

Powell River Community Literacy Plan

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

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Acknowledgments

In 2007, the Literacy Now planning process was initiated by the Powell River Literacy Council and the first Community/District Literacy Plan was created. The Plan has been updated annually with the Literacy Outreach Coordinator taking the lead role in writing and producing the annual updates in consultation with members of the Literacy Council and the Powell River Employment Program (PREP) Society. School District 47 provides the sections regarding the District Literacy Plan.

The Powell River Literacy Council gratefully acknowledges active community partners who sit at the Council table and support community literacy in a number of ways. The Council acknowledges the financial contributions of Decoda Literacy Solutions which support the Literacy Outreach Coordinator position.

Appendix A details the Literacy Council membership.

Some notes on terminology

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

Additional copies

Additional copies of this report can be obtained by contacting:

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

1. Summary of the Community Literacy Plan

From January 2007 to July 2007, the Powell River Literacy Council met regularly for the purpose of creating the first Community Literacy Plan. The process included consulting with a broad cross-section of the community to create a profile of the community's strengths, needs, opportunities and challenges.

Along the way to the creation of the first Community Literacy Plan, two major milestones were the visioning process and the creation of the components of the plan itself. The visioning process resulted in the following declaration of the Council's values and vision for literacy in the PRRD:

VALUES (see Section 4.1 for full explanations):

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

VISION (see Section 4.2 for further discussion):

Literacy is for everyone, for every purpose, now!

THE PLAN: (see Section 4.3 for full details)

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

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

The Plan has included short-range as well as multi-year goals. It is the intention of the Literacy Council to utilize the information gathered in the initial Literacy Now planning process and subsequent meetings and information compiled annually, and to incorporate elements of the Plan in its on-going work and fulfilling its mission. (See Appendix A, p. 55ff.)

2. The Process

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

2.1. Literacy Council participants

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

For more information on the members of the Powell River Literacy Council, see Appendix A (p. 55ff.).

3. The Profile

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

3.1. Community Literacy Profile

The City of Powell River, with a population of 13,165, is the most densely populated part of the PRRD. The PRRD has a population of 20,400, inclusive of the City (both population figures are valid as of 2011).¹ Regional population has remained stable over the past decade. Isolated from the Lower Mainland by two ferries, and from Vancouver Island by one ferry (Powell River to Comox), the area has a long tradition of self-sufficiency.

Since its founding in the early 1900s, the economy of the PRRD has been dominated by resource extraction and the pulp and paper mill. At one time the mill was the largest in the world, and until recently it was the largest employer in Powell River. As a company town, residents of Powell River benefited from the presence of the mill. Architecturally that heritage is visible in the Townsite, which is the old company town, with many of the old executive and worker homes still intact. However, the mill has been downsizing in recent years, and it presently employs about one-tenth of the number of workers that it employed at its peak. The PRRD and the City of Powell River are actively working to recruit new industries and businesses to Powell River, but so far with mixed success. It is fair to say that Powell River, like many resource-industry towns in British Columbia, is in transition; although no one can say how much of its future lies in the technology sector, tourism, service, or other “new economy” development.

¹ *Community Facts – Powell River City and Quarterly Facts – Powell River Regional District* from BC Stats

Like much of the rest of the province, Powell River's economic dependence on the resource sector is declining: 9.6% of the region's economy depends on forestry, mining, and fishing/hunting and agriculture, as compared with a provincial rate of dependence of 4.6%. Other sectors which employ a significant part of the population in the PRRD include construction (12.6%), retail trade (13.9%) and healthcare and social assistance (12.6%).² The PRRD also attracts a retirement population, people who move here to enjoy the mild climate and beautiful natural surroundings. The population has aged at a more rapid pace than the province as a whole, adding almost 13 years to its median age since 1986, compared to a provincial gain of 7.2 years. This region's population is now more than 7 years older than BC as a whole.

Visible minorities make up 2.2% of the population of Powell River (numbers from 2011), which is significantly less than the percentage in the rest of the province (27.3%).³ Aboriginal people make up 5.7% of the local population, as compared to 4.8% in the rest of the province.⁴ As of 2006, there were 5,805 families with children in the PRRD.

Poverty and dependence on government assistance in the PRRD is higher than the provincial average. As of September 2010, 3.3% of the population aged 0 - 64 was receiving income assistance. The provincial average is 2.0%.⁵

In February 2012 the unemployment rate was 6.7% in the Vancouver Island/Coast region which includes Powell River (this rate has not been adjusted to take into account seasonal fluctuations). Historically, the unemployment rate specifically for the PRRD has been between 2% and 4% higher than the rate for the Vancouver Island region, so the actual unemployment rate is likely to be between 8.7% and 10.7%. This compares to a seasonally unadjusted province-wide rate of 7.1%.⁶

Still, one of the persistent challenges facing local social service providers is countering the widespread belief that there are no serious problems associated with a marginalized population struggling with poverty and difficulty finding stable, meaningful employment.

One of the salient characteristics of the population of the PRRD is the changing demographics. The proportion of the population between the ages of 25 and 64 is 51.8%, compared with 56.3% for all of BC. (Source: BC stats, as of 2011.) However, the proportion of the population 65 and older is 23.7%, compared with 15.7% for all of BC. The age profile of the PRRD skews older than the province overall, and to some extent this could be the result of young people leaving the community due to limited educational and training opportunities available in the region for high school graduates and younger people. The continued decline in employment opportunities at Catalyst Paper, once the largest employer and a source of high-paying jobs for workers with limited formal education, is damping opportunities throughout the region.

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

² Quarterly Regional Statistics - Powell River Regional District

³ <http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/dt-td/Rp-eng.cfm?TABID=1&LANG=E&APATH=3&DETAIL=0&DIM=0&FL=A&FREE=0&GC=0&GK=0&GRP=1&PID=105395&PRID=0&PTYPE=105277&S=0&SHOWALL=0&SUB=0&Temporal=2013&THEME=95&VID=0&VNAMEE=&VNAMEF=>

⁴ <http://www12.statcan.gc.ca/census-recensement/2006/dp-pd/prof/92-594/details/page.cfm?Lang=E&Geo1=CD&Code1=5927&Geo2=PR&Code2=59&Data=Count&SearchText=Powell%20River&SearchType=Begins&SearchPR=01&B1=All&GeoLevel=PR&GeoCode=5927>

⁵ Quarterly Regional Statistics - Powell River Regional District

⁶ Ibid.

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

One indicator available from BC stats that bears directly on early literacy is the combined average of grades 4 and 7 with respect to students who are meeting or exceeding expectations in reading comprehension (average from 2009/10 numbers). Here, slightly fewer students in the PRRD are above the BC average: 68.5% are meeting or exceeding expectations as compared with the provincial result of 66%.⁷

The low level of education among the adult population is commonly attributed to the historical availability of high-paying jobs at the mill which did not require high school completion. That “culture” – that good employment does not depend on being literate or educated – still exists, although employment requirements have changed and continue to change, and attitudes are also changing. In order to advance in most of the trades nowadays, completion of grade 12 is a requirement.

There is a challenge in communicating this new reality to young people, many of whom may be absorbing the implicit message that it is possible to find a stable, high-paying job without necessarily completing high school. In 2009/10 71% of students who graduated with a Certificate of Graduation in Powell River did so within six years from the time they enrolled in Grade 8. This is compared to the provincial average of 80%.⁸

It is certainly the case that younger people in this area are faced with some genuine difficulties. In the PRRD 5.2% of youth aged 19 to 24 are receiving income assistance. Another 3.0% of youth in the PRRD in the same age bracket are receiving Employment Insurance benefits (Source: BC stats, 2010). Students exiting high school successfully will typically leave town in order to get a post-secondary education, as the Powell River campus of Vancouver Island University (VIU) only provides a one-year roster of university courses and some trades. The ones left behind may find themselves with limited educational resources, reduced employment prospects, and little opportunity for upgrading their skills or finding their way back into an educational milieu. Some trades training opportunities for high school students are available in programs shared between the School District and VIU (for example, Cook’s Training).

With respect to indicators of early child development (ECD), we are lucky in BC to have access to the very detailed and statistically rigorous work of the Human Early Learning Partnership (HELP), under the direction of Dr. Clyde Hertzman. Results from this province-wide research initiative are available, and are already being used to inform early childhood development efforts in the PRRD, including literacy services.

The EDI Wave 4 (2009/10 – 2010/11) Community Summary for SD47 highlights the following district trends that have been observed over four waves (2003-2010):

- Overall, Powell River had a vulnerability rate of 32%. The vulnerability rate in the last data collection (Wave 3) was 29%.
- The overall vulnerability rate remained consistent in SD47 between Wave 2 and Wave 4. The vulnerability rate over the last three Waves indicates a trend of approximately one-third of the children in the SD47 population vulnerable in Kindergarten.

⁷ http://www.bced.gov.bc.ca/reporting/docs/SoK_2011.pdf

⁸ Ibid.

- District wide, the highest level of vulnerability was on the Emotional Maturity scale at 23%. The smallest proportion of children vulnerable was on the Communication Skills scale at 8%.
- The Emotional Maturity scale has had the highest level of vulnerability in the last three Waves. The Social Competance scale has had the second highest level of vulnerability in the last two Waves.
- Most of the Waves have fluctuated over time.

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

- Although the trend at the level of the district was consistent over time, there were considerable fluctuations in the vulnerability rates in some neighbourhoods.
 - No neighbourhoods have had consistent decreases or increases over time.
 - Powell River South had the lowest level of vulnerability of all of the neighbourhoods in Wave 4 (24%).
 - The highest level of vulnerability was 37% in Powell River North.⁹

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

Another aspect of the region which is harder to quantify but no less real is the problem of transportation. Approximately one-third of the regional population lives outside of the City of Powell River, and in many cases must travel to Powell River for services such as education, medical services, consultation with social service agencies, and so on. The economics of providing affordable and timely public transit service are such that many people – especially the more marginalized segments of the population both within City limits and the rural areas – find themselves unable to travel regularly to make use of services in the City of Powell River. Some services have been put in place – like the ORCA Bus, a travelling family literacy program – to help address this problem as well as limited bus service to Lund and south of town.

3.2. Community Literacy Inventory

The Community Literacy Inventory was first compiled in 2007 with considerable input from all sectors of the community. The initial Inventory was an elaboration of work done in 2006 by the Literacy Council, which resulted in the production of a brochure of literacy-related services for use primarily by service providers and people in a position to refer potential users to these services, as well as clients of those services. The inventory is updated annually, and an abridged version is kept up-to-date on the Literacy Council’s website (www.powellriverliteracy.ca) as part of the Literacy Outreach Coordinator’s on-going work. The complete inventory is found in Appendix H.

There was a good deal of discussion among the members of the Literacy Council as to the definition of “literacy service”; many programs available in the PRRD are obviously aimed at strengthening the core literacy skills of reading and writing. But what about computer literacy? What about parenting programs that contain a literacy component? What about activities such

⁹ http://earlylearning.ubc.ca/media/uploads/comsum/2011/sd47_w4edi_communitysummary_15sep11.pdf

as the Powell River Festival of Writers that do not educate or remediate literacy skills, but highlight the importance of these skills in the cultural life of a town or region? What the Literacy Council came to acknowledge was that there is a continuum of services available, from the explicitly literacy-related ones at one end of the scale all the way to services which indirectly support literacy by strengthening families, contributing to a positive self-image, modeling successful mastery of reading and writing, personal fulfillment, and so on.

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

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

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

3.2.1. Some general observations

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

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

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

- The total number of literacy services in the PRRD as of the 2012 revision of this report is 77 (up from 52 in 2007), and it should be noted that some services are included in more than one demographic category;
- There is a noticeable tapering off in the number of services by age group as we progress from the 0-5 age range through young adult and adult and on to seniors;
- Young children and families have a relatively large number of literacy services from which to choose, offered in a number of locations throughout the region (with outlying areas now being reached by the ORCA Bus);

- Youth still have few services from which to choose, although a Youth Resource Centre (an initiative of Powell River Youth, Child and Family Services Society), which opened in June 2011 temporarily offered a variety of services and programs for young people. Unfortunately, due to a lack of funding the centre was relocated to a room in the Oceanview Education Centre, and now has very limited hours. In 2013 the Library hired a Teen Services Coordinator and has been focusing on developing programming for teens, and on making them feel comfortable and welcome in the Library;
- Adults and young adults without children also have a lower number of services and programs available to them; however those offered by the Powell River Public Library and other providers (e.g., book lending, food literacy workshops, etc.) are now supplemented by the Community Resource Centre, the Food Security Project, Powell River Literacy Council programs, Community Adult Literacy and Learning (CALL) and English Second Language Settlement Assistance Program (ESLSAP);
- Seniors continue to be relatively underserved; however, the CALL and ESLSAP programs are available to seniors as tutors and learners, and the Library has introduced programs for seniors, for example, Read to Seniors and Memoir Masala;
- Some specific literacy needs of the adult Sliammon population were targeted for the first time in the 2010-11 year through programs related to Vancouver Island University and CALL, including workshops on health literacy and workshops on Driver's Licence Training Manuals (although those programs have not been ongoing). In addition, there are programs for early and school-age literacy in Sliammon, as well as outreach programs developed and maintained by the Powell River Public Library.
- There are no literacy services specifically serving the literacy needs of the non-Sliammon aboriginal populations of the PRRD.
- The following subsections summarize some of the more detailed observations for the following demographic groups:
 - Prenatal to 5 years (§3.2.2)
 - Kindergarten to grade 12 (§3.2.3)
 - Young adult (§3.2.4)
 - Adult (§3.2.5)
 - Family (§3.2.6)
 - Senior (§3.2.7)
 - Sliammon and non-Sliammon aboriginal population (§3.2.8)
- It should be noted that the numbers of programs may not necessarily reflect the numbers of people served; e.g., school programs are universally accessed, so one school program is reaching a large population. The complete inventory is attached as Appendix H.

3.2.2. Prenatal to 5-year-old population

The development of services for pre-school-age children has improved greatly in the last several years. This is because of Powell River Family Place and various other programs aimed at this age group, as well as those promoting family literacy and the School District's additional mandate for "cradle to grave" learning. Nonetheless, because these

programs are still relatively new and their impact has not yet been determined, the Plan recommends that current services should be enhanced and expanded. The EDI (Early Development Instrument) results, which show poor language and cognitive development in pre-kindergarten children in Powell River, and a general awareness of the crucial importance of early literacy, supports a focus on this population. There are concerns about the future of the Family Place, whose funding remains uncertain, as it is widely seen as a precious resource and one that reaches underserved members of the local population. It is centrally located in the Town Centre Mall, which is a natural hub of Powell River, and it is a neutral venue that is welcoming to all members of the community and widely visited as part of people's daily routine. School District StrongStart Centres have been established in 3 elementary schools. A "Family Friendly" magazine was at one time published by Success By 6, and now a "Family Friendly" website¹⁰, which replaced the magazine, has been developed, so that information about early education and family services is made available in additional ways that parents access. In addition, the Literacy Council website¹¹ lists all the literacy-related programs and services in the Powell River area, with contact information and the appropriate details and a space in the Learning Centre displays hard copies of literacy brochures etc. A brochure listing the literacy-related programs and services for families in Powell River was produced in early 2012, and that is available at a number of family-oriented locations in the community.

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

Since 2009, School District 47 has been operating three Strong Start Centres: one at James Thomson Elementary School, specifically to serve the Sliammon First Nation; one at Kelly Creek Community School (a rural area south of town); and the other at Henderson Elementary School in the Townsite to serve the general population of families with children from birth to 5 years old. In addition, StrongStart Outreach is now provided in many locations around Powell River on the ORCA Bus (more detail is provided about the bus below). These are parent-child programs to improve literacy and school readiness.

In early 2009 several programs with significant reach were introduced or re-vamped. The ORCA Bus, a modified school bus which features educational and other activities for parents and children, began travelling throughout the region, reaching places which are otherwise not served by other literacy services. In addition, the Powell River Public Library started taking Travelling Storytime to daycare and preschool centres in and around Powell River. With funding from the Literacy Council, in 2009-2010 the Powell River Public Library delivered the Every Child Ready to Read program. The program has been offered since periodically, as funding is available.

¹⁰ <http://www.familyfriendlypowellriver.ca/>

¹¹ <http://www.powellriverliteracy.ca>

3.2.3. Kindergarten to grade 12 population

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

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

- Loan of Library materials (books, graphic novels, audiobooks, movies, magazines)
- Summer reading club, teen reading club
- Computer access
- Online chat reference
- In-person reference
- Workshops, such as Letterboxing and Graphic Novel Design
- Author visits and other youth programming

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

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

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

Because the funding for these projects was short-term, they have not been renewed under TIPs; however Parent-Child Mother Goose continues to be offered at Family Place, the Library, and other locations when funding is available.

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

- 1) The Heroes Read Poster Campaign (which ran from May 2010 to February 2011) was a program that featured a different local 'reading hero' each month. Posters were displayed at all the schools, as well as at various locations around town. In addition, the reading hero participated in a literacy event, which was held at one of the schools, or (during summer months) at a literacy-related program;
- 2) BookCrossing is another reading promotion campaign that was started in 2010. The idea is to 'make the world a library' and to get books off of people's shelves and into the community. This campaign targets readers of all ages;
- 3) Get Caught Reading is a poster awareness campaign that ran from May-December 2011. Each month members of the community were invited to submit posters of someone they 'caught' reading in an unusual place;

- 4) Catch a King Reading is a program that ran in February 2012 and 2013, in partnership with the Powell River Kings Hockey Association. For one week kids were provided with a clue each day about who their King was, where he was hiding and what he was reading, and on the Friday the kids went on a hunt to find him. Two winners from each school won hockey tickets and a gift certificate for the local bookstore, and posters were displayed at all the schools;
- 5) Family Literacy Day has grown into a significant annual event in Powell River, attracting several hundred people. In 2012 and 2013, elementary schools throughout the district were invited to produce a mural based on a literacy theme for FLD, and the murals were displayed at the event, and then at the Recreation Complex throughout the remainder of the year. A number of different activities were provided, promoting the implicit message that learning is fun.

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

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

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

See Appendix C for the specific initiatives.

Further information is available on the School District No. 47 website (www.sd47.bc.ca/aboriginal.html). The Local Education Agreement, Aboriginal Education Enhancement Agreement and 2010 - 2011 Aboriginal Education Report are all on the website.

3.2.3.2. School District No. 47 Literacy Plan

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

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

See Appendix D for the specific initiatives.

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

3.2.4. Young adult population

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

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

Outside of these programs, as well as several others that provide for the needs of the home-schooled population, there have been no programs that target young people no longer in the education system or struggling to re-enter it, until recently. In June 2011, the Youth Resource Centre (YRC) opened and for just over a year the centre provided a place for young people to hang out, participate in a variety of programs, and access services that are specialized to their needs and vulnerabilities. Because youth are more likely to feel comfortable seeking help in a place specifically dedicated to addressing their needs, this was a significant step forward. A lack of funding forced the centre to close in the fall of 2012, and the centre moved to Oceanview Education Centre and it now runs with very limited hours. In 2013 the Library hired a Teen Services Coordinator and began developing programming specific to teens in the community, which may fill some of the gaps left by the YRC closure.

One interesting problem in reaching young people up until 2008 was the economic boom in the PRRD, which had the effect of downplaying literacy and other skills when young people were looking for work. This is similar to the effect that readily available mill employment had on the public profile of literacy skills among the young workforce up to a few years ago, when mill employment began to decline. However, as these young people move up through the job market, those skills, which did not seem essential in entering the job market, will become more and more important. Somehow we need to find a way to communicate the importance of literacy to young people, and give them opportunities to access services easily, without stigma. These literacy services, in order to succeed, must be well-integrated into the day-to-day fabric of these young people's lives. With the world-wide down-turn of the economy starting in 2008, the importance of literacy skills in the job market has become a significant factor. The 2012-13 Literacy Council campaign, entitled *Literacy: It Means More Than You Think*, is intended to promote this message.

