal support teachers will visit all schools together to assess suitability and availability of resources to support aboriginal student reading.
- Continue extensive support for Aboriginal Literacy through ESD programs in all schools.

- Staff schools with proportionate teaching assignments targeted to aboriginal learners.

*** Each of these strategies and structures are found in the SD.72 Achievement Contract.**

CAMPBELL RIVER LITERACY NOW:

The remaining two Pillars of the Read Now BC are also evident within the district and the community; the number of children entering school ready to learn and the number of adults who have literacy and essential skills necessary to compete in today’s labour market and to function in everyday life. The district supports these two pillars in the following ways:

- SD. 72 is a full partner in the development of Literacy Now Campbell River – a local Literacy Program with the Vision statement:

Campbell River Literacy Now is dedicated to providing quality inter-generational literacy experiences to enable all citizens to reach their goals.

Literacy Now Campbell River is a vibrant and exciting group in our community. Active since September of 2004, the organization has taken responsibility for moving the community literacy agenda forward in the community. Creating links to numerous community organizations including the School District, Literacy Now has developed the Community Literacy plan. Inside the community plan is an excellent overview of the work done by this organization leading up to the completion and recently the implementation of the Community Plan.

- 1) To increase awareness in the community of both literacy issues and resources, including increasing the access to existing programs;
- 2) To create new programs to provide support for underserved groups in the community.

Task Group:

Name	Organization
Anne Boyd	<i>Literacy Outreach Coordinator</i>
Kat Eddy	Adult Literacy Outreach
Lana Eagle	Rotary Club Literacy Rep.
Donna Bayne	Principal Oyster River Elementary

Judy Brooks	Literacy BC
Marion Johnston	Retired teacher
Joyce McMann	A Family Place Coordinator, Family And Children Services
Carol Forbes	Campbell River Community Literacy Association, Literacy Center Coordinator, Literacy BC Board of Directors
Sharon Bollefer	Altrusa President
Brenda Wagman	Private citizen
Kathy Rae	Sunrise Development, Pacific CARE
Elaine Julien	Vancouver Island Regional Library
Chris Button	Altrusa Club
Leah Tremain	Read TV Productions, Rotary Literacy Rep.
Wendy Tyre	Salvation Army
Jo-Anne Windsor	Altrusa Literacy Coordinator
Lynne Stone	North Island Constituency
Timothy Skye	Vancouver Island Regional Library
Jim Ansell	School District 72
Colleen Ferguson	NIC, ABE Instructor

This team works together to implement the Community Literacy plan keeping the community at large informed.

An excellent example of the collaboration within the organizations in the community is the Aboriginal Success by 6 Project. Success by 6, SD 72, and CR Literacy Now are working with “At Risk” youth to create a DVD of community elders telling stories of the past for young children. Not only does this project connect the youth with the elders and develop new skills in the youth, but it creates a record of the elders’ stories that can be used in Aboriginal communities to strengthen the development of young children.

In 2008-09 CR Literacy Now, SD 72, Success by Six, Family Services, Laichwiltach Family Life Society worked together to lobby BC Housing for a space in low cost housing to run programs to support children and adults. BC Housing granted \$40 000. for renovations to an old day care centre to create the Gathering Place. This space will be used for Aboriginal Head Start, Strong Start, Family Place, Adult literacy, youth programming, and cooking classes to reach many of the most venerable in this community. This is an example of a community working together at its best.

School District 72 also partnered with CR literacy Now to create a community wide Family Literacy Day in Jan. 2009. School librarians ran programs in every elementary school and supported the distribution of materials and supplies across the community. The city recognized the day with a proclamation, businesses participated, non-profits held events, the newspaper ran a four page supplement, it truly highlighted literacy cooperation.

The School District also supported the Campbell River Literacy Outreach Coordinator to work with its outlying communities to develop their community literacy plans. Sayward

and Quadra successfully submitted plans to 2010 Legacies (attached) and Cortes Island after many delays has restarted the process. Cortes did received planning funds.

By working into the future in the collaborative manner in which the Community Literacy plan has developed, the Literacy leaders in the Campbell River Community and the SD. 72 team will be able to coordinate efforts so that we may all maximize the use of and access to, the many literacy resources in the community. This collaboration will be expanded to include the Sayward Community Plan and the Quadra Community plan now that those two areas have filed plans with 2010 Legacies. Through our ongoing collaboration, we will strengthen the preparedness for success of pre-school students for entering kindergarten by: promoting the community resources that are available, continuing to develop and support initiatives like Head Start and Strong Start and our extended day Kindergarten programs, enhancing the connections between pre-school families and our schools through expansion of our Ready, Set, Learn programs, and through coordinated efforts between the school district and the many community agencies that are actively engaged in promoting success in all ways for the youngest and most at risk members of our community.

Reflecting on the 2008 Plan

Within School District 72 and Connecting to the Communities:

Literacy in all forms continues to be a significant focus for Campbell River Schools. The Provincial Government mandates that Literacy will continue to be a Provincial focus which fits extremely well with the work of SD 72.

Within each of our schools, literacy remains a significant instructional focus. Every school has a goal that is connected to literacy – either reading or writing. Continued access to Literacy District to Innovation grants has allowed the move forward with a number of important and evolving initiatives. The main thrust has been targeted interventions at all elementary schools. Schools identify groups or even individual students that are not making progress as expected in Reading or Writing. Students are then grouped for targeted interventions and additional staff support is provided to provide direct instruction in the areas that require attention.

Schools base their intervention decisions on formative assessment data and the interventions are assessed after completion using the same assessment. Reports are then returned to the district office. Results are kept, but the important measure is the overall impact on student achievement in this area. During the 2007-08 school year, for the first time in 3 years a slight gain was noted in early primary reading results. We expect to see this trend continue as results of good instruction and targeted intervention impact student success.