3.2.5. Adult population

When the initial survey was done, generally the feeling was that the adult population is not as well served by local literacy services as it could be, except when that adult is part of a family with young children. At the time, the only programs that specifically targeted adult literacy (in the broad sense) were a range of programs available at Vancouver Island University, e.g., the Adult Basic Education (ABE) and one-on-one tutoring programs, as well as numerous services offered by the Powell River Public Library, such as free one-on-one computer tutoring, help filling out government forms, and other related services. In addition, there were on-demand resources such Library materials, Kurzweil and Dragon Naturally Speaking software, CAP (Community Access Computer) sites, and so on.

There have been some significant improvements in this situation since the fall of 2008, starting with the fact that since that time adults throughout the region have had access to one-on-one tutoring through the Community Adult Literacy and Learning (CALL) program (which is funded by the provincial government's CALP program). In addition, the Powell River Public Library started two new programs in 2009 designed to serve adults in the region with special needs: a homebound delivery service for those who have trouble getting out of the home due to illness or age; and a traveling storytime for cognitively-delayed adults, in partnership with the Powell River Association for Community Living. The same year the Literacy Collection at the Library was almost completely overhauled and renewed, providing local people with an updated source of easy-to-read materials.

One service that is now being provided to the adult population by the Powell River Public Library (since 2008), with support from the Powell River Literacy Council, is the Whoop-di-doo Storytelling Festival for adults. This festival originally featured professional and local storytellers, and has expanded and contracted over the years, depending on the funding available in any given year. However, even with no outside funding in 2012 and 2013 the organizers remain committed, and local interest has kept the festival going as a low-cost event that features local storytellers. As a direct result of the festival, the RiverCity Storytellers group started in 2009 and has been growing consistently since.

At the end of 2010 the ESLSAP (English Second Language Settlement Assistance Program) started in Powell River, and it has answered a deep need for permanent residents, refugees and new immigrants to the Powell River Community. ESLSAP has expanded quickly to include many needed services and programs for ESL students (besides one-to-one tutoring and weekly language classes), such as an ESL parents group, personal advocacy, and introduction to community services and resources.

At the time the first Plan was being developed, attitudes and awareness around adult literacy were areas that were seen to be problematic; there was a perception that there needed to be more consciousness-raising and more outreach into the adult population. These are both areas that have been tackled in the past few years through CALL and the Powell River Literacy Council.

It was also originally noted that although both VIU and the Powell River Public Library have successfully supported adults with literacy needs for many years, for some adults these physical environments are somewhat daunting, since they may remind people of previous unsuccessful classroom experiences. Insofar as tutoring goes, this has been addressed by CALL and the fact that tutoring can now be done at The Learning Centre (opened in early 2011), or in quiet public spaces like the coffee shop at Quality Foods, or a room at Breakwater Books. In addition, the Community Resource Centre (CRC), which

opened in 2007, offers a positive public community space for adults, and it can be used for a variety of purposes, including literacy-related services. The CRC has several computers available for Centre patrons to use (although the cut in funding for CAP (Community Access Program) in 2012 leaves this service extremely vulnerable).

Literacy issues for the adult population (including youth and seniors) may stem from the lingering effects of the “old economy” one-industry town, since literacy was not necessary in the past in order to have a high-paying job at the mill. This situation may be changing, with the influx of new people into the PRRD, but historical attitudes around the value of literacy skills will be difficult to shift. Related to this is the pervasive problem of shame surrounding low adult literacy and is a barrier to success in dealing with adult literacy.

The Literacy Council’s annual awareness campaigns, the Literacy Forum sponsored by the Council in January 2012, and targeted promotion towards vulnerable parent groups regarding the importance of a parent’s literacy level to their child’s success all seem to be having an effect. Some definite progress in the awareness around the services available for adults, and perhaps a reduction of associated stigma, can be seen by the fact that the number of people using the CALL program in Powell River has increased steadily.

Access (in terms of transportation) is also a consistent barrier to greater participation in adult literacy programs. Especially in the case of lower-income people, who often do not have access to a vehicle, this presents a genuine challenge to service providers. Here, the Library is mitigating some of these difficulties by offering a range of off-site services; e.g.:

- Texada Library: block loan and computer support/connectivity;
- “Sli-brary”: book loan and programming located at the Sliammon reserve;
- Online chat reference;
- Online resources (e.g., encyclopedias, car repair manuals, journal articles, etc.);
- Homebound delivery service (Books on Wheels);
- Travelling Storytime for cognitively delayed adults.
- Books by Mail

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

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

3.2.6. Adult as parent/Family literacy

There is a wide variety of programs, services, and resources available to adults with children. These services cover a fairly broad range of types: highly structured programs aimed at strengthening the parent-child bond and encouraging parents to embrace their primary role in their child’s early development; less formal activities such as parent-child drop-ins and playgroups; and resources such as book bags and Library services. Family Place in the Town Centre Mall has had a great deal of success in providing services and activities for parents and children in a welcoming environment which is naturally frequented by many young families in the course of their regular activities. However, parents and families struggling with literacy along with other challenges such as poverty,

limited access to transportation, weak social network, etc., may find it difficult to avail themselves of these services. Encouraging more parents and families to take advantage of the available services is complicated by these extraneous but very real added factors. The Powell River Public Library has been offering some outreach services, such as Storytime and Every Child Ready to Read. As well, since 2009 the ORCA Bus has been operating throughout the region, bringing parent-child activities to outlying areas. The ORCA Bus was out of commission in 2012/13 but a newly-retrofitted bus should be "on the road" for September 2013. ORCA Bus staff provided outreach using a van while the Bus was out of commission.

It has been a long-time concern that parents of young children may not always be aware of all the local literacy services and programs that are available. The Family Friendly website, the Powell River Literacy Council website, the new literacy brochure (mentioned above), media campaigns and the use of social media – especially Facebook – by organizations such as the Powell River Literacy Council and the Powell River Public Library help to address this concern, providing more publicity and better cross-links between these services.

Organizations and businesses are working together to strengthen the services and programs. An example is Powell River Family Place, Powell River Youth & Family Services, Infant Development Program, and the Powell River Public Library, who have worked together to continue offering Parent-Child Mother Goose programs for infants (birth-12 months) and their parents. Another example is the collaboration of various organizations and businesses (eg. First Credit Union, Powell River Chamber of Commerce, Powell River Division of Family Practice, etc) with the Powell River Literacy Council for literacy focus months throughout 2012 and early 2013 as part of the PRLC's campaign, *Literacy: It Means More Than You Think*.

Despite the progress in partnership building that has been made to date, there is more work to be done. A Needs Assessment¹² (funded by Vancouver Coastal Health) that was conducted in early 2013 on behalf of The Learning Centre indicated that stronger and further-reaching partnerships may lead to more referrals between agencies.

3.2.7. Senior population

The senior population was not often mentioned during the course of the original inventory research, although when they were it was to point out that they are something of a 'great unknown'. Outside of services provided by the Powell River Public Library, there are very few services specifically targeting seniors, and the needs of seniors have not been clearly identified; e.g., the number of older people who are struggling with literacy or wish to do something about it. However, there are many seniors' groups in town, as well as health and residential facilities, social service organizations, and churches, which could be used as points of entry for this population, either to assess the nature of the problems or to address these problems. Book clubs or other enjoyable activities could serve as vehicles for literacy programs. Starting in fall of 2007, Vancouver Island University began offering a new program, Elder College, which provides programs of interest to adults over 50, including

¹² <http://www.powellriverliteracy.ca/misc/FINAL%20REPORT%20-%20Needs%20Assessment.pdf>

seniors. Literacy is embedded in all of the programs. The Literacy Council's awareness campaigns, such as Never Too Late To Learn (which featured people learning later in life on posters and in stories that were published in Powell River Living Magazine) have been used to encourage adults, including seniors.

An issue particularly relevant to seniors is computer literacy, which seniors may encounter more than other age groups. Both VIU and the Library offer computer tutoring programs for seniors. The Learning Centre is also looking to develop further (not overlapping) computer tutoring services for adults, including seniors, to provide more support in this area. In the past few years an ever-increasing number of seniors have been signing up with CALL for one-to-one computer tutoring.

In 2011 two new programs specifically for seniors were developed – Memoir Masala, writing for seniors, which is being provided by the Powell River Public Library, has continued into 2013; and a Seniors' Book Project, which was funded through a New Horizons Grant. In 2011 the Library also started a program called Read to Seniors, in cooperation with the Kiwanis Assisted Living program, and their Books by Mail program which assists people who are unable to get to the Library in accessing the collection.

The Learning Centre has become a somewhat unintentional resource for seniors in the way that many newly retired and well educated seniors – especially those new to the area – enjoy volunteering in the tutoring programs offered out of the centre. This shows the community-building capacity of the Learning Centre, simultaneously providing a much-needed service to people with lower literacy skills, and a place where seniors with time and education to share can find a sense of community.

3.2.8. Sliammon and other aboriginal populations

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

- The establishment of a micro-library (the “Sli-brary”);
- Publication of articles promoting literacy in the *Neh Motl* newspaper;
- Visits to James Thompson Elementary by authors such as Richard van Camp and Sylvia Olsen;
- Establishment of a Sliammon branch of the Summer Reading Club.

The Literacy Outreach Coordinator has made an ongoing effort to be present and raise the awareness of the importance of all kinds of literacy in Sliammon. In addition, Sliammon is included in campaigns taking place in Powell River (like Heroes Read, Get Caught Reading, etc) and events (like Family Literacy Day).

In 2011 CALL offered a Driver's Manual Training Workshop for adults in Sliammon and partnered with VIU and the Powell River Literacy Council to provide Plain Language workshops for healthcare providers. Despite these efforts, the Klahmen Language Program, and the Ahms Tah Ow alternate school in the public school system, there are still relatively few literacy services that specifically target the youth and adult Sliammon

population, and this is an area that represents a gap in services as well as a potential opportunity. There are local people who work in the Klamath Language Program, as well as members of the Sliammon community and outreach workers from the Public Library, who are already engaged in embedding literacy in the cultural context of Sliammon tradition and history and language. This language program represents a very important potential first step towards a broader literacy initiative for the Sliammon community and for the PRRD as a whole: it employs the traditional knowledge and stories of the Sliammon people, it includes elders and young people, and it connects the language to the larger community in a way that is respectful of both.

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

3.3. Analysis of the Community Literacy Inventory

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

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

A Community Literacy Forum, organized by the Literacy Council and held in January 2012, helped to take the pulse of the community, and to indicate where the work of the Literacy Council should be focused.

3.3.1. Strengths

What do we do well already?

- **The Literacy Council is established and works well together:** The Literacy Council draws committed people together from many sectors, and has succeeded in increasing the number and prominence of literacy services. It has given service providers and agencies a venue in which to work together toward shared goals. This continues to be true up to the present day. It is encouraging to see increased numbers of partnerships and initiatives undertaken with shared responsibilities.

- **There is increased public awareness of literacy:** Through activities undertaken by the Literacy Council, there is a greater awareness in the community of the importance of literacy to all people in all areas of life, and of the literacy programs and services that are available locally. These activities include (but are not limited to):
 - brochures listing literacy services;
 - the Literacy Council website (www.powellriverliteracy.ca);
 - social media (facebook: <http://www.facebook.com/PRLiteracyCouncil> and twitter: <https://twitter.com/LiteracyPR>);
 - numerous stories published in the local newspaper and magazine
 - poster campaigns
 - Literacy Forum (January 2012) and subsequent community literacy roundtables (bi-annual);
 - annual celebrations like Family Literacy Day;
 - initiatives such as the 2012-13 campaign, Literacy: It Means More Than You Think.

- **Families and young children have places to go:** Powell River Family Place, StrongStart Centres, PRACL IDP, Sliammon Childhood Development Resource Centre (CDRC), Lund Community Centre, Salvation Army, and Kelly Creek Community Centre, are places where families with young children can feel comfortable engaging in activities that promote family cohesion and early childhood development;
- **Non-institutional adult space (previously listed as a need):** It was noted in the original Plan that adults and youth who are uncomfortable in academic or institutional settings would benefit greatly from a neutral location where they could go and find literacy services, tutoring, computer tutorials, etc. With the opening of the Community Resource Centre (CRC) in August 2007, the region now has a non-institutional space where adults can seek and receive help, support, and resources. The CRC has a certified kitchen and a demonstration garden. The CRC also offers help to people to fill out forms, and has hosted a free "tax clinic" every tax season since 2009 serving eligible (low-income) adults and families. The Learning Centre also offers non-institutional adult tutoring space in the PREP Society offices, the City of Powell River provides a room at the Recreation Complex where tutors and learners can meet, and space has been arranged for tutors at Breakwater Books and the restaurant at Quality Foods.

In the spring of 2011 The Learning Centre (a space that houses the Literacy Outreach Coordinator, CALL and ESLSAP coordinators, as well as the coordinator of Powell River Diversity Initiative and includes learning resources and space for tutoring) opened to the public. It is a place people can go to find information about literacy and literacy-related services and programs in Powell River. The Learning Centre is well-used, and the programs are quickly outgrowing the space available. In early 2013 a Needs Assessment was completed to determine future goals for the centre, and how it can best serve the needs of the public. Several things were learned from the assessment process itself as well as the outcomes. In summary, the key findings were:

- Awareness of literacy provided through literacy outreach initiatives of The Learning Centre in the community has been effective and there is an interest in exploring additional ways to connect service providers and get more programs delivered.
- There are some myths about literacy among other barriers that appear to interfere with a shift towards a culture that embraces lifelong learning.
- The connection between literacy and the health of the community could be defined further to help everyone in Powell River understand how literacy will improve their lives, directly and indirectly.
- Literacy programs in Powell River are somewhat fragmented and the work of The Learning Centre isn't clear to many service providers in the community.
- Existing programs of The Learning Centre are believed to reflect available funding rather than by design to ensure that literacy services are available consistently.
- Despite the wide and varied spectrum of literacy stakeholders in the community, there is a shared interest around working together to improve literacy in Powell River.
- There is an interest in defining what exists, what is needed as a community and brainstorm together before identifying how to deliver on that vision.
- Several organizations with literacy mandates would like to work through a process together to create a strategic plan for literacy in Powell River that builds on success of current programs throughout the community, empirical demographic data, best practices in other communities and innovative designs to suit the unique qualities of Powell River.
- There is a collective vision that The Learning Centre connects the community through a storefront-branded network of existing and future programs.
- Many service providers believe that by increasing communication among stakeholders and building relationships, the number of referrals, positive experiences and overall confidence of clients would increase and help to cultivate a sustainable system for overall literacy in the community.¹³

In addition to the activities of the Council, a widely-read Vital Signs report¹⁴ compiled by the Powell River Community Foundation and published in the last quarter of 2011 included a section on Powell River's literacy and learning statistics, and has been helpful in raising awareness around some local literacy issues.

3.3.2. Needs

What/who do we need?

- **New Library facility:** This is a barrier to successful implementation of many potential literacy initiatives: the current library in Powell River simply is not large enough, nor well enough funded, to engage in the many literacy programs they would like to support. Some major strides have been made since 2009 to raise the profile of this issue, and a new library facility has been approved by City Council (although the process is still in the early stages and it is still uncertain whether the project will become a reality);

¹³ <http://www.powellriverliteracy.ca/misc/FINAL%20REPORT%20-%20Needs%20Assessment.pdf>

¹⁴ <http://www.prvs.ca/index.html>

- **Youth centre:** When the Youth Resource Centre opened in June 2011 youth throughout the PRRD had a place to go, and a place where programming could be targeted for them; however, after the initial year a lack of funding forced the YRC into a temporary space in Oceanview Education Centre and they are open on a very limited basis.
- **Increased Sliammon and aboriginal literacy programs:** With the KLa ah men Language Program in the public school system, we have a strong start towards a culturally appropriate literacy program for the Sliammon people in our community, but much more can be done in the area of Sliammon language and culture; the needs of the other non-Sliammon aboriginal groups in the PRRD must also be investigated;
- **Transportation infrastructure improvements:** Better bus service or a coordinated effort to provide ride-sharing would be helpful in making sure that those who want to participate in literacy services are able to do so. In the past few years some arrangements have been made for free transportation to large events, but more of these types of efforts would be helpful;
- **Better links:** Although there are many links among the existing literacy services, participants in one literacy program might not always be aware of other related programs. The collaborative work of the Literacy Council with other local organizations and businesses, as well as the Family-Friendly website, the Powell River Literacy Council website (both launched in 2010) and the Literacy Council's social media efforts (since 2011) are helping to address this problem;
- **Training and professional development:** All literacy service providers should have access to as many opportunities as possible to reinforce, upgrade, and improve their skills and learn new techniques. In 2009, the Literacy Council sponsored 2 training opportunities for service providers as well as community members: a "Plain Language" workshop which had 17 participants, and Parent-Child Mother Goose facilitator training with 20 participants. Through these trainings, the community now has additional resources to expand its literacy services.
- **Stable and sufficient funding:** Many literacy services are in constant danger of disappearing, because funding is insufficient and uncertain, and this constricts program planning and development. One of the priorities for the Powell River Literacy Council in 2013 is working on sustainability issues for The Learning Centre so its programs are not so vulnerable, and can continue to expand;
- **Civic leadership/engagement:** Although several years ago The City of Powell River declared itself a "Learning Community", the city could be more active in engaging the energies of the business community and local political leaders, in order to recognize and promote the importance of lifelong literacy as vital to the cultural and economic life of the region. The Literacy Forum, held in January 2012, specifically targeted community leaders, including City Councilors, and a presentation to City Council in the spring of 2012 about *Literacy: It Means More Than You Think* have been recent attempts to raise the profile of literacy awareness among leaders. Still, consistent representation and participation of a City Councilor and Regional District representative on the Literacy Council would help achieve longer-term literacy goals.

3.3.3. Opportunities

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

- **Existing locations:** There are various locations in the PRRD, institutional and otherwise, that are appropriate for hosting literacy programs, especially ones in which the literacy component is embedded in other activities. Since this opportunity was first identified, several locations have started to be used for literacy initiatives (eg. Community Resource Centre, the Recreation Complex, Breakwater Books and Quality Foods for tutoring space, parks, coffee shops, recreation complex for literacy events, etc.);
- **Existing service providers:** Although at times the number of literacy service providers leads to some confusion and overlap among services, it is a positive sign that there are so many organizations willing to undertake the work of addressing the literacy needs of our regional community. It is an ongoing task to connect people who can work together and help each other in forwarding local literacy initiatives;
- **Existing community activities:** Whether literacy-related activities (e.g., Poetry Slams) or not (Kings Hockey Games and festivals/celebrations throughout the year), there are many opportunities for including a literacy component in activities that naturally attract the participation of the entire community. This opportunity has been used to embed literacy (eg. Storytelling at Blackberry Street Festival; Literacy Council participation in Fun in the Sun, Hooked on Reading at Ages & Stages, Food Literacy treasure hunt at Edible Garden Tour, etc). It will be the focus of phase II of *Literacy: It Means More Than You Think* in 2013 as the message is taken out to the larger community via engaging activities at community events;
- **Kla ah men Language Program:** For addressing the literacy needs of the Sliammon community, this program represents a remarkable opportunity, since it is a literacy service provided by School District 47, staffed by Sliammon people and designed for the needs of Sliammon people, and embeds linguistic literacy in the appropriate context of cultural literacy. In addition to this program, the Success by 6-funded Celebrate Sliammon theme boxes (launched in the fall of 2010), are helping to support community-wide learning of Sliammon songs and stories;
- **Literacy Council & engaged community members:** The PRRD continually benefits from the activities of the Literacy Council, which has established a basis for positive inter-sector collaboration and fruitful cooperation;
- **The Learning Centre (added in 2013):** The ESLSAP and CALL programs have been growing continually, and with expanded space and some sustainability strategies in place (which is one of the focuses of the Literacy Outreach Coordinator's efforts in 2013), the Learning Centre has the potential to offer more programming and serve even more citizens of Powell River in the coming years;
- **Workplace literacy:** There are indications that the local business community is becoming more attuned to the importance of literacy and other skills in ensuring a strong local workforce; what is needed is a higher degree of engagement on the part of the business community in developing and implementing programs and services to address the needs of these businesses and their employees. Using the "train the trainer" skills obtained from the workshop sponsored in early 2009, Plain Language workshops were offered by the Literacy Council in 2009-2010, and that is an area where there has been some success reaching the business and institutional communities;

- **Relationships with Local Business (added in 2011):** Several local businesses have expressed an interest in partnering with the Powell River Literacy Council to raise the profile of literacy awareness and to bring literacy-related events to the community.

There are many reasons to expect success in the future, given the resources, organizations, and individuals who are presently committed to improving the literacy profile of the community. We have been working toward greater coordination of these resources along with a new sense of purpose and greater engagement from the other stakeholders such as the business community and local political leaders. With secure, stable, and sufficient funding, we would better be able to optimize the literacy potential in the PRRD.

3.3.4. Challenges

What could stop us or get in our way?

- **Getting real commitment from community leaders:** These challenges range from things like the difficulty of getting political will behind the need for a new library facility to the general absence of workplace literacy programs. In 2010 Powell River City Councillors officially recognized the need for, and committed to working towards a new library, which was a real step forward in this area; however, the issue has been very contentious over the past two years, which has created some mixed support for the project among councilors, and it's not clear at this point what the outcome will be. Another improvement in this area is increased coordination and cooperation among the organizations that make up the Literacy Council. We are participating in a more informed dialogue about overlaps and gaps in service in the region. In the fall of 2012 the Literacy Council started holding bi-annual roundtable discussions with community service providers to discuss the literacy gaps, needs, and possible solutions on the community level. Collaborative efforts between a number of organizations are ongoing, and often creatively designed;
- **The lack of sustainable adequate facilities for hosting literacy services:** Although there are some dedicated facilities in the region, there is a need for more/better places where literacy services can be regularly offered. This is an area where some progress has been made in the past several years, with the addition of the CRC, The Learning Centre and the new Oceanview Education Centre, as well as the commitment from the City of Powell River to work towards a new library facility;
- **Better coordination and promotion of services:** Improving coordination of all literacy services and resources is an important initiative of the Literacy Council, so that members of the community can be well-informed about the options that exist for addressing their needs. Improving coordination may really be a matter of more effective promotion and publicity about services. This challenge is being met with a variety of ongoing efforts – from the presence of the LOC at a variety of literacy-related activities throughout the years (networking), to new brochures, websites and social media, to increased advertising for events/programs;

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

- **Lack of resources to train and up-grade skills of literacy practitioners and service providers in the community:** The PRRD has many skilled and enthusiastic service providers, but these key members of the community must be given the resources they need to continue to develop their skills. With resources made available by 2010 Legacies Now and Literacy BC (who combined in 2011 to become Decoda Literacy Solutions), we have been able to provide a limited number of opportunities to train service providers by bringing the training into Powell River rather than sending individuals out of town. However, ongoing stable funding for training service providers continues to be a concern.

3.3.5. Existing links among services

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

3.4. Overall summary

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

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

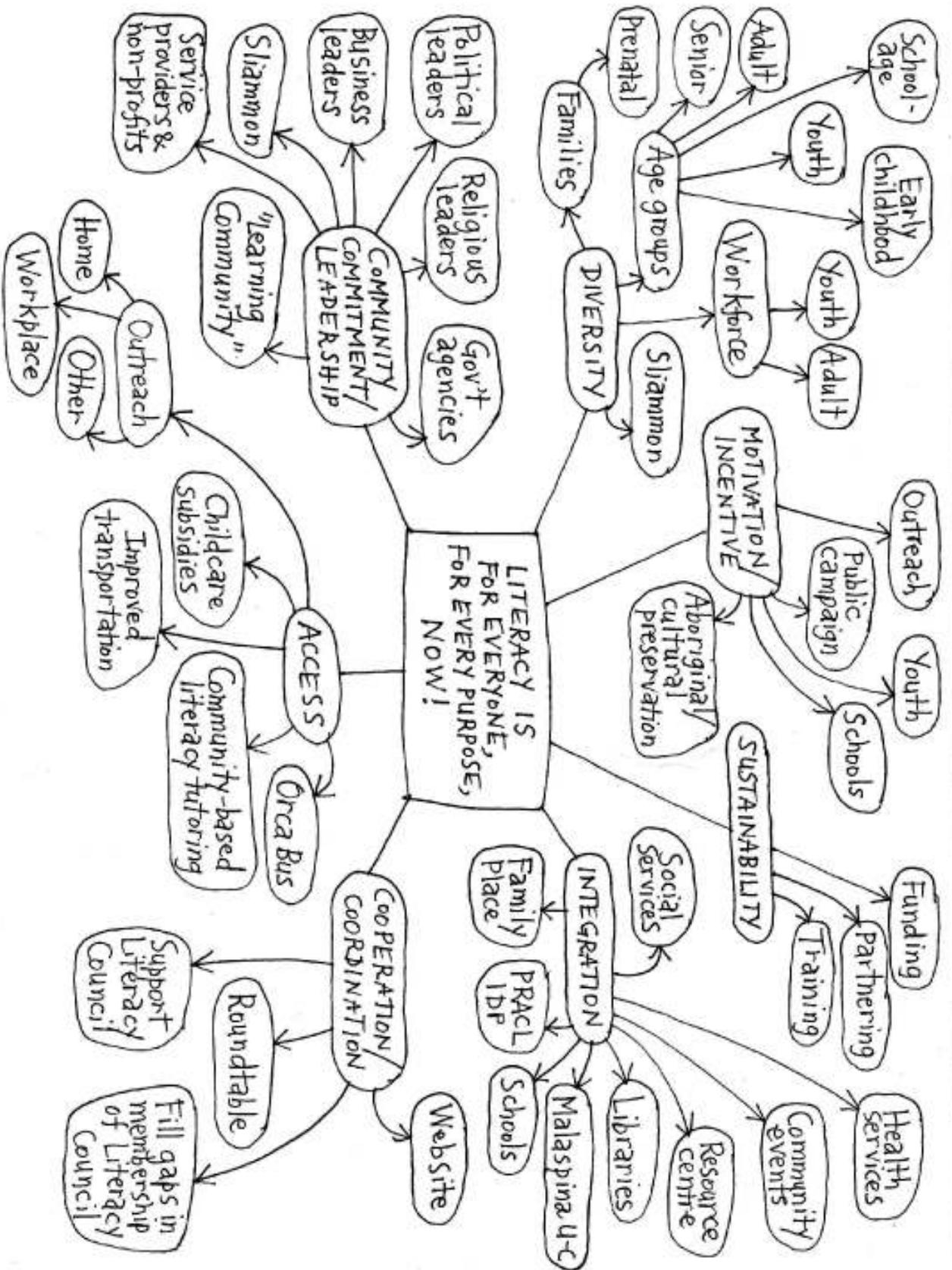
A great deal of work must also be done to ensure that literacy services for these groups are made easily accessible; that barriers to participation and stigma are drastically reduced; and that the targeted groups can be brought to understand the tangible benefits that will result from increased literacy (whether directed towards employability, success in school, ability to participate in children's education, or simply the pleasure of engaging with the cultural life of the community). In a very real sense, literacy must be smuggled into the daily fabric of the community, if it is to be expected that all people will take advantage of literacy services. This is especially true when one speaks of adults who bear the stigma of low literacy skills. As noted above, the establishment of the Community Resource Centre (2007), the Community Adult Literacy and Learning program, ESLSAP, and the opening of The Learning Centre (2011) are examples of progress towards addressing these issues.

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

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

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

These are discussed in greater detail in §4.1 (p. 29ff).



4. The Community Literacy Plan

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

VALUES:

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

VISION:

Literacy is for everyone, for every purpose, now!

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

4.1. Our Values

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

Note that these subsections are organized alphabetically, so as not to suggest that any one of these values is necessarily more important than any others. The Literacy Council considers that they are equally important values and should be incorporated into planning and actions as the

community moves forward to make literacy services pervasive, natural, available, easy to find, enjoyable, and relevant to everyone in our community.

4.1.1. Access

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

- **Childcare subsidies:** Many programs and services currently offered would attract greater participation if on-site childcare or subsidies for home care could be provided; universal childcare and an increase in childcare spaces are required;
 - **Improved transportation:** Many programs and services currently offered would attract greater participation if potential participants were better able to get to them; transportation subsidies could be provided for program participants; a long-range goal could mean improved public transportation;
 - **Maintain a community-based adult literacy tutoring program:** Adult literacy tutoring has been available for a number of years primarily through Vancouver Island University; since 2008 this service has been supplemented and its scope enlarged by Community Adult Literacy and Learning (CALL), which is funded by the provincial CALP program. In late 2010, the ESLSAP program also started, and it has been providing ESL tutoring and settlement assistance to adults in the PRRD. The funding for these programs is renewed annually, so maintaining them is an ongoing concern. CALL and ESLSAP bring together Vancouver Island University, The Learning Centre, and various other community partners.
 - **Develop home outreach:** Many potential users of literacy services are housebound and unable to get out on a regular basis, and although the Public Library does offer Read to Seniors at the local assisted living facility, a Book by Mail program, home delivery of Library materials, and online services, more can be done to service the needs of these people;
 - **Develop workplace outreach:** Another way of taking services to those in need, and embedding those services in normal daily activities, is to work with the local business community to provide workplace literacy services (which can be disguised as skills upgrading, computer training, etc).
 - **Develop outreach into “non-conventional” venues for literacy services:** Integrate services into the normal routines and activities of people’s lives, using places such as community events, the Town Centre Mall, drop-in or possibly storefront literacy help, etc.;
 - **Continue to support the “ORCA Bus”:** The ORCA Bus travels to areas in the PRRD offering literacy and family-support services to neighbourhoods outside the centre of town, with support from School District 47, Success By 6, and numerous community partners.

4.1.2. Community Commitment and Leadership

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

- **Reactivate “Learning Community” commitment:** As an umbrella philosophy and a way of galvanizing public interest, support, and participation, revisit the past declaration of the City of Powell River as a “Learning Community” and initiate a public campaign to raise awareness of the benefits of lifelong learning, both at the personal level and at the levels of the family and the community;
 - **Continue to engage Sliammon and other aboriginal communities:** There is growing and increased connection between the Literacy Council and the Sliammon First Nation, Ahms Tah Ow School, Tla’amin Community Health, and other individuals and organizations in Sliammon. The Literacy Council will continue to support work to build on the success of the KLa ah men Language Program in the public schools, and help to broaden its scope. Furthermore, we will seek training in the different needs of the local aboriginal communities with respect to literacy and its integration into a broader social context, so that it can better help these communities develop literacy programs that respect their needs and desires. Plain Language workshops for the Community Health Centre in Sliammon, and the inclusion of Ahms Tah Ow School in CALL’s tutor training in 2010, are examples of how we are doing this;
 - Engage local business community
 - Chamber of Commerce
 - Business leaders, small business owners
 - Unions
 - Engage local political leaders
 - City Council
 - Regional District
 - MLA
 - Engage service providers, non-profits
 - Housing advocates
 - Anti-poverty advocates
 - Service clubs, benevolent organizations
 - Engage churches, local religious leaders
 - Engage government agencies concerned with at-risk populations, employment, etc.
 - Human Resources and Skills Development Canada (HRSD)
 - Ministry of Social Development (MSD)
 - Ministry of Children and Family Development (MCFD)
 - Service Canada
 - Community Health (Vancouver Coastal Health) and Public Health Agency of Canada.

Note: One positive and promising way that the Literacy Council is working to develop relationships in the community is through partnerships on literacy campaigns and events – for example, working with First Credit Union and a number of businesses, individuals, organizations

and literacy providers on Family Literacy Day; working with the Powell River Kings Hockey Association on the Catch a King Reading program; and garnering sponsorship and support from various businesses and organizations for the campaign, *Literacy: It Means More Than You Think*.

4.1.3. Cooperation and Coordination of Services

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

- **Regularly consider ways to align services and keep the community informed about and engaged in literacy issues and activities:** The work being done by the Literacy Council should be critically evaluated on a regular basis to ensure that we are meeting and adapting to the community's changing needs, and aligning services and programs in the most efficient ways possible. In January 2012 the Literacy Council organized and held a Literacy Forum, to which key community leaders were invited. The forum provided direction for the Literacy Council's activities in 2012. Starting in October 2012 we also began implementing a bi-annual literacy roundtable (in place of our regular meeting that month) to which we invite practitioners of literacy-related services who do not attend Literacy Council on a regular basis. This additional meeting will ensure that people throughout the community realize that the Literacy Council is a resource for everyone, as well as a place to share what is going on in local literacy. This is an example of how the Council is constantly evaluating what is working, and what we can do better, around the Literacy Council table.
 - **Maintain funding for the LOC position:** Having a dedicated Literacy Outreach Coordinator solves one problem that members of the Literacy Council reported before that position was created – which was that their participation in the Council was “off the side of their desks”; with the best intentions in the world, they were often unable to provide enough time to follow-up activities or to initiate new programs. The Literacy Council wishes to ensure on-going funding for this position so that problem is not recreated;
 - **Continue to fill gaps in the membership of the Literacy Council:** Although a wide range of people from all sectors of the community receive the Literacy Council minutes and stay fairly engaged in the activities of the Council, there is limited and irregular attendance at Literacy Council meetings from some sectors, e.g., business community, City Council, and Sliammon (as of July 2013). The work of developing and strengthening connections among members of the Literacy Council and other organizations with an interest in increasing literacy services offered in the region is ongoing and remains a high priority, since success depends on nurturing existing relationships and encouraging new ones;

- **Maintain the Literacy Council website:** A website was developed in 2010, and it is proving a useful tool in collecting and presenting information about literacy-related initiatives and services going on in our region. It helps providers and members of the community better understand what is available and how the various services and activities link together. It includes a complete detailed inventory of literacy-related services and programs, and features a dynamic calendar of literacy events that can be updated by service providers. These two items will ensure that community members will always be able to refer to the website if they want/need to know what programs/services are happening.
- **Develop, maintain and grow social media and other online tools for the Literacy Council:** In 2011 the Literacy Council started a Facebook page, which is used to announce upcoming events, post literacy information, and keep the public in touch with ongoing literacy campaigns. In 2012 the Literacy Council started a Twitter account, which is used for the same purpose, reaching a wider audience still. The Literacy Council will continue to develop online tools since they are increasingly accessed by members of the public and are a good way of disseminating information. However, it should be noted that a large number of rural residents do not have access to social media, online tools, and the website because the lack of Internet infrastructure in the rural areas means they have only “dial up” service. The more e-based society becomes, the greater the inequity for rural residents who have inferior Internet access.

4.1.4. Diversity

Literacy services of all types for all ages are available.

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

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

Living up to this value continues to be a challenge, but some of the gaps have been filled through the CALL program, which targets adults in and out of the workforce and ESLSAP, which targets permanent residents, refugees, and new immigrants. New and developing relationships with the

Sliammon community will offer opportunities to work together to create new literacy services there.

A seniors' memoir project (2011-12), a Read to Seniors program (2011-12) and several new Library programs targeting youth (2013) have filled some gaps for segments of the population, which have been predominantly underserved. We continue to watch for possible partnerships and sources of funding.

4.1.5. Integration

Literacy services are embedded in all types of activities.

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

A good deal of imagination and hard work is required to embed literacy services into pre-existing activities. Targeting young children and families is where the greatest successes are currently to be found; however the Literacy Council and its partners in the community have also been working to incorporate literacy into otherwise non-literacy-related activities. Tasks that people are already engaged in are all potential points of entry into literacy services, whether explicit (i.e., in a classroom or other institutional setting) or implicit (i.e., concealed in some community activity). Locations that are already hosting literacy programs, e.g., Powell River Public Library, Vancouver Island University, Family Place, and others, have a natural advantage in this regard, but it is essential to explore all of the possibilities for establishing new services and broadening the scope of existing services by consistently finding imaginative new venues. It is possible that the greatest successes might lie outside the current mainstream, in locations and activities that are currently not associated with literacy. A good example of this from 2010-11 was the pairing of the Heroes Read campaign and the READ program (a partnership of the Literacy Council, First Credit Union/Insurance and the Powell River Kings Hockey Association), the wrap-up of which was held at a Kings' hockey game – the winners of the grand prize were announced at half-time. Some examples of embedding literacy from the 2011-12 year include:

- Whoop-di-doo Storytelling Event – 2012-13 is the the fifth year that the Powell River Library has hosted this very successful free storytelling festival for the community. Whoop-di-doo expanded from a single event (in 2009 and early 2010) to three events in 2010-11 due to grant monies from Canada Council of the Arts. A local storytellers' group grew out of the first Whoop-di-doo, and has been growing steadily ever since. There are now more than 20 regular participants who get together once a month to share stories. In 2013 the event will again be limited to local storytellers because of a lack of funding; however storytelling has established itself as a strong local interest because of this annual event, and the

accompanying workshops and performance opportunities for locals. All of these events bring literacy to the general public disguised as storytelling;

- The 2012-3 literacy campaign, *Literacy: It Means More Than You Think* literacy awareness focuses on different topic areas such as health, economy, family, food, libraries, and community;
- Information about literacy services and programs featured at community events, e.g. Ages & Stages, Fun in the Sun, Edible Garden Tour. In 2013 interactive literacy displays will be presented at major community events, such as Blackberry Festival, Seafair, Celebration of Cultural Diversity, and more, as a way of taking the message of *Literacy: It Means More than You Think* out to the community. Participating in these types of events enables the message of embedded literacy to reach a wide and varied audience in a non-intrusive and fun way;
- Collaboration with the Food Security Project on food literacy workshops that are delivered to vulnerable citizens interested in growing their own food;
- In 2011 the Library began collaborating with the Cranberry Hall Association on a Poetry Slam event, which encourages people of all ages to write and perform slam poetry. It is an entertaining event that inspires people to not only act as spectators, but also to get involved;
- The regular appearance of literacy-related posters and stories around town and in local media, to normalize the message that literacy is important and should be a part of everyday life, is a Literacy Council initiative. The posters and stories are created locally and give a very local “community” face to literacy.