The School District has also made a significant commitment to a multi-year focus on the practices of Assessment for Learning. While not a literacy strategy, this is a best practice instructional strategy that will also have significant impact on the success of our students across the grades as we move forward.

Within the community, the School District continues to play a supportive role in developing connections and supporting programs aimed at community literacy. In matters of funding and direct support, the District has supported many of the projects that have been lead by Literacy Now Campbell River. The District supported the Backpack program, and the computer program with the Salvation Army. As well, District personnel remain highly engaged with Campbell River and surrounding community literacy committees and are engaged in the projects that are taking place.

The partnership in Literacy is strong and comfortable in all areas of the Campbell River School District region. There continues to be a strong commitment to this collaboration to the benefit of our entire community.

1. Quadra Island

- In the fall of 2008 the Quadra task group hired Robin Beaton to write their community plan. The group continued to meet monthly as Robin completed the stages of plan preparation. In May of 2009 the plan was submitted to 2010 Legacies for funding approval. This plan is attached.

2. Sayward

- The Sayward community changed focus after receiving the planning funds. Their first concern was early learning which was addressed when the School District opened a Strong Start Centre in Sept. 08. The original working group reformed and hired Julie Matte to complete their plan. Julie was assisted by Rita Rambo who was able to attract a large section of the community to task force meetings. Sayward has completed their plan and submitted it to 2010 Legacies for approval. They are currently advertising for a Literacy Outreach Coordinator to help with implementation of their plan.

3. Cortes Island

- The Cortes Community applied for and received planning funds in 2008. Unfortunately due to illness of the Literacy Now chair nothing happened

toward completing a plan for the community. They have now found a new chair who has wisely decided to restart the process by launching the plan again. Their launch meeting will take place in June 2009. A task group will form from that meeting and work can begin on preparing a community plan.

4. Campbell River

1) List the priorities/objectives and actions from your community's literacy plan that have been addressed this year.

- Created an online literacy information resource
www.literacyforall.ca
- Purchased audio-visual equipment for use by marginalized youth who created DVD's of aboriginal elders passing on their teachings
- Supported summer programs for low income kids
- Contributed to training for home based day care providers
- Created a literacy centre at the Salvation Army Lighthouse
- Created a backpack program for young learners
- Worked with other community agencies to enhance literacy opportunities
- Sponsored Family Literacy Day 2009 – a community wide event
- Donated computers to Family Services for enhancing literacy programs with youth
- Provided funding for a mentor to work with youth and computers
- Supported Campbell River Literacy Association in piloting benchmarks for adult learners
- Promoted literacy at community events such as Health Fairs, National Child Day, etc.
- Assisted with books for babies distribution

2) What have been the major impacts of this work?

- Campbell River Literacy Now is an established community resource
- Partnerships have been firmly established with other community groups
- Community groups seek advice about literacy initiatives from CR Lit. Now when they have money to invest in literacy
- LOC is invited to community tables such as, Success by Six, Early Learning Coalitions, Library planning, Family Services, School District
- Support has been recognized in the Aboriginal Community
- Children and Youth have been supported in programming through other agencies
- Community events have had Literacy Now featured, National Child Day (100 families attended), Health Fairs 140 families represented

3. What was the most successful aspect of initiatives this year?

- This was the year when much of our planning came to fruition, the work with the Salvation Army literacy centre was in the planning stage for 3 years and delayed due to circumstances beyond control
- Back Packs for literacy finally had funding in place and orders completed

What was challenging?

- Keeping the group busy enough to stay interested but not too busy to overwhelm task group members
- Finding meeting dates that didn't conflict with other events
- Dealing with ABC Canada around Family Literacy Day, they lost our order, left us hanging and send poor quality materials
- Finding enough time to keep everything moving

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

- Used the evaluation statements from our plan
- Counted participants in events

What issues/areas of concern do you have about this evaluation technique or evaluation in general?

- It is difficult to track numbers at events Literacy Now supports but does not necessarily have control over
- Many of our events and projects will only be able to be evaluated over time as they are implemented

5. How has the Literacy Outreach Coordinator position funded through 2010 Legacies Now enhanced literacy work in your community?

- The LOC has time to call meetings, publish minutes, follow up on suggestions
- LOC attends other community meetings to provide liaison and keep literacy in all events
- LOC is able to connect with other communities and can offer and receive support and new ideas
- LOC is available to answer questions and be the person associated with literacy initiatives at community events
- LOC organizes work meetings, purchases needed supplies (eg. books, bags, activities for Back Pack project)
- LOC delivers literacy materials

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

- Everything takes a lot more time than you think it will
- It takes time to build relationships
- Nothing happens without relationships
- They are more meetings than actions
- When partners see you are willing to participate and support with time and funding they give back

7. Number of organizations involved in collaborating in service/event delivery:

- *City of Campbell River*
- *School District 72*
- *Vancouver Island Health Authority*
- *Success by Six*
- *Vancouver Island Regional Library*
- *Family Services*
- *Supported Child Care*
- *ECE Advisory Group*
- *Strong Start Centres*
- *Parks and Rec*
- *John Howard Society*
- *Salvation Army*
- *Aboriginal Head Start programs*
- *Laichwatach Family Life Society*
- *RCMP*

Examples of collaborations:

- Community Health Fair – community wide events focused on young families, planned and presented by 15 community groups
- CR Literacy now working with Family Services to provide computer literacy to pre-teens at a Friday night family night for aboriginal families
- CR Literacy Now provided coordination for obtaining a building in a low cost housing complex which now provides programming in the form of Aboriginal Head Start, after school programs for youth, teen programming, Strong Start, Family Services Community Kitchens, and soon adult literacy programming
- CR Literacy Now provided funding for a literacy centre in the Salvation Army Lighthouse Centre serving street people, Rotary has now provided support
- CR Literacy Now donated video equipment to a project where aboriginal first nations students filmed elders passing on teachings to young children, the equipment is now help by the Arts Council who provide training to youth at risk