4.1.6. Motivation/Incentive

<p>People needing literacy services understand the benefits.</p>

- **Outreach:** Access and/or develop materials which can be distributed to and used by social service providers and agencies that work in the community; these materials will familiarize people with the benefits of increased literacy and with the services that are available for them. Recent examples of this include: the Celebrate Sliammon early literacy toolboxes that were developed by Tla’Amin Community Health Services, with funding from Success by 6 (2010), literacy brochures and bookmarks that have been developed by the Literacy Outreach Coordinator for target age groups (families with young children; teens; adults; and seniors), and continued maintenance of literacy website and social media;

- **Public campaign:** Over the past couple of years CALL has been promoting the positive aspects of increased literacy and has been attempting to reduce the stigma associated with seeking help with literacy. Success can be measured by the increasing number of people who are coming forward to register and use this service. A CALL learner who was awarded the Post Office National Literacy Award for BC in 2011 highlights how CALL and other programs are reaching vulnerable adults. The Literacy Council regularly conducts public awareness campaigns and participates in public events to move this objective forward. Examples include recent poster awareness campaigns (Heroes Read, Never Too Late to Learn, and Get Caught Reading) and the promotion of BookCrossing. In 2012 and 2013 the Literacy Council partnered with the Kings Hockey Association on the campaign Catch a King Reading, which engaged elementary-aged students in a fun week-long hide-and-seek game to guess what their King was reading, who he was, and where he would be hiding on the Friday of that week. Family Literacy Day events, presentations to City Council and local service organizations (like Rotary and the Chamber of Commerce), as well as partnerships on other events (eg. with the Powell River Public Library on Whoop-di-doo and Trivia Nights) are other examples of raising public awareness;
 - **Youth:** Youth in the PRRD must be specifically identified as a population at risk, especially because when the local employment climate is favourable low literacy skills might not impede entry into the job market, but will certainly impede future progress and ability to secure a stable satisfying career;
 - **Aboriginal communities and cultural preservation:** Sliammon community leaders must be encouraged to continue developing the Klammen Language Program, as a vital ingredient in helping the Sliammon community preserve its language and the cultural heritage that it represents; efforts must be made to understand and address the needs of the non-Sliammon aboriginal communities in the PRRD;
 - **Schools:** Schools are a good point of entry for literacy services that can reach adults, since these adults have children in the school system, and they want to be able to help their children succeed in school. CALL has done some work targeting parents who wish to improve their literacy skills in order to help their children with homework, etc.

4.1.7. Sustainability

Services will continue to be offered.

- **Funding:** All agencies in our community are, and will continue to be, supported by the Literacy Council in their efforts to obtain stable and sufficient funding for the range of community literacy services.
- **Partnering:** Partnership building is essential in creating sustainability so that providers and potential users of services feel confident that these services will continue to be offered and they can plan accordingly. Thus, the ongoing goal is to strengthen and create new partnerships throughout the community with business leaders, political leaders, churches, non-profit organizations, school, and anyone who stands to gain from the PRRD becoming a place where literacy and lifelong learning are valued. Building

partnerships within the community has been a focus for the Literacy Council in 2012-13, starting with the Literacy Forum in January 2012, followed by a Literacy Roundtable in October 2012, and continuing throughout 2012 and 2013 with the campaign *Literacy: It Means More Than You Think*. The focus months in this campaign were sponsored by local businesses/organizations, and these partnerships are mutually beneficial to the Literacy Council's mandate and the businesses involved. For example, First Credit Union sponsored the month focusing on families. In addition to contributing financial resources to the campaign, they publicized the campaign through their channels, hosting a storytelling booth at local summer events, and sharing information about families and literacy with their employees and clients throughout the month. Their investment in the issue helped to get the message out to a wider audience in the community – and coming from a business, rather than the Literacy Council. On the other hand, FCU benefitted from positive publicity in being involved in an issue that is important to the community through feature news stories, posters, etc. that were provided by the Literacy Council. FCU is seen as a community leader in modelling how businesses can support stronger communities. The more the FCU did to support the campaign, the more benefits there are for the organization.

- **Training:** Ongoing training is an important and essential part of the plan for offering well-designed, up-to-date services to address the literacy needs of our community; community practitioners, childcare specialists, educators, and anyone engaged in literacy work in the community should have opportunities to improve their skills and knowledge, so that they can become better able to offer help to anyone needing literacy services.

4.2. Vision

Literacy is for everyone, for every purpose, now!

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

4.3. Components of the Community Literacy Plan

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

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

Note: the first five objectives and explanations below were developed in 2007-2008 and a new Objective #6 was approved by the Literacy Council in 2012. Reflections and evaluation of the progress to date, including successes and work yet to be accomplished, are presented after the original Objectives.

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

What needs to be done?

- Since 2007 a Literacy Outreach Coordinator has been employed to support the Literacy Council in its work, and provide assistance for initiatives relating to literacy services in the PRRD.
- This position has been funded by Legacies 2010 (now Decoda Literacy Solutions) and the Literacy Now Implementation (LNI), and funding is renewed on an annual basis. This means that ongoing funding is not secure; indeed the implementation funding that the Council was receiving had a three-year lifespan, ending in December 2010, and the Literacy Outreach Coordinator funds received were reduced in 2012. The funding for this position was completely cut and then re-instated in 2013. Therefore it is a priority for the Literacy Council to look at sustainability to ensure that this position is maintained.

Who will do it?

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

What are the resources needed?

- On-going funding

When does this activity need to be done?

- On-going

How will we know we have succeeded?

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

Objective #2: Raise public awareness

What needs to be done?

- Through a series of imaginative campaigns, educate the public about the value of lifelong learning in many different contexts;
- Engage all key stakeholders in the community in this project, and actively seek their input as to how best to engage the populations that they represent;
- Work to ensure that, as much as possible, the stigma felt by people with low literacy skills is reduced, by defining literacy broadly, stressing the advantages that come from having increased skills, and emphasizing that every person can benefit from increasing their literacy skills, no matter what level their current skills are;
- Work to raise awareness of the fact that literacy is not just about reading and writing, and not just about children, but in fact affects all people, at every stage in life, and in many different areas of life (economy, health, family and community), and furthermore that it affects our community as a whole;
- Offer “self-diagnosis” tools, so that people can discover their own level of literacy skills;
- Provide information to professionals in the health and social services regarding detecting or assessing low literacy skills;
- Supply professionals in health and social services with tools for addressing low literacy skills, tactfully steering people in the direction of services or activities that might help them to improve their skills, etc.;
- Keep the Powell River Literacy Council website up-to-date with useful information about local services and programs;
- Maintain the Powell River Literacy Council facebook page with information about local events, services, and literacy-related information.

Who will do it?

- Literacy Outreach Coordinator
- Powell River Literacy Council
- Local businesses/organizations that partner with the PRLC on campaigns/events/programs etc

What are the resources needed?

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

When does this activity need to be done?

- On-going

How will we know we have succeeded?

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

Objective #3: Embed literacy services in daily activities

What needs to be done?

- The Literacy Council recognizes that people in need of help with literacy skills have busy lives, with little-to-no time available outside of their normal activities for participation in literacy services; therefore, the Literacy Council is promoting, and will promote, ways of embedding literacy services in regular activities in the community, e.g.:
 - i. In-store help with reading labels, understanding products, etc.;
 - ii. Storefront drop-in help with form-filling;
 - iii. Reading, writing and storytelling as part of local festivals and events;
 - iv. Have a presence at community events that may not seem immediately connected to literacy (eg. Seafair, Blackberry Festival, etc);
 - v. Holding events (like Family Literacy Day) that provide a fun, informal environment where children receive the message that literacy/learning is important and parents are exposed to positive literacy messages and have the opportunity to access information about local literacy services/programs;
 - vi. Designing and carrying out campaigns that clearly deliver the message that learning can be fun (especially for kids), e.g. Catch a King Reading, Heroes Read, etc;
 - vii. Sponsoring and delivering plain language workshops and/or videos that can be viewed online at the user's convenience.
- Creating partnerships with the coordinators of other programs and organizations that can help to get the word out about literacy, like the Townsite Heritage Society, the Food Security Project, Tla'Amin Community Health Services, Earth Day Society, Vancouver Coastal Health, Community Adult Literacy & Learning (CALL), Powell River Family Place, English Second Language Settlement Assistance Program (ESLSAP), etc.

Who will do it?

- Literacy Outreach Coordinator
- Powell River Literacy Council

What are the resources needed?

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

When does this activity need to be done?

- On-going

How will we know we have succeeded?

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

Objective #4: Train and support service providers

What needs to be done?

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

Who will do it?

- Literacy Outreach Coordinator
- Powell River Literacy Council

What are the resources needed?

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

When does this activity need to be done?

- On-going

How will we know we have succeeded?

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

Objective #5: Advocate for a new Library**What needs to be done?**

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

Who will do it?

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

What are the resources needed?

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

When does this activity need to be done?

- On-going

How will we know we have succeeded?

- The PRRD has a new library facility.

Objective #6: Maintain ongoing funding for local literacy programs

What needs to be done?

- The Literacy Council receives limited and uncertain government funding to support its activities, campaigns and programs. Funding for local literacy programs in general is often piecemeal and short term. For this reason it is a priority for the Literacy Council to find other funding sources (governmental and non-governmental) to support long-term literacy programming in the community.
- The development of relationships between the Literacy Council and local businesses/organizations, and an emphasis on local recognition for the importance of the work of the Council is an important part of fostering sustainability; therefore it is important that the Council continues the work of fostering relationships and raising awareness about itself, and literacy in general.

Who will do it?

- Literacy Outreach Coordinator
- Powell River Literacy Council

What are the resources needed?

- Literacy Council and Literacy Outreach Coordinator's time and expertise

When does this activity need to be done?

- On-going

How will we know we have succeeded?

- The PRRD has ongoing and sustainable funding for long-term literacy programming. Literacy programs are supported with appropriate and on-going funding and other resources.

5. Update 2013

5.1. Reflecting on the 2012-13 Year

1) Task Group:

a. Who takes part in the task group?

- See Appendix A.

b. How is the work of this group organized?

- The Literacy Council acted as the Task Group during the LNI funding period. The Council's structure was redefined with the ending of the LNI funding in 2010-11 although the PREP Society remains the Chair of the Literacy Council, as well as the employer of the LOC. The Task Group and Steward Roles and Responsibilities were updated to reflect the current Literacy Council structure. See Appendix F for the Structure and Organization document.

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

- In March 2013 we learned that the funding for the Literacy Outreach Coordinator had been withdrawn by the government, and although it was reinstated a couple of months later, due to the public outcry that surrounded the cut, this occurrence made the Literacy Council look seriously about how we would proceed without the funding. This has changed the focus of the work the Literacy Outreach Coordinator will be doing in 2013-14, with more emphasis on getting some sustainability measures in place. It is agreed that without someone in the LOC position, literacy development in Powell River would suffer a severe setback.
- For the past two years our community has been going through the very exciting early stages of planning for a new library. Unfortunately some members of the community are opposed to the building of a new library (with reasons varying from site selection to affordability and some people who argue that in our digital age libraries are obsolete). This has become a very contentious issue in Powell River, which suggests that there is a certain segment of our population that does not place high value on learning and libraries, and that is a grave concern considering all that our local library does to support literacy. The 2012-13 campaign, *Literacy: It Means More Than You Think*, was designed to try to communicate the importance of literacy on all levels, and to all people in the community, and that work will continue with a community events outreach component in 2013-14;
- Difficult economic times are definitely having an impact on support for literacy-related activities and programs in Powell River. Increased competition for increasingly limited funds is making it more difficult (though not impossible) to find money to support existing programs and create new ones;

- The ORCA Bus, an old school bus that had been retrofitted as a travelling learning resource centre for children, was taken off the road in June 2012 when it failed a safety inspection. There was much public support for finding a resolution to this issue, and eventually a new bus was donated by a private individual, and funds were raised to retrofit it. The bus will be back on the road by September 2013;
- CALL funding was renewed, and the program has been very successful in providing adult tutoring resources in the community. Working in concert with ESLSAP has been beneficial in creating a bridge for adults in the community who are too high level for the ESLSAP program, but still need help. A local gap with seniors and community literacy has become increasingly apparent over the past year, and CALL will be working to address that gap in 2013-14;
- ESLSAP is a strong and continuously growing program that has been successful in supporting many people with English language development and helping them to settle in to life in Canada and the local community. As of April 2014 ESLSAP will no longer exist when the federal government takes control of the provincial program, and it remains to be seen what program will replace this very valuable service in our community;
- Activities at the Learning Centre have continued to expand, and in early 2013 a Needs Assessment was done (sponsored by Vancouver Coastal Health) for a new community learning centre space. It was determined that work needs to be done in a few key areas: branding and awareness for the centre itself; building more partnerships with local service providers; strengthening existing partnerships, etc. To see the Needs Assessment in detail, please visit www.powellriverliteracy.ca/aboutus.html;
- The LOC ran the Catch a King Reading, in partnership with Powell River Kings Hockey Association for the second year;
- The LOC coordinated another successful Family Literacy Day event, in partnership with First Credit Union and a variety of local individuals, businesses, organizations and literacy service partners. More than 300 people attended;
- The LOC partnered with the Powell River Public Library and other literacy providers to put on events like Trivia Night and Whoop-di-doo-it-anyway.
- New connections and partnerships raising public awareness and embedding literacy in community life were developed, in particular as a result of the *Literacy: It Means More Than You Think* campaign;
- Increased use of social media tools, in particular Facebook and Twitter, is helping spread awareness about literacy and literacy-related issues, events, etc.;
- A small amount of Raise-a-Reader funding allowed the development and delivery of a story- and book-making workshop for young children and their families at Family Place.

3) Community Development and Literacy Collaboration:

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

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

practitioners to support literacy in the community. Some examples from this year include:

- Collaboration between the Literacy Council and the Public Library to deliver programs such as Whoop-di-doo-it-Anyway, Trivia Night and Letterboxing;
- Collaboration between the Public Library and the Cranberry Hall Association to put on the Poetry Slam events (several take place during the year);
- Collaboration between the Public Library and Kiwanis Housing Association to deliver Read to Seniors;
- Partnership between the Literacy Council and several businesses/organizations during *Literacy: It Means More Than You Think*;
- Support of other organizations during *Literacy: It Means More Than You Think*; e.g. , CJMP Community Radio (weekly radio interviews throughout the campaign); Peak newspaper and Powell River Living magazine (printing feature stories/photos on the theme of the month);
- In October 2012 the Powell River Literacy Council held the first in a series of bi-annual literacy roundtable meetings to discuss gaps and potential partnerships to fill those gaps with a variety of community members;
- Collaboration between the Literacy Council and Powell River Kings Hockey Association to deliver the Catch a King Reading program for the second year in a row;
- Introduction of the CALS (Computer Assisted Learning Solution) program to Powell River by Rotary, which is being tested by CALL and School District students;
- Family Literacy Day has become a wonderful collaborative event, bringing together businesses, organizations, and individuals, literacy and non-literacy related, to help celebrate literacy with families;
- Participation of the Literacy Council in supporting Family Literacy Day event held at the Sliammon Child Development Centre;
- Partnership between ESLSAP and Family Place for an ESL Parents' Group provides ESL parents of young children the time and place to meet and practice their language skills, develop adult friendships, and talk about the issues and challenges they face on a daily basis;
- Partnership between the Library, First Credit Union and the Literacy Council offered a series of financial literacy workshops.

Despite the success we have had with the creation of local partnerships, the Needs Assessment that was completed for the Learning Centre in early 2013 indicated that there is a need still for more and stronger community partnerships in the interest of literacy.

b. What are the essential ongoing collaborations?

- Collaborations on specific projects and programs change, but all of the partners who sit at the Literacy Council table are important collaborators at various times and for various areas of literacy. We continue to look to grow that pool of potential partners, and to encourage more and diverse members of the community to get involved in the Council and literacy work. Other potential partners that would make important collaborators for literacy work include City Council, Powell River Region Economic Development Society (PRREDS). Ideally we would have partners at the Literacy Council table from each sector of the community to have a wide and inclusive reach.

c. What makes collaborations work well?

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

4) Goals and actions for the current year:

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

Objective #1: Find funding and hire a Literacy Coordinator

- Ongoing work
- Literacy Outreach Coordinator (LOC) continues to provide administrative support and leadership in coordinating literacy work in the region, and facilitating communication among community partners.
- LOC is researching funding opportunities, working collaboratively with partners to submit funding applications where relevant, and working towards a new model and sustainable future for The Learning Centre.

Objective #2: Raise public awareness

- In partnership with First Credit Union, the LOC organized a Family Literacy Day event that was held at the Powell River Recreation Complex (January 2013). The event was very well received and attended, and drew a great deal of participation from local businesses/organizations, individuals, and service providers, who organized and staffed the various event rooms and activities; once again schools created themed murals, which were displayed at the Recreation Complex and First Credit Union throughout the year. It was hugely successful, and an event we hope to continue to build on;
- We held Catch a King Reading for the second year in a row, in partnership with Powell River Kings Hockey Association and the elementary schools in Powell River and on Texada. Catch a King Reading involved kids in elementary schools receiving clues from Monday thru Friday for a week and guessing who their King was, what he was reading, and where he would be hiding on the Friday of the week;

- Our major awareness campaign for 2012-13 was *Literacy: It Means More Than You Think*, which focused on several themes and how literacy affects them - ie. health, family, food, economy, community and libraries. For each focus month we secured a community partner who helped us to promote the message, and funded some of the costs of the campaign. We held a community event and did a lot of communications outreach, such as newspaper articles, posters, radio programs, social media, etc. The momentum this campaign has gathered will be used in 2013 to take the message out to the public further through interactive displays at popular community events;
- The Literacy Council continued to collaborate with the Powell River Public Library this year in an attempt to highlight some of the positive things the Library does in the community. Letterboxing, Whoop-di-doo it anyway (a storytelling event for adults) and inclusion in the *Think* campaign (Literacy and Libraries month) are some of the ways the Literacy Council has helped to promote the library;
- Continuous effort to get information/stories about literacy and literacy-related activities, events and issues published in local paper, magazines and newsletters.
- Development and maintenance of brochures, posters and online tools, such as website, Facebook page and Twitter feed. These promotional items help to keep the public aware of literacy issues, the services that are offered, and of upcoming events related to literacy in the community.

Objective #3: Embed literacy services in daily activities

The following activities were intentionally planned and delivered to broaden the focus of community events to include literacy outreach and resource support:

- Library organized the fifth annual Whoop-di-doo-it Anyway Storytelling Festival for grown-ups. For the second time the event this year featured just local storytellers. The event was well attended by members of the public, extremely well received, and a real opportunity to showcase local talent;
- Book Bag Library (formerly the Book Bag Exchange) at Family Place continued;
- Funding was provided by the Literacy Council to BOND and Family Place to buy books for children at Christmas time.
- Operation of ORCA Bus continues (on a limited basis due to the Bus being taken off the road, bringing literacy and early learning to the whole region);
- School District 47 provided a Parent-Child Mother Goose program for toddlers at one of the StrongStart Centres to complement the P-CMG programs already existing for younger children and their families;
- Literacy Council supported a series of food literacy workshops (summer and fall 2012) which are being provided free of charge to low income and vulnerable parents, including participants in the BOND and Family Place programs.
- LOC created a “Food Literacy” treasure hunt for the Edible Garden Tour for the third year in a row (2012);
- The events that accompanied the focus months for *Literacy: It Means More Than You Think* all embedded literacy, but also tried to communicate the message that literacy is important to all aspects of our lives (eg. a trivia night that focused on health literacy; a reading event at Fun in the Sun; display table and demonstrations about food and literacy at the Fall Fair, etc);

- LOC participated in a number of events – such as the Celebration of Cultural Diversity – where information about literacy was available and activities that helped to embed literacy in every day activities were provided.

Objective #4: Train and support service providers

- CALL, VIU and ESLSAP continue to train new tutors for their one-to-one tutoring programs and provide ongoing training to existing tutors;
- LOC and CALL coordinator attended the annual LOC gathering where literacy practitioners from the Lower Mainland gathered for training, and to share ideas and talk about strategies they are using to promote literacy in their communities;
- The Literacy Council will be providing a small amount of funding for the training of a Nobody's Perfect facilitator, who will be delivering those workshops to parents at Family Place in the coming year;
- The Literacy Council has applied to SPARC BC to bring a workshop to Powell River called "Building Dynamic Organizations." If the application is successful, this training will be offered to a broad range of community groups. There is a great deal of interest in this workshop locally.