- CR Literacy Now provided books and training to home based day care providers to increase the literacy in these programs, this was a collaboration with Family Place and Success by Six
- CR Literacy Now coordinated Family Literacy Day and involved service providers, schools, businesses and newspapers

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

- Services of the Literacy Outreach Coordinator who was able to work with the outlying communities and assist with their planning
- In kind support from the school district in secretarial, book keeping and use of space to further initiatives
- Money that was found to support projects
- Many hours of volunteer time from community members
- Time from SD 72 employees who attended meetings and assisted with projects

Thinking About the 2009 Plan

1) What changes do you observe about your community since doing the community plan?

- Economic downturn, major mill closures resulting in high unemployment and young families leaving the community
- Declining school enrolment and school closures
- Increase in “at risk” children in the EDI report
- Adults needing retraining to obtain employment

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

- **Sayward** – submitted a plan to 2010 Legacies as of May 2009
- **Quadra Island** - submitted a plan to 2010 Legacies as of May 2009
- **Cortes Island** – received planning funds, working on preparing a community plan
- **Campbell River** – entering third year of implementation of the community plan

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

- Two other communities have completed plans
- Challenges existed in both communities but have been overcome with support
- One community experienced difficulty but is now back on track
- Campbell River has continued to implement their plan and was able to involve the school district with many of the community projects

- The School District is perceived as a partner in these projects, not as a controller
- The School District has found opportunities through collaboration to extend support to at risk early learners as well as school age learners

4) What adjustments have you made to your community plan?

Goal 1 was to increase literacy awareness and issues in the community:
creating an online directory, conducting literacy audits, improving access to programs, working on transportation issues with other community groups

- Our online directory is being updated, with the money allocated for web site updates Literacy Now will be working with Literacy BC
- Literacy Audits have not been conducted, a kit was purchased by a local employment agency but the person trained to use the kit has not been available
- Improving access to programs continues to be a focus, Literacy Now CR works with other groups to highlight literacy opportunities in many settings
- CR Literacy Now partnered with Success by Six to pilot a bus pass program, results are being tabulated
- CR Literacy Now was instrumental in establishing programming in a low cost housing complex reducing the need for transportation, programming will include literacy opportunities for babies to seniors
- CR Literacy Now will continue to work on getting programming to clients or getting clients to programming

Goal 2 was to create new programs for underserved groups of preteens, youth and Seniors.

- This goal continues to be a priority, CR Literacy Now has just hired a researcher to create a plan for adult learning in Campbell River
- Programs for preteens and youth have been established

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

- The Regional Literacy Coordinator has and will continue to help connect communities in our region. This allows communities to share ideas and improve their plans. The Regional Literacy Coordinator has pulled the region together and is available to offer advice and support to LOC's.
- Literacy Outreach Coordinators are established in two or our four communities and they are able to keep the implementation of plans moving forward. Without having someone directly responsible to call meetings, organize events and oversee budgets the community planning would not be possible.
- One community is currently in the process of hiring a coordinator and the fourth community is beginning plan preparation with a paid position

- Funding for coordination has been extremely helpful in keeping the communities moving forward
- 6) **Have there been any changes or additions to your thinking about evaluating the progress of your work?**
- The work of the School District is monitored through the Achievement Contract
 - The work of the communities will be monitored through the updates to their plans – we will rely on the LOC’s to keep the SD apprised of progress and changes to their plans judged against their statements of success
- 7) **What resources will you need?**
- Continued funding for LOC support for communities, it will be impossible for school districts to monitor community plans without the help of literacy coordinators. The importance of this collaboration and mutual support cannot be overstated
 - The one time Early Learning Grant that was sent to School Districts has gone a long way to supporting many worthwhile collaborations in the area of Early Years literacy.

B. ANTICIPATED NEXT STEPS

1. All of the processes and projects reported above will continue to move forward.
2. Plans are underway to do another large collaborative project between Literacy Now, The School District, and Success by 6 for Family Literacy in January of 2010.
3. Some form of collaborative project connected to Ready Set Learn is under development for the winter and spring of the next school year which will give an educational focus to the Community Health Fairs that take place in the community.
4. We will continue to build the collaboration between the communities of Cortes, Quadra, and Sayward as we move forward in working with the community committees.

REPORTING

1. An electronic copy of the plan was forwarded to : Educ.Literacy@gov.bc.ca
By July 15, 2009
Appendix 1

The Quadra Island Community Literacy Plan

Our vision is to support a strong, vibrant and healthy community by promoting accessibility to literacy and life long learning.

GOAL NUMBER ONE

Collaboration and sustainability to ensure resources, connections and communication are in place to maintain vitality and viability of the literacy plan.

Objective 1: Provide a central database for gathering and disseminating all current literacy information accessible to the entire community.

HOW: Post the Quadra Island Literacy Inventory of all literacy resources and programs on the websites for Literacy B.C., School District #72 and theGumboot.ca

Printed copies of the inventory would be available at the Heriot Bay branch of the V.I.R.L., Quadra Elementary and Quadra Community Centre for those not familiar with computers.

WHO: Quadra Island Literacy Now
Quadra Island Library
Community groups

RESOURCES:

Literacy B.C. and School District #72 will assist in linking our plan to their websites and developing a Quadra website.

Information from the community regarding literacy resources and current programs will be available.

Some volunteer hours will be necessary, not only to obtain information of the moment, but also to keep the website current.

Publicity for the website and the information so that the entire community knows what is available.

Printing and distribution of hard copies of the Inventory.

DATE: The Inventory will be posted on the website. Publicity for the website and printing and distribution of hard copies will occur when funds are in hand, hopefully by September 2009.

Success can be measured by use of the website and the printed copies.

GOAL NUMBER ONE

Collaboration and sustainability to ensure resources, connections and communication are in place to maintain vitality and viability of the literacy plan.

Objective 2:

Firmly establish a strong literacy presence in the community as an available resource for assistance with literacy at all levels of competency.

HOW: Publicize literacy efforts, capabilities, information, and help provided on a frequent and on going schedule through all means possible.

WHO: Quadra Island Literacy Now and volunteers

RESOURCES:

Rental space sufficient for literacy programs, tutor-student sessions, Coordinator activities and, if possible, access to a computer lab, will be needed. Quadra Elementary School will be considered.

Equipment needed - at least one computer, locked filing cabinet, desk, chairs, shelving for supplies and lesson materials, good lighting.

Coordinator. Need a job description, advertise position, interview applicants.

Volunteers to run programs.

Publicity. Paid ads in local paper, listing on our website, a sign on the door.

Campbell River Literacy Now and Robron Adult Education Centre may provide assistance with set up, problems and procedures.

Funding anticipated from Literacy Now.

DATE: September 2009 or as soon as funds to cover are in hand.

Number and quality of contacts, literacy problems solved, and local awareness in response to publicity can measure success.

GOAL NUMBER ONE

Collaboration and sustainability to ensure resources, connections and communication are in place to maintain vitality and viability of the literacy plan.

Objective 3:

Maintain the Literacy Now initiative of monthly meetings to ensure resources are being well utilized and to continue the successful collaborative efforts amongst community groups involved in literacy.

HOW: Continue monthly meetings

WHO: Quadra Literacy Outreach Coordinator, Success by 6 Coordinator, Quadra Recreation Society coordinator, Quadra Children's Centre Director, Outreach Coordinator for the We Wai Kai band, V.I.R.L. Librarian, school

administrator, teachers, educational assistants and many active and knowledgeable community members. The Literacy Now Task Group also includes many individuals who are informed and contributing members but don't attend regular meetings.

RESOURCES:

Quadra School Library

Lunch - Meeting over the lunch hour enables representatives from many community groups and school staff to attend on their lunch break.

DATE: Monthly

Success can be measured in the unified approach connecting various groups

GOAL NUMBER TWO

Literacy skills and services for adults

Objective 1:

Ensure that literacy help is available to adults in the community who need assistance with their basic literacy skills.

WHO: Quadra Literacy Now to identify and encourage people to take advantage of the opportunity to improve their skills.

HOW: Provide volunteer tutors to work one-on-one with willing students to improve literacy skills at no charge to the student.

RESOURCES:

Trained tutors willing to volunteer for the task.

A room for learning sessions.

Volunteer support for distance education and invigilating exams.

Means of evaluating the skill level of students when they enroll and at intervals thereafter.

On going monitoring and trouble-shooting of the learning process.

Supply of written materials deemed to be of interest to the students and written at a learning level.

Coordinator for the project. This is a big job.

DATE: Mid-September 2009, and on going. This is a long-term project. Participation is expected to be minimal until some success can be demonstrated and potential students become aware of it.

Success will be obtained with the first enrollment and some demonstrable progress for the individual.

If four or five students enroll in the first year, it will be a huge success.

GOAL NUMBER TWO

Literacy skills and services for adults

Objective 2:

Provide training for volunteers to equip them to handle individuals with low literacy levels in one-on-one learning sessions to improve their literacy skills.

HOW: Training sessions

WHO: Instructors from Robron Centre
Community Volunteers
North Island College

RESOURCES:

North Island College offering courses.

The qualified instructors.

Funds for the instructors, plus expenses.

Appropriate venue for training.

Hospitality including luncheon, supplies, and volunteers to provide a warm welcome.

DATE: Early September 2009

Success will be achieved when the instructors determine the volunteers are ready for students.

GOAL NUMBER TWO

Literacy skills and services for adults

Objective 3:

Provide a means for people with adequate literacy levels to enhance their literacy skills in an informal environment enjoyable to them.

HOW: Offer workshops on basic computer literacy, web design, financial literacy, and writer's skills.

Annually celebrate community literacy at the Literacy Festival at the Community Centre.

WHO: Volunteers and/or paid presenters.

RESOURCES:

Computer lab at Quadra Elementary.

Venue for sessions.

Local writers group offering the workshop.

Literacy Festival presenters, storytellers, activities for young children, teens and adults.

DATE: October for computer literacy workshop. Other workshops held, as interest is determined. Literacy Festival late January-early February

Success can easily be determined by participation.

GOAL NUMBER THREE

Support for early learning and literacy for children and families.

Objective 1:

Support early learning and literacy outreach

HOW: Access grants to provide literacy programs with Parents and Babes and Parents and Tots programs at the Community Centre.

WHO: Coordinators for Success by 6, Quadra Community Centre, Quadra Children's Centre and Literacy Now Outreach Coordinator.

RESOURCES:

Grants from Success by 6

Dee and Barb from the Quadra Children's Centre provide programs to the parent groups at the community centre.

DATE: Annual application for grant from Success by 6 in April

Success can be determined by the number of parents receiving information and engaged in programs.

Support for early learning and literacy for children and families.