Objective #5: Advocate for a new Library

- The Chief Librarian continues to be an active participant on the Literacy Council and is undertaking various initiatives to revitalize the Library (including advocating for a new library facility, which has become a focus in 2011-12). The Literacy Council is committed to providing support for this initiative when it is needed, and has been helping to raise the profile of the Library in 2012-13.

Objective #6: Maintain ongoing funding for local literacy programs (added in 2012)

- The campaign, *Literacy: It Means More Than You Think*, saw the Literacy Council working in partnership with various businesses and organizations that sponsored the activities of the month they chose to support (their contributions paid for advertising costs, a community contest and a community event);
- The work of the LOC in 2013 will partly be focused on the development of a sustainable Learning Centre.

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

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

5) Indications of Success:

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

- ESLSAP continues to be very successful, attracting a consistent crowd of 30+ learners. Volunteer tutors are enthusiastic and get a lot of satisfaction out of their commitment to the program and the people they work with. The coordinator of this program is constantly assessing the needs of the people it serves and honing the services so that it remains effective for and attractive to people who need it. The development of a popular ESL parents' group is an example of how the coordinator responds to the needs of the clients the program serves;
- The numbers of people served by CALL are stable (26 learners were served in both years);
- The numbers of people served by ESLSAP are growing (37 learners were served in 2012, as opposed to 34 in 2011);
- A Needs Assessment done for The Learning Centre indicated that (according to the data collected) literacy outreach initiatives have been effective in the community. The assessment also noted many areas that are challenges, and indicated that continued literacy work is very much needed;
- Partnerships created/strengthened between the Literacy Council and a variety of organizations by the *Think* campaign have helped to raise awareness of the work being done by the Literacy Council, and to disseminate the message that literacy impacts all of our lives on many levels to a wide audience;
- A literacy roundtable meeting held in October 2012 for a variety of community members not normally present at Literacy Council meetings highlighted some of the literacy gaps faced by the community (eg. financial literacy, computer literacy for seniors) and some programming was developed as a result of the conversations held around that table (eg. a set of financial literacy workshops was put on by the First Credit Union, the Library and the Literacy Council);
- The Literacy Council's Family Literacy Day event for 2013 once again attracted several hundred people. FLD has become a well-known and appreciated community event that brings together adults and children from all parts of the community to celebrate literacy.

b. What are the things that support literacy work?

- **A true desire from Literacy Council members, and other members of the community, to work together to promote literacy within the community.** Literacy Council members work together throughout the year on various initiatives such as Fun in the Sun, Family Literacy Day, Whoop-di-doo it anyway, Parent-Child Mother Goose, and more. The Council also makes a big effort to reach out to other groups and businesses to get involved in the promotion of literacy, and the successes with First Credit Union, the Powell River Kings Association, and the Rotary Club of Powell River mentioned previously are examples of the success of this initiative;
- **Consistency and persistence.** In programs that are promoting awareness and trying to break down the stigma of low literacy, a constant presence has proved to be crucial. Moving into its sixth year of operation, the CALL and ESLSAP programs are reaching more people than ever before, and more people are coming forward to get help;

- **Innovative, interesting and fun campaigns to promote awareness, or embed literacy.** The Literacy Council constantly develops and circulates creative materials (posters and brochures) in the community, and along with online promotion (through the website and facebook) and a strong presence in the local newspaper and magazine, the promotion of literacy is one of our strengths;
- **Active engagement of Literacy Council members and expanded representation at the literacy table.** Our Literacy Council is well and regularly attended by a number of representatives from various organizations and segments of the community. In 2012 the first informal literacy roundtable was held to encourage farther-reaching participation in the Council, as well as better communication about what is happening in different areas to do with literacy, and not just at the Literacy Council's table;
- **Continued funding from Decoda Literacy Solutions.** This support for the position of the Literacy Outreach Coordinator has made it possible for this work to continue and expand;
- **Communication with and input from LOCs and Adult Education Coordinators in the area and around BC.** The Community of Literacy Practice website and conferences organized by Decoda have been helpful in this way;
- **Presentations to groups/organizations/businesses to increase awareness of literacy initiatives that people may want to get involved in.** The presentations that have been given by the LOC have been helpful in raising people's awareness and attention to local literacy issues, and often result in offers of help in various ways.
- **Strong community partnerships.** The importance of strong partnerships between literacy service providers, as well as other organizations and businesses cannot be emphasized enough.

6) Challenges:

What are the difficulties?

- Funding uncertainty for the LOC's position, as well as funding uncertainty for existing literacy programs. In light of funding uncertainty a significant part of the LOC's time is spent seeking additional funding from non-governmental sources, and pursuing partnerships with businesses and other organizations in the community;
- Contention over the issue of building a new library in Powell River has raised a flag that some people in the community place a low value on learning, literacy and libraries in general, and that is a significant concern for the Literacy Council. Though we do a lot of community outreach it is difficult to know when/how to reach these individuals and change their minds;
- Keeping people engaged in the Literacy Council, and ensuring that we are attracting new people to the organization who have an interest in local literacy.

What would help?

- Assurance of continued funding for literacy work in the community; in 2013-14 additional time will be spent on sustainability issues for the Learning Centre, including the investigation of social enterprise and major fundraising opportunities; when time is spent on fundraising, less time is spent on supporting community literacy development;

- Ongoing outreach and projects/campaigns that target this particular group;
- The implementation of a bi-annual informal roundtable meeting is helping to bring more people to the Literacy Council's table and providing a place where people too busy to be involved in the Council on a regular basis can easily share information about what is happening in literacy in their sectors (and potentially attract new members).

5.2. Thinking about the 2013-14 Year

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

Opportunities

- The building of relationships with other literacy providers and businesses/organizations that we have been focusing on in recent years provides the opportunity to reach more people in the community. We continue to take every opportunity to grow and strengthen partnerships throughout the community;
- Because of the Literacy Council's focus on sustainability issues for The Learning Centre, we have an opportunity to explore ideas for fundraising, core partnerships, and social enterprise that could have a significant effect on the future of literacy work in Powell River;
- The first bi-annual literacy roundtable provided the opportunity for community members from several sectors to come together and discuss the gaps they are seeing on the ground. This resulted in several new suggestions for ways people could work together. We anticipate that these connections and new partnerships will expand, and that literacy gaps in the community will be better addressed, as more roundtables are held in the future;
- Several gaps in literacy were identified at the first literacy roundtable, and this has provided an opportunity for the Literacy Council to partner with other organizations to address these specific gaps. One of the gaps mentioned was a need for more computer training for seniors in the community, and with this need in mind the Literacy Council, in partnership with the Library and with support from VIU, has applied for New Horizons funding to support a Digital Storytelling for Seniors program, which would focus on basic computer skills.

Challenges

- There is an ongoing challenge in terms of finding funding for programs and services that are well-used in the community. Members of the community, and of the Literacy Council, continue to work together and support each other in finding solutions;

- As mentioned, the issue of a new library building has become somewhat contentious within the community in the past two years; the Literacy Council will continue to support the Library in its work to secure a new building and build awareness of the importance of a library as a hub of learning in any community.

Issues

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

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

- We will continue to work on all the objectives that are named in our CLP; please refer to the detailed ongoing work in section 5.1 (item #4).

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

- Maintenance and strengthening of good relationships and partnerships around the Literacy Council table;
- Continued attempts to build relationships with literacy partners and businesses/organizations within the community;
- Continued support from the Ministries of Advanced Education and Decoda Literacy Solutions to sustain adequate funding for the Literacy Outreach Coordinator;
- Opportunities to share ideas, progress, challenges with LOCs from around the province.

Appendix A. Mission and Members of the Literacy Council

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

The Mission of the Literacy Council is:

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

The Purpose of the Literacy Council:

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

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

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

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

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

- **Powell River Employment Program Society** is an umbrella organization providing a variety of programs and services in the community including pre-natal to adult. From employment assistance to parenting support to diversity/multi-cultural initiatives, literacy is a common thread in every program. The Literacy Council provides an opportunity for coordination, collaboration and partnerships with agencies and community members to deliver services effectively. PREP has chaired the Council since 2007 and administers CALL, ESLSAP, and Family Place programs.
- Community Adult Literacy and Learning (CALL) Program: a one-one-one tutoring service for adults.
- **English Second Language Settlement Assistance Program (ESLSAP)**: an English-language tutoring and settlement assistance program for recent immigrants.
- **Vancouver Island University (VIU)** – the local university, who sits regularly at the Literacy Council table.
- In and of itself **the Powell River Public Library** is a standing promotion for improved literacy in Powell River through its extensive collections and services. A special collection of literacy-related materials, a partnership with Family Place to launch a Saturday Parent-Child Mother Goose program, outreach activities at Sliammon First Nation and initiating an Every Child Ready to Read program for Powell River parents are all examples of the Library's literacy promotion activities beyond its walls. The Library's participation in The Literacy Council is a key feature of its strategy to work with others in Powell River to promote literacy.
- In **School District 47** the development of student literacy is a core value, as reflected in district goals and program offerings. The school district collaborates with all Literacy Council partners to promote life-long literacy across the broader community, and sits at the Council table regularly.
- **Powell River Family Place** promotes family and early literacy, especially with regard to the foundation skills for lifelong learning which are best learned in the first two years of life. We understand that it is through having positive and reciprocal relationships with significant adults that strong literacy skills are developed.
- **Powell River Living Magazine** – local magazine; staff member regularly attends board meetings, lending representation from the business sector.
- **Powell River Peak newspaper**: local newspaper, published twice weekly; staff member regularly attends board meetings.
- **International Peace-Poem Walkers' Society**: Linked to the international www.peacepoem.org, this organization's slogan is "Peace and literacy at a human pace." The method is basically walking scrolls from the International Peace Poem from community to community and linking up with literacy events in each place, with raised funds going to support this activity and the production and dissemination of materials on peace and literacy.
- Various **parents** in Powell River are engaged in the literacy council.
- **Powell River Child, Youth and Family Services Society (PRCYFSS)**: stays apprised of the goings-on at the Literacy Council.
- **Powell River City Council** appoints a councilor who is a part of the Literacy Council.

- **Powell River Community Health (Public Health)** stays apprised of the goings-on at the Literacy Council.
- At least one **School Board Trustee** sits on the board regularly.
- Members of several **service organizations**, such as St. John Ambulance, the Rotary Club and the Lions Club receive regular updates from the Literacy Council, and keep apprised of the Council's activities.
- **Sliammon First Nation:** local First Nations community; several members are part of the Literacy Council membership.
- **Success By 6:** the local sect of this organization is involved in programs to promote learning of children under the age of six.
- **Tla'Amin Community Health Services:** Health centre for Sliammon.
- Several members of the **business community** stay apprised of the goings-on at the Literacy Council, and partner with the Council on awareness campaigns.
- Members of several local **church organizations** have displayed an interest in what is happening at the Literacy Council, and a member from the Faith Lutheran Church attends Council meetings regularly.

Appendix B. Timeline for Creation of Community Literacy Plan

Jan. 11, 2007:

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

Jan. 2007 – May 2007 (ongoing):

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

April 2007 – July 2007 (ongoing):

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

July-August, 2007:

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

September, 2007:

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

January 2008:

- Plan is updated and revised.

July 15, 2009:

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

July 15, 2010:

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

July 15, 2011:

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

July 15, 2012:

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

July 15, 2013:

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

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

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

- **To improve student achievement in all areas of literacy.**
Specific activities include:
 1. Guided reading program.
 2. Summer school opportunities – Read and Rec.; Rec. and Tech
 3. PALS program at Chi-chuy kindergarten.
 4. District reading teacher provides training to intervention teachers new to the program.
 5. All day Kindergarten program focusing on building literacy skills through integration of First Nations cultural elements.
 6. Initiate a balanced reading program of instruction at the intermediate levels.
 7. Provide instructional assistance to teachers in the regular classroom to strengthen delivery of a balanced reading program with the key elements of guided reading, literacy circles, and reading in the content area instruction.
 8. Small group leveled instruction at the primary and intermediate levels for lower performing Aboriginal students.
 9. Provide release time and funding to encourage teacher leadership programs and action research projects in the area of differentiated materials and instruction for First Nations students.
 10. Provide SSA support so that mini comprehension practice sessions can be held with individual targeted students.
- **To improve student achievement in all areas of numeracy.**
Specific activities include:
 1. After school tutoring is provided.
 2. After school assistance for grades 8 and 9 via online learning.
 3. Focus on improving skills in mathematical problem solving and working with grade appropriate number concepts in grades 4 to 7.
 4. Teachers will use assessment results from 2010/11 to inform their instruction for 2011/12.
 5. The district will develop additional strand concept and problem solving assessments to further assist teachers.
 6. A grade group meeting will be organized at each grade level so colleagues can discuss and share strategies to address the areas of weakness identified by the district assessments.

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

Appendix D. School District No. 47 Literacy Plan

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

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

Specific activities include:

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

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

Specific activities include:

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

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

Specific activities include:

1. Focus on improving skills in mathematical problem solving in grades 4 to 7.
2. Focus on improving skills in working with grade appropriate number concepts in grades 4 to 7.
3. Focus on improving skills in statistics and probability in grade 8.
4. Grade group teacher meetings to discuss and share strategies to address areas of weakness, as identified by district assessments.
5. Teachers will use assessment results from 2010/2011 to inform their instruction for 2011/2012.
6. The district will develop additional strand concept and problem solving assessments to further assist teachers.
7. Provide the Jump Math program.

Appendix E. EDI Results - Background

The results of the first round of measurements taken in School District 47 in 2003 and 2004 indicated a region with some serious ECD challenges: on four of the five Early Development Instrument (EDI) scales the Powell River region was in the second most vulnerable quintile (Physical Health and Well-Being; Social Competence; Emotional Maturity; and Communication Skills and General Knowledge). On the other scale (Language and Cognitive Development) the School District was in the most vulnerable quintile. Between the first and second round of measurements, overall vulnerability decreased slightly, especially with respect to the Language and Cognitive Development scale. A HELP report on the SD47 results suggests that “a focus on early literacy supports in the community have been effective (e.g. School District early literacy, Library services, Mother Goose, “Raise a Reader” parent education).” In addition, Powell River Family Place opened in early 2004 with a specific focus on early literacy and family literacy.

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

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

The 2010 EDI Community Summary for SD47 highlighted the following district trends that have been observed over four waves (2003-2010):

- District wide, 28.9% of children were vulnerable on at least one scale of development in Wave 4 (Year 1). This remained consistent with Wave 3 (28.6%) and was at a similar level to Wave 1 (30.8%).
- This represents a consistent trend of over one-quarter of the children in the Powell River population vulnerable in kindergarten.
- District wide, the largest proportion of children vulnerable was on the Emotional Maturity scale (20%). This scale has had the highest rate of vulnerability in three of the last four Waves.
- The smallest proportion of children vulnerable was on the Communications Skills scale (6.7%). The Physical Health and Well-Being scale had 8.1% of children vulnerable.
- The levels of vulnerability on each of the scales have been fairly constant over time, with the Emotional Maturity scale showing a large increase between Wave 1 and Wave 4 (Year 1). Most other scales have tended to decline since the Wave 1 results.

Appendix F. Literacy Council: Structure and Organization

WHO WE ARE

The Powell River Literacy Council (PRLC) is a coalition of community partners whose mission is to enhance and promote literacy and lifelong learning in the region. Members include a broad cross-section of community partners representing health, education, government, public library, business community, early childhood development, adult learners, First Nations, and community members at large.

WHAT WE DO

Formed in 2004, the Council serves as a regional hub of communication and collaboration among organizations and individuals with an interest in enhancing literacy access and development for Powell River and its surrounding communities. In addition, it acts as the steering committee for specific literacy-related programs and projects. The Council promotes awareness of the importance of literacy for all community members and works to make sure that literacy services are available to anyone who can benefit from them. In part the Council does this through

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

GUIDING PRINCIPLES

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

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

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

HOW WE ARE ORGANIZED

The Council is organized into voting and non-voting members, with voting members having made a commitment to regularly attend Council meetings. Non-voting members are welcome at all Literacy Council meetings, and are invited to provide input at any time. However, when decisions are made by vote, only those members who are designated voting members will participate in the process.

Unless stipulated otherwise by funding, the Council elects the chair and officers as required at the annual January meeting.

A Literacy Outreach Coordinator supports the Council's work and implements its initiatives. The Council meets on a monthly basis to conduct Council business, except during summer months (July-August).

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

HOW WE MAKE DECISIONS

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

HOW WE ARE FUNDED

The Council receives funding in these ways:

- government funding;
- Council fundraising activities;
- grants as available;
- donations.

Appendix G. Update 2012 Reflecting on the 2011-12 Year

1) Task Group:

Who takes part in the task group?

- See Appendix A.

How is the work of this group organized?

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

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

- This year our community has been going through the very exciting early stages of planning for a new library. Unfortunately some members of the community are opposed to the building of a new library (with reasons varying from site selection to affordability and some people who argue that in our digital age libraries are obsolete). This has become a very contentious issue in Powell River, which suggests that there is a certain segment of our population that does not place high value on learning and libraries, and that is a grave concern considering all that our local library does to support literacy;
- CALL funding was renewed and increased, and the program has been very successful in providing adult tutoring resources in the community. Working in concert with ESLSAP this past year has been beneficial in creating a bridge for adults in the community who are too high level for the ESLSAP program, but still need help; assuming continued funding this program will look to continue to increase its scope in the 2012-13 year;
- The continued funding for the ESLSAP program and continued development of a very strong program that has been successful in supporting many people with English language development and helping them to settle in to life in Canada and the local community. A side benefit of this program is that it has proven a very successful community builder, as many of the tutors are retirees looking for new connections within the community;
- The continued growth of and awareness for The Learning Centre, which is a popular gathering place for literacy activities. The Learning Centre is looking at expanding their space to accommodate the demand;
- Funding for the LOC position was renewed (although decreased) for 2012;

- CAP (Computer Access Program) funding from the federal government was cut, leaving the locations that provide the service to either pick it up and pay for the program out of their own limited resources, or shut the program down altogether. This will have a detrimental effect on publicly available computers for people who do not have access to computers at home;
- Positive experiences for kids in school who are having difficulty learning to read as a result of campaigns and programs such as Catch a King Reading;
- A hugely successful Family Literacy Day event in January which attracted almost 400 people (when only 100 came to the one in the year previous);
- Increased attention to fun literacy activities such as Letterboxing, Slam Poetry and local storytelling, which encourage engagement from many community members of all ages;
- New connections and partnerships raising public awareness and embedding literacy in community life, in particular as a result of the Literacy Forum in January and *Literacy: It Means More Than You Think* campaign;
- Increased awareness in the community of the Literacy Council and its work and mandate;
- Increased use of social media tools, in particular Facebook, to help spread awareness about literacy and literacy-related issues, events, etc.