Objective 2:

Support access to literacy for children and families

HOW	Weekly story time for children and families	Family film matinees	Backpacks for literacy	Literacy Kits
WHO	Volunteers and Elders at Cape Mudge	Volunteers and by donation to Friday Flicks	Volunteers to maintain and distribute backpacks	Literacy Now Task Group
RESOURCES	<p>Reading great children's literature and modeling how to share a book for parents</p> <p><i>Venues:</i> Farmer's Market</p> <p>Nuyumbalees Cultural Centre (Museum @ Cape Mudge)</p>	<p>Community Centre venue</p> <p>Films to be selected with support of Friday Flicks</p>	<p>Literacy Now funds for materials.</p> <p>Backpack would contain four children's books and West Coast Reader for adults</p> <p>Available for families from We Wai Kai Children's Centre, Quadra Children's Centre and the Community Centre</p>	<p>These kits would be similar to the Lit Kits available through VIRC, which are not available on Quadra.</p> <p>Each kit would contain 10 - 12 books and activities based on a common theme.</p>
DATE	<p>Saturdays</p> <p>July and August at the Farmer's</p>	<p>Once a month on a Saturday in January, February and March</p>	<p>As soon as funds are in hand</p>	<p>As soon as Literacy Now funds are in hand</p>

	Market Oct., Nov., Mar. & Apr. @ the Museum			
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Success would be a small group of children with their families attending story time or the film matinees.

Success would be a family reading together and discussing a book.

APPENDIX TWO

SAYWARD COMMUNITY LITERACY PLAN

ACTION PLAN

Goal 1: Hire a Literacy Outreach Coordinator to implement the Literacy Action Plan.

What	Who	Resources	Timeline
Post position and hire the Literacy Outreach Coordinator	Regional Literacy Now Coordinator and the Sayward Literacy Task Group	Sayward News for posting the position.	Within one month of receiving the implementation funds from Literacy Now a Literacy Coordinator will be in place

Success Statement:

We will know that we have been successful when:

- a Literacy Coordinator is hired within one month of receiving implementation funds.

Goal 2: Provide programs that allow the youth to become involved in the community.

Objective 1

Develop programs with the youth that give them autonomy yet support.

What	Who	Resources	Timeline
Engage the youth in planning sessions regarding possible activities and programs for youth	Literacy Outreach Coordinator and/or Youth Coordinator, if found	Venues (Kelsey Centre, Heritage Hall, churches, other)	Within six months of Literacy Outreach Coordinator being hired
Assist the youth in implementing programs	Sayward Literacy Outreach Coordinator, Youth Coordinator,	Seed money from implementation funds, other fundraising efforts, community	Programs will begin within six months of Literacy Outreach Coordinator being

	Kelsey Centre Manager, Heritage Hall rep, churches	support, space for activities	hired
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Success Statements

We will know that we have been successful when:

- youth are engaged and organized;
- program plans are developed;
- fundraising or grant proposals are sent out to relevant funders;
- activities as planned and coordinated by youth (with adult support) are in place.

Goal 3: Meet needs of young adult, adult and senior learners in Sayward.

Objective 1

Work with community organizations to provide course programming to include computer training, school upgrading, art, dance, cooking and other classes.

What	Who	Resources	Timeline
Organize courses as indicated in the Community Literacy Plan (See minutes of the February 20, 2009 meeting for details)	Literacy Outreach Coordinator	Kelsey Centre, Heritage Hall, Sayward School, other locations	Fall 2009.
Partner with community groups	Literacy Outreach Coordinator	Kelsey Centre, Heritage Hall, other locations	Fall 2009.
Seek and apply for funding and program offerings that Sayward may qualify for	Literacy Outreach Coordinator	Literacy Now staff, fellow Literacy Coordinators across the province for information, Internet	Once programs are set in motion, take time to look for further opportunities.

Success Statements

We will know that we have been successful when:

- local talents are utilized in transferring needed training, i.e. computer training, first aid, GED tutoring, etc.;

- courses are provided by local or other trained persons;
- further funding opportunities are researched and applied for;
- literacy needs are satisfied

Objective 2

Explore potential partnerships between the Sayward School Library and the Vancouver Island Regional Library Sayward Branch.

What	Who	Resources	Timeline
Review the community needs and the program partnership possibilities as determined through the literacy process	Literacy Outreach Coordinator, VIRLibrary, Sayward School representative	Sayward School library and the VIRL Sayward Branch Library	Begin the process by fall 2009.
Implement programs	Same as above	Same as above	Ongoing.

Success Statements

We will know that we have been successful when:

- joint programs are established between the public and school libraries;
- both libraries are more accessible for book clubs, GED for adults, and literacy training

Reflecting on the 2009 Plan – Thinking about 2010 - 11

From the School District Perspective:

The connection to our outlying communities that moved forward in 2009 has strengthened this year. The relationships between the schools and the literacy community have evolved and grown. The exchange of information and resources has been excellent. Sayward and Quadra run literacy centres in Schools and have formed a strong bond between school and community.

There is a strong movement under way to support literacy in the schools by giving significant attention to developing oral language in children. In a number of schools, this has become part of the school culture, while in others the practice is gaining a foothold. As well, many schools are indicating a desire to refocus attention on concerted efforts at improving literacy success. Because of our long term commitment, schools are beginning to look at data to find keys to success for intervention – that is – are there times in the year where students seem more successful or need additional support. This will allow us to target our interventions where they can be most effective.

The School District was able to open a satellite Strong Start Centre in a low cost housing project in partnership with Success by Six, Laichwiltach Family Life Society, Family Services, Campbell River Parks and Rec and Literacy Now.

At the secondary level, success is apparent in our Grade 10 English results. While overall, we are pleased with the success of our students, literacy continues to be a focus of school based interventions.