3) Community Development and Literacy Collaboration:

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

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

- Collaboration between the Literacy Council and the Public Library to deliver programs such as Whoop-di-doo it anyway and Letterboxing;
- In an attempt to highlight the positive programming and importance of the Public Library to Powell River, the Literacy Council nominated the library for a Council of the Federation of Literacy Award;
- Collaboration between the Public Library and the Cranberry Hall Association to put on the Poetry Slam events (several take place during the year);
- Collaboration between the Public Library and Kiwanis Housing Association to deliver Read to Seniors;
- Partnership between the Literacy Council and several businesses/organizations during *Literacy: It Means More Than You Think*, e.g., First Credit Union (family month) and the Georgia Straight Alliance of Family Practice (health month);
- Support of other organizations during *Literacy: It Means More Than You Think*; e.g., CJMP Community Radio (weekly radio interviews throughout the campaign); Peak newspaper and Powell River Living magazine (printing feature stories/photos on the theme of the month); Family Place (hosting the family month event at their regular summer program Fun in the Sun);
- Many businesses and organizations (some related directly to literacy, and some not) came together with the Literacy Council and the elementary schools for Family Literacy Day in January 2012, and it was hugely successful;
- Collaboration between the Literacy Council and Powell River Kings Hockey Association to deliver the Catch a King Reading program;

- As a result of a presentation that the LOC did to Rotary, Rotary asked the Literacy Council to help coordinate exploring the idea of bringing the CALS (Computer Assisted Learning Solution) program to Powell River. Many literacy-related organizations are exploring the possible benefits of the program.

What are the essential ongoing collaborations?

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

What makes collaborations work well?

- Regular communications (meetings of the Literacy Council and dissemination of Council minutes, work plan updates, etc) continue to be an important component in promoting mutual trust, inclusiveness, and collaborative planning and implementation;
- A constant effort to develop and nurture working relationships that will mobilize the community's literacy and related resources to result in greater community and economic development for the region. In late 2012 the Literacy Council plans to offer the first bi-annual meeting to which key members of the community will be invited in an attempt to ensure that more of the community is involved in literacy planning, and to encourage collaborations and information sharing;
- Creativity on the part of the Literacy Outreach Coordinator and other community partners, to come up with new campaigns and events that excite people and make collaborators want to take part.

4) Goals and actions for the current year:

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

Objective #1: Find funding and hire a Literacy Coordinator

- Ongoing work
- Literacy Outreach Coordinator (LOC) continues to provide administrative support and leadership in coordinating literacy work in the region, and facilitating communication among community partners.
- LOC is researching funding opportunities, working collaboratively with partners to submit funding applications where relevant, and building relationships with partners who are providing sponsorship toward the 2012 literacy campaign, *Literacy: It Means More Than You Think*.

Objective #2: Raise public awareness

- In partnership with First Credit Union, the LOC organized a Family Literacy Day event that was held at the Powell River Recreation Complex (January 2012). The event was very well received, and drew a larger attendance and more participation from more collaborators than any previous FLD (9 local businesses/organizations acted as reading heroes and others helped with the organization; schools participated in a themed mural competition; Canada World Youth helped to set up and staff the event). It was hugely successful, and an event we hope to continue to build on;
- A Literacy Forum, held in January, targeted community leaders and had panelists from different sectors of the community commenting on why literacy is important in their particular areas. The purpose of the event was to raise the profile of literacy amongst leaders, so that they would be open to helping to bring the message to the larger population. The event was very well attended and received, and our major 2012 campaign, *Literacy: It Means More Than You Think* was born out of the forum. In addition, at least two of the sponsoring organizations for the campaign attended the forum;
- The Literacy Council has been collaborating with the Powell River Public Library this year in an attempt to highlight some of the positive things the Library does in the community. Letterboxing, Whoop-di-doo it anyway (a storytelling event for adults) and nominating the Library for an award are some of the ways the Literacy Council has been promoting the library;
- Catch a King Reading was the final event in the 10-month Get Caught Reading campaign that invited members of the community to send in photographs of people they “caught” reading in unusual places. Catch a King Reading involved kids in elementary schools receiving clues from Monday thru Friday for a week and guessing who their King was, what he was reading, and where he would be hiding on the Friday of the week. This was a tremendously fun and successful campaign that may run again in 2013;
- Continuous effort to get information/stories about literacy and literacy-related activities, events and issues published in local paper, magazines and newsletters.
- Development and maintenance of brochures, posters and online tools, such as website and Facebook page. These promotional items help to keep the public aware of literacy issues, the services that are offered, and of upcoming events related to literacy in the community.

Objective #3: Embed literacy services in daily activities

The following activities were intentionally planned and delivered to broaden the focus of community events to include literacy outreach and resource support:

- Library (with the support of the Literacy Council) organized the fourth annual Whoop-di-doo Storytelling Festival for grown-ups. This year the event was renamed *Whoop-di-doo it anyway* due to a lack of funding, and that it was scaled back to feature just local storytellers. Given the enthusiasm for storytelling that has grown in the community in the past several years the Library and Literacy Council felt it was important to hold an event, despite the lack of funding. The event was well attended by members of the public, extremely well received, and a real opportunity to showcase local talent;
- Book Bag Library (formerly the Book Bag Exchange) at Family Place continued;

- Funding was provided to BOND and Family Place to buy books for children at Christmas time (the funding was provided by the Rotary Club, at the request of the Literacy Council)
- Operation of ORCA Bus continues, bringing literacy and early learning to the whole region;
- School District 47 provided a Parent-Child Mother Goose program for toddlers at one of the StrongStart Centres to complement the P-CMG programs already existing for younger children and their families;
- Peace Poem project and anthology published;
- Literacy Council supported a series of food literacy workshops (summer 2012) which are being provided free of charge to low income and vulnerable parents, including participants in the BOND and Family Place programs.
- LOC created a “Food Literacy” treasure hunt for the Edible Garden Tour for the second year in a row (2011).
- LOC participated in a number of events – like Ages & Stages – where it was possible to give out information about literacy and provide activities that helped to embed literacy in every day activities.

Objective #4: Train and support service providers

- CALL and VIU trained 52 new tutors in a 7-week adult tutor training workshop in January-February. ESLSAP has trained 15 tutors in the past year.
- LOC attended the annual LOC gathering where literacy practitioners from the North Island gather to share ideas and talk about strategies they are using to promote literacy in their communities.

Objective #5: Advocate for a new Library

- The Chief Librarian continues to be an active participant on the Literacy Council and is undertaking various initiatives to revitalize the Library (including advocating for a new library facility, which has become a focus in 2011-12). The Literacy Council is committed to providing support for this initiative when it is needed, and has been helping to raise the profile of the Library in 2012.

Objective #6: Maintain ongoing funding for local literacy programs (added in 2012)

- The new campaign, *Literacy: It Means More Than You Think*, will see the Literacy Council working in partnership with various businesses and organizations that will sponsor the activities of the month they choose to support (their donations will pay for advertising costs, a community contest and a lunch and learn event). In addition, the LOC has actively sought out opportunities for funding from local sources (eg. donation from Rotary for Christmas books for children; making Family Place the charity of choice for First Credit Union’s Movie Under the Stars in 2011, etc), as well as applying for grants and monies from sources further afield.

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

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

5) Indications of Success:

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

- ESLSAP has been very successful in its first full year, attracting a consistent crowd of 30+ learners. Volunteer tutors are enthusiastic and get a lot of satisfaction out of their commitment to the program and the people they work with. The coordinator of this program is constantly assessing the needs of the people it serves and honing the services so that it remains effective for and attractive to people who need it.
- The opening of The Learning Centre in 2011 was a big step forward for literacy in Powell River. In the past year the programs it houses have quickly outgrown the space, and will undertake a needs assessment with funding from VCH to aid in the process of finding a bigger space.
- The success of the Literacy Forum in January (measured by the numbers of people who attended, the engagement of the crowd, and the extremely positive feedback received after the event) led to the development of the Literacy Council's 2012 campaign *Literacy: It Means More Than You Think*. The willingness of several businesses and organizations to support this campaign financially indicates that we are reaching people with our message, and that they are viewing literacy as an important issue, worth spending time and money on, and a cause worth aligning themselves with. These relationships are very important to the cause of local literacy, not only for the financial contributions, but for the fact that the more people are talking about the importance of literacy; the more community leaders get behind the issue, the more seriously it will be taken in the community in general.
- The LOC has made several presentations about literacy in 2011-2012 and initiated the new literacy campaign mentioned above. These presentations have led to important connections, for example: a presentation to City Council was not only televised and written about in the local paper, but it attracted the attention of the incoming Rotary president, who asked the LOC to give a similar presentation to their service club. This was done, and out of that presentation the Learning Centre acquired at least one new tutor, and the conversation about Rotary bringing CALS (Computer Assisted Learning Solution) to Powell River started;
- The Literacy Council's Family Literacy Day event this year attracted almost 400 people, up from 100 last year. This increase was in part due to the partners who helped to fund/organize/staff the event, but also due to the fact that the LOC involved the schools in a mural competition and many of the children and their families came to the event to vote on their favourite mural. It was a wonderful event that really helped to raise the profile of family literacy locally. The LOC had questions from several people about programs that are available to help children, and parents, who are struggling with literacy, so it was evident that the connections were being made.

What are the things that support literacy work?

- **A true desire from Literacy Council members, and other members of the community, to work together to promote literacy within the community.** Literacy Council members work together throughout the year on various initiatives such as Fun in the Sun, Family Literacy Day, Whoop-di-doo it anyway, Letterboxing, Parent-Child Mother Goose, and more. This year the Council has made a big effort to also reach out to other groups and businesses to get involved in the promotion of literacy, and the successes with First Credit Union, the Powell River Kings Association, and the Rotary Club of Powell River mentioned previously are examples of the success of this initiative;
- **Consistency and persistence.** In programs that are promoting awareness and trying to break down the stigma of low literacy, a constant presence has proved to be crucial. Moving into its fifth year of operation, the CALL program is reaching more people than ever before, and more people are coming forward to get help;
- **Innovative, interesting and fun campaigns to promote awareness, or embed literacy.** The Literacy Council constantly develops and circulates creative materials (posters and brochures) in the community, and along with online promotion (through the website and facebook) and a strong presence in the local newspaper and magazine, the promotion of literacy is one of our strengths;
- **Active engagement of Literacy Council members and expanded representation at the literacy table.** Our Literacy Council is well and regularly attended by a number of representatives from various organizations and segments of the community. In 2012 the first informal literacy roundtable will be held to encourage farther-reaching participation in the Council, as well as better communication about what is happening in different areas to do with literacy, and not just at the Literacy Council's table;
- **Continued funding from Decoda Literacy Solutions.** This support for the position of the Literacy Outreach Coordinator has made it possible for this work to continue and expand.
- **Communication with and input from LOCs and Adult Education Coordinators in the area and around BC.** The Community of Literacy Practice website and conferences organized by Decoda have been very helpful in this way.
- **Presentations to groups/organizations/businesses to increase awareness of literacy initiatives that people may want to get involved in.** The presentations that have been given by the LOC have been helpful in raising people's awareness and attention to local literacy issues, and often result in offers of help in various ways. The Literacy Council has incorporated presentations into the 2012 campaign *Literacy: It Means More Than You Think* to encourage this.

6) Challenges:

What are the difficulties?

- Funding uncertainty for the LOC's position (and a cut to the funding this year), as well as funding uncertainty for existing literacy programs. In light of funding uncertainty a significant part of the LOC's time is spent seeking additional funding from non-governmental sources, and pursuing partnerships with businesses and other organizations in the community;
- The contention over the issue of building a new library in Powell River has raised the issue that some people in the community place a low value on learning, literacy and libraries in general, and that is a significant concern for the Literacy Council. Though we do a lot of community outreach it is difficult to know when/how to reach these individuals and change their minds;
- Keeping people engaged in the Literacy Council, and ensuring that we are attracting new people to the organization who have an interest in local literacy.

What would help?

- Assurance of continued funding for literacy work in the community;
- Ongoing outreach and projects/campaigns that target this particular group;
- We are hoping that the implementation of a 6-month informal roundtable meeting later in 2012 will help to bring more people to the Literacy Council's table and provide a place where people too busy to be involved in the Council on a regular basis can easily share information about what is happening in literacy in their sectors (and potentially attract new members).

Thinking about the 2012-13 Year

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

Opportunities

- The building of relationships with businesses/organizations that we have been focusing on this year provides the biggest opportunity to reach more people in the community, access some funding, and get the message out that literacy is about more than reading and writing, and that it's not just about children. We will use these partnerships as fully as we can, and look to grow them and foster even more connections in the future;
- There is an opportunity to expand the reach of/interest in the Literacy Council and its work, as well as the understanding of what is happening in literacy in the community on a broader scale through the new 6-month meetings that will be implemented in October 2012;
- The LOC has developed a good relationship with administrators in the schools over the last few years by creating and carrying out campaigns for school-aged children. This relationship can, and will, be utilized to ensure the best participation possible in family-oriented events (e.g. Family Literacy Day), contests (e.g. Get Caught Reading) and campaigns (Letterboxing);
- As more people become aware of the Literacy Council and its work – and the understanding of the scope of literacy expands in the community – the LOC is being contacted more often (e.g. Canada World Youth contacted LOC to see if there were volunteer opportunities, and they came to help out with Family Literacy Day).

- As presentations have proven to be effective in the past year to get people thinking and talking about literacy, more presentations will be incorporated into the LOC's work for the coming year;

Challenges

- There is an ongoing challenge in terms of finding funding for programs and services that are well-used and loved in the community. Members of the community, and of the Literacy Council, continue to work together and support each other in finding solutions;
- As mentioned, the issue of a new library building has become somewhat contentious within the community in the past six months; the Literacy Council will continue to support the Library in its work to secure a new building and build awareness of the importance of a library as a hub of learning in any community.

Issues

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

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

- We will continue to work on all the objectives that are named in our CLP; please refer to the detailed ongoing work in section 5.1 (item #4).
- The campaign *Literacy: It Means More Than You Think* will incorporate the goals, priorities, and objectives detailed above.

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

- Maintenance of good relationships and partnerships around the Literacy Council table;
- Continued attempts to build relationships with businesses/organizations within the community;
- Continued support from the Ministries of Advanced Education and Education and Decoda Literacy Solutions to sustain funding for the Literacy Outreach Coordinator;
- Opportunities to share ideas, progress, challenges with LOCs from around the province.

Appendix H. Community Literacy Inventory: The data

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

Name of program and organization	0-3 Parent-Tot Group (PRACL IDP)
Who does it serve?	Families being served by PRACL's children's services
What are the goals?	To offer peer support for parents; to offer socialization for children
What is the location of the program?	IDP, Jean Pike Centre
How many people are served?	12-15 families
How is it staffed?	PRACL Infant Development Consultants: A Physiotherapist joins us the first of every month and occasionally OT, FASD or SCD will join the group.
What are the resources?	books, toys, snacks, transportation support, playground equipment, encouraging and supporting the importance of play
What are the greatest successes?	Parents get to know other parents with young children. They learn new ideas and build confidence in their parenting skills. Children are helped to transition into other group settings and are introduced to child peer interaction. The program builds relationships with other service providers such as OT, PT, FASD, and SCD.
What more would they like to do?	Offer to the wider community
What would make the service better for your participants?	Subsidized transportation
Does the service have partners?	No
Possible links with existing programs	Other health and social service agencies; other parent-tot groups; Family Place
Name of program and organization	ABRACADABRA (School District 47)
Who does it serve?	Primary grade students who struggle with decoding and encoding.
What are the goals?	To promote the teaching and learning of English reading and writing skills among youngsters, especially those at risk of school failure.
What is the location of the program?	Every elementary school in the district.
How many people are served?	Approximately 60-70 students
How is it staffed?	By teachers and support service assistants that have been trained in the program.
What are the resources?	It is a state-of-the-art software tool developed, tested and disseminated without charge to educators by the Centre for the Study of Learning and Performance (CSLP) and their partners at LEARN.
What are the greatest successes?	This program is able to be used by the District's youngest students starting in kindergarten, building their capacity in literacy from the very start. The software is fun and engaging. Students are reluctant to exit the program!
What more would they like to do?	Students would likely want to spend more time on this program. The program is considering expanding into numeracy.
What would make the service better for your participants?	At times the Internet connection to the program is poor, and the program is slow to respond, which can make it frustrating for students, as well as the instructors.
Does the service have partners?	The School District is working with Concordia University on piloting this program.
Possible links with existing programs	By working diligently on promoting good reading skills from the very start, and supplementing classroom teaching, it is hoped that fewer children will fall behind, and more children will be encouraged to visit/use their local library, and it can then be seen as a destination for entertainment, as well as learning.

Name of program and organization	Adult Basic Education (Vancouver Island University)
Who does it serve?	Adults
What are the goals?	Increased Skills, Employment, Post Secondary Programs
What is the location of the program?	Vancouver Island University
How many people are served?	Approximately 150
How is it staffed?	Paid Instructors trained in specific contact areas
What are the resources?	Classroom materials, library resources, internet access in all classrooms, resource rooms, writing centre
What are the greatest successes?	Students achieving their personal goals
What more would they like to do?	N/A
What would make the service better for your participants?	N/A
Does the service have partners?	No: Funded through Ministry of Advanced Education and Labour Market Development
Possible links with existing programs	Public Library, Family Place, Sliammon Community, Seniors Centre, Powell River Model Community Project for Persons with Disabilities
Name of program and organization	Adult Easy Reading (Powell River Public Library)
Who does it serve?	Literacy tutors and students. Independent adult learners. Independent ESL learners
What are the goals?	To provide attractive and effective collection of materials that support adult literacy
What is the location of the program?	Powell River Public Library
How many people are served?	72 in 2012
How is it staffed?	Library Staff select materials
What are the resources?	Easy-to-read fiction and non-fiction
What are the greatest successes?	Providing attractive materials to those who are working to improve reading skills
What more would they like to do?	Continuous promotion of this collection among Adult Basic Education students at VIU and patrons of Career Link
What would make the service better for your participants?	A new building would allow semi-private space for tutoring and more effective display of this collection
Does the service have partners?	CALL (Community Adult Literacy & Learning)
Possible links with existing programs	Career Link and VIU
Name of program and organization	Ages & Stages (Building Blocks 0-6)
Who does it serve?	0- to 4-year-olds
What are the goals?	To educate parents about what to do with their children before school entry; to inform them of services in the community; to inform them of how their children are doing in comparison to their peers
What is the location of the program?	Recreation Complex
How many people are served?	150-200 per annual session
How is it staffed?	School District, Success by 6, PRACL, Public Health, Family Place, volunteers
What are the resources?	pencil, paper, books, information from service providers
What are the greatest successes?	Regular attendance
What more would they like to do?	N/A
What would make the service better for your participants?	Reach everybody who needs the services provided
Does the service have partners?	Many
Possible links with existing programs	Many

Name of program and organization	Ahms Tah Ow (SD 47)
Who does it serve?	Youth and adults
What are the goals?	To provide basic education skills to youth who struggle in mainstream school and to adults
What is the location of the program?	Ahms Tah Ow Building in Sliammon First Nation
How many people are served?	20 -25
How is it staffed?	School District 47
What are the resources?	Teachers, computers, library
What are the greatest successes?	N/A
What more would they like to do?	Help out people with literacy & numeracy issues; enable students to find employment
What would make the service better for your participants?	Better integration with other entities within the Sliammon Nation; more emphasis on essential or middle-school level skills
Does the service have partners?	Brooks School, VIU, Career Link
Possible links with existing programs	CALS Program
Name of program and organization	Author Readings/ Illustrator Visits (Powell River Public Library)
Who does it serve?	People of all ages in our community
What are the goals?	To generate interest in books, writing, illustrating and publishing. To promote enjoyment of reading.
What is the location of the program?	At the Library, at Public Schools, and other venues in Powell River
How many people are served?	Attendance was 253 in 2012
How is it staffed?	Library staff, published authors and illustrators
What are the resources?	The authors and illustrators, venue, refreshements
What are the greatest successes?	Events packed with people who are thrilled to learn about the writing and illustrating life.
What more would they like to do?	Increase the number of these events, have them in a dedicated programming space at the Library
What would make the service better for your participants?	A portable PA system, better acoustics, a nice programming space at the Library
Does the service have partners?	IslandLink Federation, Powell River Public Schools
Possible links with existing programs	Canada Council for the Arts