Reflections on the 2009-10 year – Campbell River Literacy Now

1. Priorities/objectives and actions from the 2009 District Literacy Plan

- Continued support of summer programs for low income students
- Continued to support the learning centre at the Salvation Army
- Continued to support the backpack program
- Sponsored Family Literacy Day 2010
- Continued to pay for mentorship for a youth computer program
- Promoted literacy at Health Fairs, National Child Day
- Revised our web site and connected to Literacy BC
- Took over Books for Babies after it was cut by the government
- Formed closer partnership with Campbell River Community Literacy Association and jointly sponsored an adult literacy outreach position
- Worked with several community groups to secure an RBC grant that will provide afterschool care, including homework support, in a low income housing project
- Teamed with CRCLA to apply for the New Horizons grant to provide computer courses for seniors
- Worked with the School District to apply for funds to improve the Robron Centre for Life Long Learning
- Supported the School Districts effort to include community members in planning for full day kindergarten
- Worked with the city and the School District to provide summer programs for kids at risk in two sites
- Provided books to children of young parents at Christmas
- Provided support and advice to the Aboriginal Success by Six
- Provided support and advice to the team running “The Gathering Place”, a centre for children and families in a low cost housing complex
- By expanding and strengthening partnerships with other community groups more diverse sectors of the community have been served
- The LOC attends many community meetings to take the literacy message to more places, most groups don't have time to be part of the task group
- The task group met regularly to advise and support the plan implementation and took on the Books for Babies project by fund raising and meeting to stuff the bags
- Campbell River Literacy Now is an established community resource and works regularly with:
 - *City of Campbell River*
 - *School District 72*

- *North Island College*
- *Vancouver Island Health Authority*
- *Success by Six*
- *Vancouver Island Regional Library*
- *Family Services*
- *Supported Child Care*
- *ECE Advisory Group*
- *Strong Start Centres*
- *Parks and Rec*
- *John Howard Society*
- *Salvation Army*
- *Aboriginal Head Start programs*
- *Laichwiltach Family Life Society*
- *RCMP*

2. The Community of Campbell River has been fairly stable in the past year. Employment continues to be an issue and families are struggling at all levels of income. Dads are working away which creates a different dynamic. Jobs are at the service level and some parents are working more than one job to make ends meet. More seniors are moving to the area.

In response to this changing face of the community Literacy Now worked with CRCLA to hire an adult literacy outreach coordinator. Using laptops and a portable internet site the coordinator offers computer support to adults in various locations in the community. Seniors are very keen as are young people that would like to learn social networking, etc. This program has become very popular and will expand if the New Horizons grant application is successful. The ultimate goal is to reach those hard to reach and encourage them to use the literacy centre run by CRCLA and the School District.

More support is also being directed at school age children with summer programming involving literacy and after school care in a low cost housing complex. These initiatives are partnerships with the School District, Laichwiltach Family Life Society, Parks and Recreation, Family Services and Literacy Now.

3. Partnerships are essential to move ahead with community work. It is only with the cooperation of many groups at the table that large projects can be successful. Although many groups are facing funding issues it is by collaborating and combining resources and talents that things move ahead. It takes time to build relationships and Literacy Now is welcomed and encouraged at many community tables.

Thinking About the 2010-11 year:

4. There are always new opportunities, challenges and issues in the community. As we work to expand the work of the Adult Literacy Outreach Worker there will be more areas that require attention. For example, working at the library and teaching people basic computer skills led to applying for a Horizons Grant to help seniors become more computer literate. The need for such a program became apparent through this work.
5. The major goals of our plan remain the same. As we move forward and meet one set of needs others surface that need attention. Although much work has been done in one low cost housing project there are two more that are now asking for services. Working with BC Housing and other community groups the plan is to expand literacy and social services to these groups. Out of school youth is another group that has yet to be fully reached. Although the school district offers an alternate program this does not reach many young people who are currently un-schooled. Further outreach will need to be developed to better serve this population.
6. The coming year will require the task group to continue meeting and finding ways to meet the literacy needs of our community. Efforts to build community partnerships will continue and hopefully expand. The support of the task force will direct the Learning Outreach Coordinators efforts to bring the community of Campbell River together around the goals of improving literacy for all.
7. We will measure our progress by reviewing our growth over time. As we prepare annual reports we will review our goals and take measure of how far we have moved toward them. Our success will be reflected in the improved level of literacy in the community.

Reflections on the 2009- 2010 year: Sayward Literacy Now submitted by Ann Vanswick – Literacy Outreach Coordinator

Sayward submitted their plan in June 2009 and hired a literacy coordinator at that time, they did not receive funding and begin activities until Jan. 2010.

- What priorities/objectives and actions from your 2009 District Literacy Plan have you addressed this year?
- Arranged through meetings and emails to have use of a room at the Sayward School.
- Received used computers from NIC
- Gave books away to the 6/7 class for Literacy Day
- Hired computer teacher. Held a session of classes free of charge.
- Offered free home lessons to learners after taking 4 classes
- Had use of Sayward School Computer Lab
- The 6/7 class came in and did one on one with our senior computer learners
- Teen Socials. Great turnouts
Purchased projector and screen, karaoke machine, stereo and Wii for Teen socials
- Worked with the Family Connections worker. (Success by six)
- Using SCRA hall for Teen Socials and storing some of our equipment
-Getting books together with Family Connections for packsacks to be available in our community.
- Had a logo made so we have something that everyone will know it is Sayward Literacy Now
- Set up the boating course to be given locally.
- Have an online info/literacy site being workdc on. Will be called **Around Sayward**

What have been the major impacts or outcomes?

- Seniors learned about computers. Some have even now ordered internet at home.
Teens look forward and ask me when the next teen social will be.

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

- Working at our local school. Seniors interacted with kids at computer classes. Have been working with Family Connections (Success by Six). Gone to some of their meetings and met connections and gave me great ideas. Cheryl Jordan Success by Six comes up and is part of our task group and passes on great info to our task group and myself. Anne Boyd CR literacy now is part of

my task group, has guided us through many obstacles, great resources. Christine Ansell principal, Sayward School has facilitated having our task group and classes in her school. Christine suggested the grade 5/6/7 come in to the computer lab and do one on one with our seniors in computer classes.