Name of program and organization	Babies Open New Doors - BOND (PREP Society)
Who does it serve?	Pre- and post-natal women who face challenging circumstances and who are interested in gaining education and support. These challenges can include: new motherhood, previous health challenges, poverty, poor nutrition, substance use, isolation, mental health, family violence, single parenting, new residency, previous difficult pregnancies and deliveries.
What are the goals?	Achieve healthy pregnancy outcomes through informed lifestyle choices. Bonding between mother and baby to promote attachment and healthy, early brain development. Reduce incidences of low birth weight. Support with breast feeding, parenting skills, accessing community resources and supportive peer interactions.
What is the location of the program?	BOND office in PREP building, Public Health meeting room and free community meeting spaces.
How many people are served?	90-110 annually (50-60 mothers and 40-50 babies)
How is it staffed?	Funding for Coordinator (RN), Outreach Worker (both at half time) and Registered Dietician. Volunteer cooks for group sessions.
What are the resources?	Staff; weekly group meetings with healthy lunches; prenatal vitamins, weekly grocery vouchers, seasonal Farmers' Market coupons and an emergency food shelf; presentations by community specialists on relevant topics to pre- and post-natal women. Mom and babe clothing donations, resource library, nutrition and food skills education, BOND educational resource binder, newborn welcome basket and graduation gifts for mothers.
What are the greatest successes?	Confident, informed mothers with healthy thriving babies; partnerships with a wide variety of community resources that assist BOND in offering the best it can.
What more would they like to do?	Extend BOND's services from six months to one year post partum. Offer childcare for older siblings, access to bus tickets and additional food vouchers.
What would make the service better for your participants?	Additional staff hours, more access to a dietician.
Does the service have partners?	Funded by Public Health Agency of Canada (CPNP); supported by VCH (Public Health), PREP Society, BCAPOP, BC Association of Farmers' Markets; Partnerships with Family Place, Brooks Secondary (Young Moms' Program). Tla'Amin Ahjeeyit Chi Chuy (Healthy Babies Sliammon Pre/Postnatal Group), Nutritionist for Sunshine Coast, local grocery stores, Food Security Project; various agencies that provide services for the target group such as La Leche League, PRCYFSS, Infant Development Programme, Mental Health and Addiction Services, St. John Ambulance, ORCA Bus, Success by 6, Baby Massage practitioners; Women's organizations from local churches (provide layettes for newborns, gifts for Christmas party); Literacy Council (provide books for newborns).
Possible links with existing programs	Still to be determined.
Name of program and organization	Baby Books (Teachers' Association)
Who does it serve?	All new parents in Powell River
What are the goals?	To introduce to parents on the day of their child's birth the importance of reading to their child. This is done by providing every mother of a newborn (a) two top quality children's story books and (b) a letter congratulating the parent on the birth of their child as well as encouraging the parent to read to their children as soon as possible.
What is the location of the program?	Powell River General Hospital
How many people are served?	On average 150 families per year
How is it staffed?	All by volunteers (approximately 6 people)
What are the resources?	Children's reading books and gift wrap from various sources
What are the greatest successes?	Many. Several parents have contacted us to thank us for the books and have said the books are excellent and are very popular with their children
What more would they like to do?	N/A
What would make the service better for your participants?	N/A
Does the service have partners?	Powell River & District Teachers' Association, Powell River General Hospital
Possible links with existing programs	N/A

Name of program and organization	Bag a Book Kits (Powell River Public Library)
Who does it serve?	Childhood educators and daycare providers
What are the goals?	To improve caregivers' access to children's literature, enhance story times and foster the love of language and reading
What is the location of the program?	Powell River Public Library
How many people are served?	65 kits were borrowed by daycare providers in 2012
How is it staffed?	Library staff select materials
What are the resources?	Kits consisting of large-format picture books designed for sharing with groups of children, plus puppets and other props related to the book.
What are the greatest successes?	Childcare providers are able to provide quality storytelling programs
What more would they like to do?	A new Library building would allow space to expand this collection.
What would make the service better for your participants?	Library could provide on site demonstrations of techniques for sharing books with children
Does the service have partners?	The service is used by various daycares, preschools and Family Place
Possible links with existing programs	Other childcare providers
Name of program and organization	Basic Computer Skills Program (Vancouver Island University)
Who does it serve?	Adults
What are the goals?	Become computer literate for employment and independent use
What is the location of the program?	Vancouver Island University
How many people are served?	Approximately 22
How is it staffed?	Paid Instructor trained in specific contact area
What are the resources?	Classroom materials, library resources, internet access in all classrooms
What are the greatest successes?	Students achieving their personal goals
What more would they like to do?	N/A
What would make the service better for your participants?	N/A
Does the service have partners?	No: Funded through AVED
Possible links with existing programs	Public Library, Family Place, Sliammon Community, Seniors Centre, Model Community
Name of program and organization	Books by Mail (Powell River Public Library)
Who does it serve?	Anyone in Powell River or the Regional District
What are the goals?	To mail out packages of books to those who find it difficult to come into the Library
What is the location of the program?	Powell River Public Library
How many people are served?	7 people were enrolled in this program in 2012
How is it staffed?	Library Staff
What are the resources?	Books, mailing pouches, prepaid return postage
What are the greatest successes?	Getting books into the hands of people who are very isolated
What more would they like to do?	We would like to be able to mail material in all formats, not just books
What would make the service better for your participants?	Borrowing material in all formats
Does the service have partners?	No
Possible links with existing programs	Canada Post

Name of program and organization	Books For BC Babies (Powell River Public Library with Vancouver Coastal Health)
Who does it serve?	New parents and their infants
What are the goals?	To ensure that every child born in our service district has their own book, and that parents understand how important it is to share books with their child, beginning in infancy.
What is the location of the program?	Private homes
How many people are served?	150 book bags were delivered in 2012
How is it staffed?	Library staff assembles materials, visiting nurses deliver the materials to new parents.
What are the resources?	Board Books, Music CDs, Book Bags, and information regarding language development
What are the greatest successes?	Parents report that they are delighted with the gift and are sharing the books with their babies.
What more would they like to do?	Find new funding for this program, as it is no longer supported by the British Columbia Library Association.
What would make the service better for your participants?	Increasing the number of books that are given to each child
Does the service have partners?	Vancouver Coastal Health's visiting nurse service
Possible links with existing programs	N/A
Name of program and organization	Books on Wheels (Powell River Public Library)
Who does it serve?	Adults who are homebound due to illness or age.
What are the goals?	To deliver bags of materials to the homes of homebound Library patrons.
What is the location of the program?	Private homes and adult care facilities
How many people are served?	331 home deliveries in 2012
How is it staffed?	Library staff and volunteers
What are the resources?	Library collections
What are the greatest successes?	Enriching the lives of homebound adults by providing delivery of Library materials to their door.
What more would they like to do?	Expand collection of Large Print books, and audiobooks. Expand the number of people who are receiving this service.
What would make the service better for your participants?	Increase the frequency of delivery.
Does the service have partners?	Volunteers deliver the materials to patrons' homes.
Possible links with existing programs	Physicians and social workers could promote this among their clients. Vancouver Coastal Health.
Name of program and organization	Books to Share Lending Library (School District 47)
Who does it serve?	Children 0-5 (before school entry) and their parents/caregivers
What are the goals?	To increase family access to literature appropriate for children 0-5 years. To promote early literacy skills. To share rich literature with families who do not have easy access to books.
What is the location of the program?	School-based StrongStart programs (James Thomson, Henderson and Kelly Creek) and StrongStart Outreach on the ORCA Bus.
How many people are served?	Available to all families attending StrongStart programs in Powell River
How is it staffed?	School District Early Childhood Educators and School District Early Learning Coordinator
What are the resources?	Various new and used books are made available to families. These books are either donated or purchased. The books are not signed out: families take books home, read them and bring them back to one of the StrongStart locations. Lending works on the honor system. All books have an identifying sticker on the cover so they can be easily spotted in the family's home.
What are the greatest successes?	This lending library has become very popular very fast. The informal lending system makes books available to young families without the pressure of due dates.
What more would they like to do?	An ongoing source of books for "Books to Share" Lending Library.
What would make the service better for your participants?	Increased marketing of "Books to Share" Lending Library
Does the service have partners?	Elementary Schools and community members
Possible links with existing programs	Books could potentially be dropped off at other programs serving families with children 0-5 years. Pick-up from these locations could be arranged.

Name of program and organization	Chi Chuy Preschool Program (Sliammon First Nation))
Who does it serve?	Children living in the Sliammon community who are four years old.
What are the goals?	To promote early literacy skills and prepare children for kindergarten entry.
What is the location of the program?	Sliammon Child Development Resource Centre
How many people are served?	8-12 students each year
How is it staffed?	Preschool teacher and Traditional Language Teacher employed by School District 47
What are the resources?	Beautiful classroom space, cultural arts and crafts, books, toys, learning materials.
What are the greatest successes?	All children in the community in the age group are registered each year.
What more would they like to do?	N/A
What would make the service better for your participants?	N/A
Does the service have partners?	Tla'Amin Community Health Services
Possible links with existing programs	N/A
Name of program and organization	Children's Book Bag Library (Family Place/PREP)
Who does it serve?	Families and caregivers with young children
What are the goals?	To improve families' access to high-quality children's literature and to materials and information to enhance the experience for both parent and child
What is the location of the program?	Family Place
How many people are served?	Approximately 5 books per month
How is it staffed?	Family Place
What are the resources?	Initial funding from Success by 6; updates are not currently funded
What are the greatest successes?	Parents report that the materials in the bag helped them to connect with their child on a deeper level and lead to greater enjoyment of the book and its themes
What more would they like to do?	Replace books; purchase new books and bags; sponsor activities; bring in authors; promote the program
What would make the service better for your participants?	A better way of displaying the Book Bags; more toys and activities
Does the service have partners?	Powell River Literacy Coalition, local retailers (for books, bags, materials), recycling centre
Possible links with existing programs	Schools, playgroups, childcare providers, Orca Bus, StrongStart Centres
Name of program and organization	Children's Book Exchange (Family Place/PREP)
Who does it serve?	Families and caregivers with young children
What are the goals?	To provide children with greater access to story books and an opportunity to exchange books with other children.
What is the location of the program?	Family Place
How many people are served?	Approximately 6-8 per month
How is it staffed?	Family Place
What are the resources?	Books (donated)
What are the greatest successes?	Parents can ease the transition from Family Place to returning to their busy schedule when the child is allowed to choose and take a new (to them) book with them
What more would they like to do?	More space, more and better books
What would make the service better for your participants?	More books, more space, advertising money
Does the service have partners?	The Powell River Hospital Auxiliary Thrift store has been helpful, in an informal way, in replenishing our book supply. Parents and other private donors bring books from time to time
Possible links with existing programs	None

Name of program and organization	Community Adult Literacy and Learning (PREP Society)
Who does it serve?	Adults needing one-on-one tutoring to increase basic literacy skills, as well as numeracy, computer literacy, and other essential skills
What are the goals?	To provide adult literacy service in a community-based, non-institutional setting
What is the location of the program?	CALL's main office is located in The Learning Centre; Public Library, Breakwater Books, Quality Foods, the Recreation Complex and other locations around the community have agreed to provide tutoring space that learners and tutors can access.
How many people are served?	26 learners were served this year; the goal is 30 – 35 per year
How is it staffed?	Part-time coordinator; assistance with tutor training from coordinator of VIU's Volunteer Adult Literacy Training program; volunteer tutors
What are the resources?	Staff; literacy materials; links with similar programs in other communities; computer access laptop
What are the greatest successes?	Successful matching of tutor pairs for four years
What more would they like to do?	Meet the target number of learner-tutor pairs
What would make the service better for your participants?	Offer more tutoring for basic computer use.
Does the service have partners?	VIU
Possible links with existing programs	ESL SAP, Sliammon Essential Skills, Career Link, Community Resource Centre, Powell River Public Library
Name of program and organization	Daisy disc and Daisy Reader loaning (Powell River Public Library)
Who does it serve?	Print impaired people who live in Powell River or the Regional District
What are the goals?	To facilitate access to CNIBs specially formatted audiobooks, and the devices required to listen to them
What is the location of the program?	Powell River Public Library
How many people are served?	The Readers were borrowed 7 times. The Daisy disks were borrowed 104 times.
How is it staffed?	Library staff
What are the resources?	The Library owns 4 Daisy Readers and receives a block loan of 20 Daisy discs, twice a year.
What are the greatest successes?	People eagerly await each new shipment of discs. People appreciate being able to borrow the expensive Daisy Readers before buying their own.
What more would they like to do?	We would like to quadruple the size of our Daisy disc block loan
What would make the service better for your participants?	A larger selection of Daisy disks
Does the service have partners?	Libraries and Literacy, Ministry of Education
Possible links with existing programs	Lions Club
Name of program and organization	Daycare (Sliammon Child Development Resource Centre)
Who does it serve?	Children 0-5
What are the goals?	Early introduction of Sliammon language; singing & reading
What is the location of the program?	Tla'amin Child Development Resource Centre
How many people are served?	~14-18 children/year
How is it staffed?	Tla'amin Community Health Services
What are the resources?	Books, toys, snacks, crafts materials, language resources
What are the greatest successes?	Children are excited about books and are ready to enter preschool
What more would they like to do?	More staffing
What would make the service better for your participants?	N/A
Does the service have partners?	Aboriginal Head Start, Aboriginal Supported Child Development, PRACL
Possible links with existing programs	Other daycares

Name of program and organization	Dragon Naturally Speaking (School District 47)
Who does it serve?	All students in kindergarten to grade 7
What are the goals?	To help students struggling with written output
What is the location of the program?	Every primary school in the district (except Texada)
How many people are served?	Unknown
How is it staffed?	SPED teachers
What are the resources?	computer, software
What are the greatest successes?	Students who have trouble writing down their thoughts can find a way to express themselves
What more would they like to do?	Shorten the training time for the voice-recognition system
What would make the service better for your participants?	Shorter training time
Does the service have partners?	No
Possible links with existing programs	No
Name of program and organization	Early Childhood Development Outreach Worker Program Toy and Book lending (Sliammon Early Childhood Development Centre)
Who does it serve?	All parents of children 0 to 6 years old
What are the goals?	To encourage reading with one's child
What is the location of the program?	Sliammon Child Development Resource Centre
How many people are served?	Approximately 12 families per year
How is it staffed?	Tla'amin Community Health Services
What are the resources?	Books, toys, time
What are the greatest successes?	Positive relationships with families
What more would they like to do?	More outreach into people's homes
What would make the service better for your participants?	More visibility of materials
Does the service have partners?	No
Possible links with existing programs	Other health-related events in the community

Name of program and organization	English Second Language Settlement Assistance Program (PREP Society)
Who does it serve?	Adults, 19 years and older, who are: permanent residents, refugees, naturalized Canadian citizens, PNP applicants, or people applying to stay in Canada
What are the goals?	To provide English language tutoring support to adult immigrant and refugee newcomers in rural and remote communities of British Columbia in order to facilitate their social, cultural, economic and political integration into Canada so that they may become participating members of Canadian society as quickly as possible.
What is the location of the program?	The main location for this program is The Learning Centre at 4727 Marine Avenue, with regular groups meeting at Family Place and Vancouver Island University as well. Volunteer one-to-one tutoring and events are held at a variety of locations around the community, including Texada, Lund, and Kelly Creek.
How many people are served?	currently 37 people
How is it staffed?	One part-time paid coordinator and volunteer tutors (currently 28)
What are the resources?	At our Learning Centre: tutoring rooms, ESL books and CDs (for skill development and language acquisition), community services bridging resources, 8 tutor/student computers with ESL software and links to ESL practice sites, a subscription to the Westcoast Reader newspaper (for adult learners), exam preparation materials such as drivers' manuals, FOODSAFE, and the Canadian Citizenship Guide. We also have a printer and photocopier for tutor use. For tutors meeting their students at VIU, we also have a cabinet of ESL resource books and CDs, as well as use of a tutor room, photocopying, and computers. For the tutors coordinating our ESL Parents' Group at Family Place, there are ESL practice/discussion materials on site and the group has use of the play area and childcare facilities for the toddlers who attend with their parents.
What are the greatest successes?	We are pleased to be providing Immigrant Services and English Language support to 37 clients, including one-to-one tutoring and three English practice groups per week; participating in the development and growth of The Learning Centre in partnership with Community Adult Literacy & Learning (CALL), The Powell River Literacy Council, and The Powell River Diversity Initiative - providing a welcoming and supportive environment for our clients and tutors; an annual Celebration of Cultural Diversity (in partnership with the PR Arts Council, PR Diversity Initiative, PR Recreation Complex & The City of Powell River) for which over 700 guests attended last year!
What more would they like to do?	This year, we're hoping to offer more services and programs through an expanded partnership and a larger, more accessible Centre. At the same time, we'd like to become more well-known in the community. We're also looking at ideas for social enterprise that would contribute toward sustainability and offer opportunities for literacy training and first-step employment.
What would make the service better for your participants?	More one-to-one volunteer tutors; more ESL resources (books, CDs, and software), and computers; more tutoring space and some space that is accessible to all (without stairs)
Does the service have partners?	Powell River Employment Program Society and Vancouver Island University
Possible links with existing programs	Currently established - PR Literacy Council; Community Adult Literacy & Learning (CALL); PR Diversity Initiative (PRDI); Career Link; Family Place; VIU; Service Canada; local schools; School District 47; Service BC; City of Powell River; PR Arts Council; Volunteer Powell River; Powell River Child, Youth, and Family Services Society; MCFD; Specialized Victim Support Services; Community Resource Centre; Club Bon Accueil; Powell River Italian Community Club; and ESLSAP in other BC communities.