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.

- Try to work with other groups, working with Family Connections has been helpful, it stretches the budget to meet the same goals. Working around other things happening in community helps to not cause conflicts
- 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?
- There has been little to no change in our community in the past year. People are now thinking about literacy as we raise the issue through community events.
- What have you learned about collaboration and the community development process?
- Hard to please everyone. Our community is much divided over some issues. The computer class brought people together and I am sure friendships were made. Having the teen night has given the teens a place in our community to come together. Hard to get people involved at times. Lots of task group members have great ideas and we are working on getting more going for our community.

Thinking about the 2010-11 year:

4. Are there new opportunities, challenges, or issues in your community? How will you respond to those?
 - Our task group will look for new opportunities in our community and respond to them the best we can.
5. What adjustments have you made to your plan? What new initiatives are planned? What initiatives have been expanded or continued?
 - We have been in contact with all our groups (library, school, Heritage Hall, Kelsey Recreation Centre) trying to join with them or use their facilities as needed. We had new ideas come from task group. Online literacy page being worked on, boating course just completed 38 participated. Maybe will see if we can do a CORE course for hunters in the fall. This summer will continue teen socials, hopefully with dance instructors for the teens.

6. What will be required to meet the goals and effectively employ actions for the coming year?
 - Make sure the community is well informed. Get them involved in the task group. Many hours of getting out in the community and attending meetings of different groups.
7. How will you measure or assess your progress?
 - Participation by members of our community. Making differences in peoples lives from our community. Feed back from our community.

**Reflections on the 2009-2010 year: Cortes Island Literacy Now
 – Submitted by Sarah Oshannessy – Literacy Outreach
 Coordinator**

Cortes Island submitted a literacy plan to 2010 Legacies in November of 2009. They hired a literacy coordinator and have been working to implement the following plan since that time.

Action Plan Cortes Island Literacy Now				
What?	Who?	Resources?	Date?	Measure of Success?
<p>Goal #1: To coordinate the development of the Cortes Community Literacy Plan, ensuring program financial sustainability and broad community participation.</p>	<p>-Hire a Literacy Outreach Coordinator to facilitate creation and implementation of our community literacy plan -Form a Task Group who can support and evaluate our community literacy plan.</p>	<p>-2010 Legacies Now online resources and planning guide -Community members as volunteers, experts and workers</p>	<p>-starting June 2009 -completed December 2009</p>	<p>-When Literacy Outreach Coordinator is working on completing the plan -Community meetings have been held -Task Group volunteers have come forward (especially when we have a number of people, with varied interests, knowledge of the community, and expertise)</p>
<p>Goal #2: To increase community awareness in regards to literacy issues and the literacy services available.</p>	<p>-Literacy Outreach Coordinator</p>	<p>-use of community meetings -use of local advertising -through completing the community plan and making it available to every</p>	<p>- Specifically June 1 2009 to December 31, 2009 -Ongoing (sharing of community plan and maintaining it as a living document)</p>	<p>-Well attended community meetings -interest and dialogue within the community -completed community plan available to entire community,</p>

		member of the community		listing all literacy services in an easy to access format
Goal #3: To coordinate development and implementation of literacy programming to address identified gaps and needs in the community, therefore increasing availability of literacy programs and services within the community.	-Literacy Outreach Coordinator -Task Group	-Funding from Literacy Now and other organizations dedicated to literacy	-Specifically October 2009 to December 2012 -Ongoing	-Implementation of community literacy plan -long term funding secured -increased programming -presence of new and old faces at literacy related events and programs -updated literacy assets inventory that is constantly evolving and better addressing the needs of the community (especially as identified in the community literacy plan)
Goal #4: To work in partnerships with community organizations to help ensure financial and transportation accessibility to existing and newly developed literacy programs for families, youth and seniors.	-Literacy Now Coordinator -All programs funded with micro grants with Literacy Now funding will be required to take this into account in their proposals. -All community organizations and related government organizations	-Funding from Literacy Now and other organizations dedicated to literacy -Interest and communication with government organizations -dedication of community organizations	-Specifically January 2010 to December 2012 -Ongoing	-public transportation options available -long term funding secured -venues such as Manson's community hall having completed necessary upgrades and renovations.

<p>Goal #5: To ensure the long term success of all literacy programs affecting our community (funding, venues, and community support) through the implementation of our Community Literacy Plan.</p>	<ul style="list-style-type: none"> -Literacy Outreach Coordinator -All community organizations and related government organizations -All programs funded with micro grants with Literacy Now funding will be required to show dedication to working towards financial sustainability in their proposals 	<ul style="list-style-type: none"> -Funding from Literacy Now and other organizations dedicated to literacy -Interest and communication with government organizations -dedication of community organizations 	<ul style="list-style-type: none"> -Specifically January 2010 to December 2012 -Ongoing 	<ul style="list-style-type: none"> -Implementation of community literacy plan -maintenance of community literacy plan as a living document -continued community awareness and interest in literacy issues within our community -long term funding secured
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CORTES ISLAND:

We have addressed these goals by not only completing our Community Literacy Plan, but also through hosting events such as the Celebration on Education Open House, Oysters, Authors and Ale, setting up booths at community events, and using the implementation money to fund a wide range of literacy related projects. These projects include, but are not limited to French Immersion Soccer Hour for children, Reel Youth Media Literacy for Teens, Ty-eh Ums Tlok Quiness Language Revival project at the Klahoose First Nations, Computer lessons for Seniors, Parent and Tot programs, food production programs at both schools, the Cortes Community Health Association’s lending library, and a skills exchange program. To tackle a major issue on the Island we have also funded a childcare initiative which plans to research the issue and use its findings to rally community leaders’ support in order to create a sustainable childcare solution on the Island. While completing their research the childcare initiative will also supply affordable and reliable childcare to Island parents.

Community partnerships, thorough use and celebration of community resources, and constant efforts dedicated to communication have allowed us to have such extensive success in only a few months of implementation on our plan. Pooling the skills of the task group in order to make sounds decisions and offer the Literacy Outreach Coordinator constant guidance has proven to be an integral part of Literacy Now – Cortes Island’s success in addressing the goals stated in the plan.

In order to evaluate the effectiveness of all of the programming we are offering, as well as the general role Literacy Now plays on the Island and the effects of the community literacy plan, we track the number of participants who attend events and programming, as well as the demographics of the participants. The task group worked very hard to ensure the programming that was funded by implementation money addressed the gaps exposed in the literacy assets itinerary, and using the itinerary as a base for all evaluation has helped us to evaluate our effectiveness. General word of mouth, and how the community views Literacy Now is another gage of evaluation for us. How often we have to explain what we do is decreasing, which we take to indicate a growing awareness of Literacy Now's work.

1. There have been no significant changes that affect literacy in our community in the short time since the completion of our community literacy plan.
2. Through the immense amount of learning we have experienced in the few months since the completion of our plan, the most valuable lessons have been in regards to collaboration and how integral it is to the community development process. Especially on a small island in such a rural setting, the ability to work together is invaluable: nothing would happen without it!
3. There are no new opportunities, challenges, or issues in the foreseeable future. We are still so early on in this process we are still learning about the present.
4. We have not made any adjustments to our plan to date as we are only a few months into implementation.
5. We will continue to measure our success by tracking numbers and demographics of participants in events and programming, as well as by communicating with the community to keep track of their perspective of the work Literacy Now does, and what is being spread via word of mouth. We are working on other methods of evaluation at this time, and continue to consider all options used by other communities, etc.

Reflections on the 2009-2010 year: Quadra Island Literacy Now – Submitted by Robin Beaton – Literacy Outreach Coordinator

GOAL ONE - Strengthening the foundations of the Quadra Literacy Action Plan to ensure that the necessary resources, connections and communications are in place for the Plan's sustainability and vitality.

GOAL TWO - Literacy skills and services for adults

GOAL THREE- Support for early learning and literacy for children and families

Reflections on the 2009-10 year:

1. **Priorities/objectives and actions** from the 2009 District Literacy Plan

Major impacts or outcomes:

- Quadra Literacy Centre set up in a classroom at Quadra Elementary
- 18 people participated in a tutor training workshop in the fall held at the Quadra Literacy Centre .
- Three sessions of computer literacy classes enrolled 34 adults. Two tutors have continued to work with individuals on computer literacy as needs are identified.
- Seven adult students have worked on literacy skills with individual tutors once a week for two hours for most of the academic year. (Six are ESL students) Some tutors and tutees will continue over the summer. All are looking forward to continuing next September.
- A series of three Story Hour events were held for young children and families
- Fourteen QLitKits were created. Each kit contains 15 – 18 items on a theme (books, puppets, puzzles and CD's) These will be available in September for a three to four week loan to families with newborns to pre- kindergarten age children.
- A selection of children's books and a bookshelf to display the books will be set up at the medical and the dental clinics.
- A selection of First Nations children's and young people's books and a bookshelf to display the books has been offered to the Nuyumbalees Cultural Centre. I am awaiting their approval.

The factors that contribute to success:

- Quadra Literacy Now task group has met monthly, collaborating to identify issues and guide initiatives to further the goals of the plan.
- As members of a small community with dedicated participation from many Quadra school staff, the Quadra Children's Centre and individual community members we have been able to share expertise to:
 - guide parents in need to access programs for their children at Quadra Children's Centre
 - provide financial support for continuing the Quadra Children's Centre's educational program for the Parents and Tots group

- provide financial support for three to four environmental literacy programs this summer at Quadra Recreation and Quadra Children's Centre
- plan a writers workshop this fall with local and visiting writers engaging with primary and intermediate students at Quadra School. They will offer a 'writing your memoirs' workshop for seniors as well.

2. Changes that affect literacy in the community:

- Young people with families, struggling to find work, don't have time to pursue their further training and education.
- People who struggle with literacy themselves, are trying to read to their young children "very short stories for a short period of time".

These issues were identified in interviews and surveys prior to writing our community goals. We have been able to assist some families to apply for childcare subsidies enabling them to work while their children attend enriching childcare and after school programs.

3. Collaboration and the community development process:

The Quadra Literacy Now task group has good representation and communication from the school, the Children's Centre, Quadra Recreation Society, the Quadra branch of the Regional Library, and various, more senior, community members including a member of the Cape Mudge Band. We do not have young people or parents of school age children represented.

Thinking about the 2010-11 year:

New opportunities, challenges, or issues:

I am considering a fall workshop for parents of young children on "Reading to your Child". This might also open the door for some parents to take advantage of other literacy learning opportunities.

We will be actively encouraging younger community members to become involved in Quadra Literacy Now. We already have a few new prospective members.

New initiatives:

The first Literacy Festival, held in January 2009, had workshops and activities mainly targeting preschool to intermediate school age children and parents. At the 2010 Literacy Festival there was an increase in attendance from adults and seniors.

The 2011 Literacy Festival will host a variety of mini workshops to encourage participation and enhance learning opportunities for the youngest to the most mature in our community.

Dramatic free play and crafts area, drama workshop, writing workshops (writing memoirs, developing characters, poetry, persuasive writing), storytelling, poetry jam, cell phone basics (taught by Quadra secondary school students?), Regional Library in the computer lab (how to request and research books), basic book keeping (how to keep track of your income and expenses), a games room and.....? Our goal is to enhance learning opportunities for all members of the community.