Name of program and organization	Family Place Parent-Child Drop-in (Family Place/PREP)
Who does it serve?	Families and caregivers with young children
What are the goals?	To provide a neutral venue for all families and caregivers of young children to meet, make friends, and find support and information to raise healthy children; to provide referrals to community programs; to allow parents to make contact with ECD practitioners
What is the location of the program?	Family Place
How many people are served?	Approximately 300 family visits per month; approximately 11 new families per month (120 families per year)
How is it staffed?	A part-time coordinator and 4 part-time staff, with a summer student for 2 months. Funding from Ministry of Child and Family Development, Vancouver Coastal Health, in-kind and cash donations from the community, Raise-a-Reader and others.
What are the resources?	Staffing, early childhood playroom, washroom and change table, snacks, diapers, adult and children's lending libraries.
What are the greatest successes?	Return visits; supportive atmosphere; meeting place for people from different social groups; socialization for preschoolers; time to build trust over repeated visits; entry point for families to other community services; opportunities for early intervention.
What more would they like to do?	Offer a counseling/office space and a separate activity room; have storage space and an outdoor play area.
What would make the service better for your participants?	Stable funding, more space
Does the service have partners?	Powell River Employment Program Society; BOND; Vancouver Coastal Health; Powell River Child Youth & Family Services; Powell River Infant Development Program; MCFD; Powell River Food Security Program; The Good Food Box; Powell River Literacy Council; SD #47; PR Community Resource Centre; Powell River ESL Settlement Assistance Program; La Leche Canada.
Possible links with existing programs	Family Place offers community partners a neutral and child-friendly venue for presenting parent-child programs.
Name of program and organization	Giggles & Fits (Family Place/PREP)
Who does it serve?	Families and caregivers with children from 3-5years old
What are the goals?	To offer a fun and engaging story-related experience: stories, songs, a craft, and a snack, and to introduce children to the joy of listening to stories
What is the location of the program?	Family Place
How many people are served?	5-10 families per session
How is it staffed?	1 Family Place staff and 1 volunteer
What are the resources?	Great story books, craft materials, snacks
What are the greatest successes?	Children become better listeners, remember the stories, and ask for more!
What more would they like to do?	Expand the program; provide outreach to the community; find stable funding, advertise, expand the children's book library
What would make the service better for your participants?	The program would benefit from space for a designated activity room, separate from the "drop-in" lounge area
Does the service have partners?	no
Possible links with existing programs	Sliammon First Nation, Powell River Public Library, child-care facilities, recreation services, parent-tot groups, churches, School District programs

Name of program and organization	Hooked on Reading (Family Place)
Who does it serve?	Children aged birth to 6 and their siblings.
What are the goals?	To allow children to "fish" for a high-quality, gently used book of their choice, and keep the book free of charge
What is the location of the program?	Family Place takes this program to many different public events in the community where children are taking part.
How many people are served?	Approx. 250 books are "fished" annually.
How is it staffed?	Family Place staff and volunteers
What are the resources?	Books, bags, brochures, photocopied and cut out "fish", metal clips, magnetic fishing rods and a "pond"
What are the greatest successes?	When children come back and tell us about the book; when parents say, "You mean I don't have to pay for it?" and we can say, "No, it's completely free for every child."
What more would they like to do?	More!
What would make the service better for your participants?	Storage space, a few dollars to cover expenses like advertising ; volunteers
Does the service have partners?	Powell River Literacy Council assists with this program and provides bookmarks for the packages
Possible links with existing programs	Sliammon, Powell River Public Library, child-care facilities, recreation services, parent-tot groups, churches, school district.
Name of program and organization	Imagination Library – Dollywood Foundation
Who does it serve?	Children living in the Sliammon community or members living off reserve in Powell River who are 0 to 5 years old
What are the goals?	To promote early literacy skills
What is the location of the program?	Tla'Amin Community Health Services
How many people are served?	40 children each year
How is it staffed?	Administered by TCHS Community Health Nurse and ECD Outreach Worker
What are the resources?	Age appropriate children's books are mailed to families with children 0-5 – one book per month
What are the greatest successes?	All children in the community in the age group are registered each year.
What more would they like to do?	N/A
What would make the service better for your participants?	N/A
Does the service have partners?	First Nations Education Steering Committee
Possible links with existing programs	N/A
Name of program and organization	K-12 Language Arts (School District 47)
Who does it serve?	Kindergarten to grade 12
What are the goals?	To reinforce and strengthen reading and writing skills
What is the location of the program?	Every school in the district
How many people are served?	All students
How is it staffed?	Teachers
What are the resources?	Everything required to teach reading and writing
What are the greatest successes?	Participation in the Read For The Top competition and Festival of the Performing Arts; strong literacy skills
What more would they like to do?	More resource materials
What would make the service better for your participants?	N/A
Does the service have partners?	Parents
Possible links with existing programs	Festival of the Performing Arts, Library

Name of program and organization	Kaksem Hegawtk 'w' Teoshim Sliammon Parent-Tot Drop-in Group (Tla'amin Child Development Centre)
Who does it serve?	Parents and young children aged 0-3
What are the goals?	To encourage parent-child interaction
What is the location of the program?	Tla'amin Child Development Resource Centre
How many people are served?	8-10 families/year
How is it staffed?	Tla'amin Health
What are the resources?	Books, toys, snacks, handouts
What are the greatest successes?	Parents are singing with their children
What more would they like to do?	Transportation for families, phoning and organizing time, bring in more resource people
What would make the service better for your participants?	More preparation time, more books and toys
Does the service have partners?	Public Health Nursing, Coast Garibaldi (for speech pathologist), Aboriginal Supported Child Development
Possible links with existing programs	Parent-Child Mother Goose (Family Place)
Name of program and organization	Kindle loaning (Powell River Public Library)
Who does it serve?	Anyone in Powell River, or Regional District
What are the goals?	To provide easy access to eBooks and eReaders, to provide a wider selection of large font titles to those with impaired vision
What is the location of the program?	Powell River Public Library
How many people are served?	Kindles were checked out 463 times in 2012
How is it staffed?	Library staff
What are the resources?	17 Kindle eReaders with 543 pre-loaded eBooks
What are the greatest successes?	The Kindles are continuously checked out, and people are very excited about being able to enlarge the font size
What more would they like to do?	Buy more eBook titles
What would make the service better for your participants?	N/A
Does the service have partners?	No
Possible links with existing programs	Cranberry Senior Association, Lion's Club

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

Name of program and organization	Ladybug (School District 47)
Who does it serve?	Kindergarten to grade 2
What are the goals?	To address children's lack of school-readiness with respect to literacy skills
What is the location of the program?	Every primary school in the district
How many people are served?	Approx. 20% of students in grades K to 2
How is it staffed?	District Early Literacy Resource Teacher and SSA's
What are the resources?	games, songs, rhymes, puppets, props, stickers, toys, etc.
What are the greatest successes?	Students exiting from early intervention
What more would they like to do?	N/A
What would make the service better for your participants?	N/A
Does the service have partners?	Parents
Possible links with existing programs	Keys to Literacy
Name of program and organization	Large-print Collection (Powell River Public Library)
Who does it serve?	People who require a large-print format.
What are the goals?	To support the enjoyment of literature and information needs of people who require a large-print format.
What is the location of the program?	Powell River Public Library
How many people are served?	4582 Large Print books were borrowed in 2012
How is it staffed?	Library staff select materials for collection.
What are the resources?	Large-print books
What are the greatest successes?	People with failing eyesight are able to continue to enjoy reading for pleasure and information.
What more would they like to do?	Increase the size of the Large-print collection.
What would make the service better for your participants?	A new Library would allow us to provide a greater selection of books.
Does the service have partners?	N/A
Possible links with existing programs	Kiwanis, Olive Devaud and other assisted living facilities for seniors.
Name of program and organization	The Learning Centre (PREP Society)
Who does it serve?	Everyone in Powell River, especially learners who are being tutored through ESLSAP or CALL
What are the goals?	To provide a space in Powell River where people can come when they need help finding information about literacy or diversity, or their related services/programs/events in the PRRD. Also, to provide classroom space where people can come for English Second Language and Literacy (reading, writing, math & computer) tutoring - and immigrant services.
What is the location of the program?	In PREP Society offices on Marine Avenue
How many people are served?	20-30 tutor pairs are currently using the centre regularly for tutoring
How is it staffed?	Outreach workers for CALL, ESLSAP, PRDI and Literacy
What are the resources?	Books, computers and other learning supplies that tutors and learners can use
What are the greatest successes?	This centre is well-used and after just over a year the programs are out-growing the space available.
What more would they like to do?	Expand to a bigger, more accessible space, offer more programs for learners and become sustainable through some kind of literacy-related revenue generator.
What would make the service better for your participants?	A more accessible, bigger, more visible space; continued funding.
Does the service have partners?	N/A
Possible links with existing programs	All literacy and literacy-related practitioners in the community

Name of program and organization	Lending Library (PRACL IDP/SCD)
Who does it serve?	Families being served by PRACL IDP and SCD as well as community at large
What are the goals?	To provide educational information on parenting, specific disabilities, and child development
What is the location of the program?	PRACL
How many people are served?	At least 60 people/year
How is it staffed?	PRACL
What are the resources?	Books, videos, DVDs, toys, equipment
What are the greatest successes?	Limited resources in the community are distributed widely; parents have access to educational material and can try books or videos before buying them
What more would they like to do?	Open the library up to the general community; Provide more staffing; find more funding; have a better location. Promote and incorporate more examples of “toys” (objects that are easily found in the home) which will enhance their child’s play and learning; e.g. measuring spoons or soup cans for block building, etc.
What would make the service better for your participants?	More choice, more selection of materials
Does the service have partners?	No
Possible links with existing programs	Library, Family Place
Name of program and organization	Library Book Clubs (Powell River Public Library)
Who does it serve?	Any adult in Powell River
What are the goals?	Provide a Library venue and support for book club discussion groups
What is the location of the program?	Powell River Public Library
How many people are served?	Attendance at Library Book Clubs was 226 during 2012
How is it staffed?	Library staff support self-sustaining club by providing space and ILL service
What are the resources?	Library books, meeting space, InterLibrary Loan service
What are the greatest successes?	Club members enjoy the opportunity to participate in 2 different clubs each month
What more would they like to do?	Grow in size
What would make the service better for your participants?	Having access to a private meeting space at the Library
Does the service have partners?	N/A
Possible links with existing programs	None at this time
Name of program and organization	Literacy & ESL Materials (Vancouver Island University)
Who does it serve?	Adults
What are the goals?	Increased Skills, Employment, Post Secondary Programs for ESL learners
What is the location of the program?	Vancouver Island University
How many people are served?	Approximately 15
How is it staffed?	Paid Instructor trained in specific contact area, Library staff
What are the resources?	Classroom materials, library resources, internet access in all classrooms
What are the greatest successes?	Students achieving their personal goals
What more would they like to do?	N/A
What would make the service better for your participants?	N/A
Does the service have partners?	No: Funded through AVED
Possible links with existing programs	Public Library, Family Place, Sliammon Community, Seniors Centre, Model Community

Name of program and organization	Literacy and Parenting Skills (Family Place/PREP)
Who does it serve?	Parents with young children
What are the goals?	To enhance parenting and adult literacy skills in an interactive format
What is the location of the program?	Powell River Family Place
How many people are served?	N/A
How is it staffed?	Family Place, when funding is available
What are the resources?	Space, flip charts, children's books, snacks, child-minding service, trained facilitator
What are the greatest successes?	The program is best provided based on parent demand
What more would they like to do?	Have enough space in the Family Place facility to offer this program more often
What would make the service better for your participants?	Ongoing funding
Does the service have partners?	N/A
Possible links with existing programs	Vancouver Island University, CRC, SD 47
Name of program and organization	Literacy Outreach Coordinator (Powell River Literacy Council)
Who does it serve?	People of all ages
What are the goals?	To carry out the work of the Powell River Literacy Council, ie. the promotion of literacy and learning for people throughout the Powell River region. To increase awareness around local, provincial and national literacy issues, programs and services and to promote the importance and benefits of increased literacy for people of all ages and all walks of life. To work towards making the literacy services provided at The Learning Centre self-sustaining.
What is the location of the program?	The Learning Centre in the PREP Society offices
How many people are served?	N/A
How is it staffed?	A 25-hour-per-week position (LOC)
What are the resources?	Some provincial funding (through Decoda Literacy Solutions), community fundraising/partnerships
What are the greatest successes?	Increased community awareness of the importance of literacy and local programs/services; getting people excited about reading through programs like BookCrossing and Heroes Read; well-attended, well-reviewed community events and promotions; increasingly successful Family Literacy Day events, and growing partnerships within the community.
What more would they like to do?	Get local government, businesses, organizations etc even more involved in improving literacy locally. Achieve long-term sustainable funding.
What would make the service better for your participants?	Long-term, sustainable funding
Does the service have partners?	All literacy program/service providers in Powell River, for example the PR Public Library, SD47, VIU; supportive local businesses like First Credit Union, Powell River Peak newspaper, Powell River Living Magazine, etc.; local organizations like Georgia Strait Division of Family Practice, VCH
Possible links with existing programs	The PRLC links and work with many programs, especially CALL, ESLSAP, Family Place, the Library, etc.

Name of program and organization	Lund Library (Lund Community Society)
Who does it serve?	The residents of the Malaspina Peninsula. Primarily a small fishing and logging community North of Powell River on the Sunshine Coast.
What are the goals?	The goals of the Lund Community Society are to foster community involvement through educational, recreational, cultural and spiritual endeavors. The Lund Lending Library will fall under our educational and cultural goals.
What is the location of the program?	Lund Community Centre
How many people are served?	Unknown
How is it staffed?	Library is used on a self serve basis whenever the building is open for other programs. Volunteers and paid employees funded through a direct access to gaming grants, grants to HRDC for summer students, and annual grants from the Regional district for maintenance etc.
What are the resources?	Volunteers, the three acre property and old school facility reinvented as a community center building, new parent resource library
What are the greatest successes?	One of our greatest successes was hosting a parent led community education program with school district 47, North Island College, and local parents for four years when this facility was initially closed in June of 2000. We had full parent participation, student led fundraising, and various activities including arts and photography led sessions by community members for four years endorsed by and supported through the regional and school district in this area.
What more would they like to do?	We would like to host daily, weekly and monthly activities for the community. This would include seminars of an educational, literary and artistic nature. We would like to hire people to help us make this happen. We would also like to find volunteers to help organize the Library.
What would make the service better for your participants?	Hire staff and provide more resources to the general public in order to draw in more community involvement.
Does the service have partners?	None currently
Possible links with existing programs	Success by 6, Vancouver Island University
Name of program and organization	Lund Playgroup (Lund Community Society)
Who does it serve?	Parent-child group for children ages 0-5
What are the goals?	To provide a weekly event for children aged newborn to pre-primary, to play together & experience age-appropriate activities promoting social, cognitive and language development while providing a venue for parents to support each other through discussion and social interaction
What is the location of the program?	Lund Community Centre
How many people are served?	15 families, up to 20 children
How is it staffed?	One volunteer parent facilitator, rotating weekly
What are the resources?	Community will, free room rental from Lund Community Society, books, toys, supplies, parents bring snacks to share, access to toys from Lund Preschool.
What are the greatest successes?	Community-building, started with 4 families and now up to 15. Program is self sustaining, as parents each taker role of facilitator to set up activities, prepare snack and clean up. All parents assist in some capacity.
What more would they like to do?	More program development, speakers, workshops, regular storyteller, music component
What would make the service better for your participants?	More music, language development, workshops
Does the service have partners?	Lund Preschool,community volunteering & donations
Possible links with existing programs	Family Place, Lund Library, Success by 6, PR Library

Name of program and organization	Materials lending (Powell River Public Library)
Who does it serve?	Residents of Powell River, including Powell River Regional District except Lasqueti Island
What are the goals?	To provide an extensive collection of materials that meet the recreation and information interests of the residents of the City of Powell River and the Powell River Regional District.
What is the location of the program?	Powell River Public Library
How many people are served?	194,029 items were borrowed in 2012. There were 6514 active cardholders at the end of 2012
How is it staffed?	2 professional librarians (with graduate-level degrees), and 16 full and part-time support staff
What are the resources?	Books, magazines, audiobooks, DVDs, music CDs, Kindles, Videogames
What are the greatest successes?	This informational and recreational resource is available to everyone in the community.
What more would they like to do?	With a new Library building we could expand the collection and provide space to accommodate our patron's varying needs. We would also like to provide better service to the remote service areas.
What would make the service better for your participants?	A new Library building would allow us to make significant service improvements to the community.
Does the service have partners?	The Library is jointly funded by the City of Powell River, the Powell River Regional District, and the Province of British Columbia.
Possible links with existing programs	Local schools, Powell River Academy of Music, Powell River Museum & Archives
Name of program and organization	Memoir Masala (Powell River Public Library)
Who does it serve?	Anyone in Powell River or the Regional District, particularly graduates of the Senior Memoir Writing classes
What are the goals?	To give seniors the opportunity to share selections from their memoirs with a audience
What is the location of the program?	Recreation Complex
How many people are served?	66 people attended this event in 2012
How is it staffed?	Library staff, volunteer musicians
What are the resources?	Portable PA system, mic stand, music stand as podium, beverage service, wireless headset mic.
What are the greatest successes?	The event is well attended and the audience appreciate hearing these stories
What more would they like to do?	Have this performance event twice a year
What would make the service better for your participants?	A suitable performance space at the Library, and a better podium would improve this event
Does the service have partners?	No
Possible links with existing programs	Cranberry Senior Center
Name of program and organization	Memoir Writing for Seniors (Powell River Public Library)
Who does it serve?	Powell River seniors
What are the goals?	To provide an opportunity for seniors to write stories from their lives.
What is the location of the program?	Classes are offered in several locations throughout Powell River
How many people are served?	372 attended sessions of this program
How is it staffed?	Library staff
What are the resources?	Library staff trained in working with seniors, editing and creative writing
What are the greatest successes?	Lots of positive feedback, smiling faces and stories, stories, stories
What more would they like to do?	Develop into a local radio program, publish a book of their collected stories
What would make the service better for your participants?	Having access to a private meeting room at the Library
Does the service have partners?	Powell River History Museum, Cranberry Senior Center
Possible links with existing programs	CJMP

Name of program and organization	Moe the Mouse (Sliammon Child Development Resource Centre)
Who does it serve?	Children 4-5
What are the goals?	To encourage speech development in children
What is the location of the program?	Sliammon Chi Chuy Preschool
How many people are served?	~10 children/year
How is it staffed?	Tla'amin Community Health – ECD Outreach Worker
What are the resources?	Stuffed animals, booklets, DVDs, manuals, handouts
What are the greatest successes?	Children enjoy learning speech sounds
What more would they like to do?	Explore all of the resources and activities in the kit
What would make the service better for your participants?	Offer wider variety of activities
Does the service have partners?	VCH speech & language pathologist
Possible links with existing programs	Daycare
Name of program and organization	ORCA Bus Project (Powell River's United Way (Success by 6) and School District #47)
Who does it serve?	Children 0-5 (before school entry) and their parents/caregivers
What are the goals?	To bring early childhood development (ECD) programming and resources to all preschoolers, especially those in outlying communities of Powell River.
What is the location of the program?	Various locations emphasizing stops in Powell River South, Sliammon, Lund and Texada Island. Stops within Powell River municipal boundaries are also included as the schedule permits.
How many people are served?	Between 3 and 25 children and their parents/caregivers at each stop.
How is it staffed?	Currently there is an Early Childhood Educator, supported by 1-3 volunteers and a volunteer bus driver, who travel on the bus to the different locations. Other Success by 6 staff, SD#47 staff, and community partners also support the program.
What are the resources?	Age-appropriate books from Powell River Library, various activities, games, crafts, intergenerational and cultural exchanges. The bus is also a vehicle for outreach for various service providers within Powell River. With the addition of funding through the Ministry of Education's Strong Start outreach program, new resources are constantly being developed/added. The bus is also wheelchair accessible (through a Rick Hansen Let's Play grant).
What are the greatest successes?	Providing services to families where transportation and isolation are barriers to accessing urban-based services in this spread-out community.
What more would they like to do?	Expand the program to include more visits, especially to isolated families. Grow the number of volunteers across generations and cultures to enhance the inter-generational and cultural exchange aspects of future programming.
What would make the service better for your participants?	More agencies providing outreach via the ORCA Bus.
Does the service have partners?	The project is driven by a team of strong partners that include Community, Business and Government partnerships at various levels. The key partnership between United Way's Success By 6 and School District # 47 sustains the operation of the bus, but not without the support and generous contributions of local community businesses and volunteers. This is truly a community owned and driven project.
Possible links with existing programs	Could link up with Family Place for a book bag exchange program; Examining possibilities of having Career Link staff visit bus to provide career counseling or support re-entering work force.

Name of program and organization	Parent-Child Mother Goose (PRCYFSS, PRACL, Family Place/PREP, Powell River Library)
Who does it serve?	Families and caregivers with children from 0 to 12 months & 13-30 months
What are the goals?	To enhance the parent-child relationship; to encourage language and social development through song, rhythm, and storytelling; to increase parent networking; to promote early literacy skills
What is the location of the program?	Family Place
How many people are served?	Infant Program :15-25 families attend each 8-10 week session; three to four times per year. Toddler Program: as funding and time allow.
How is it staffed?	Family Place provides the venue, support staff, and volunteers; PRACL IDP and PRCYFSS provide staff for the infant program. SD #47 offers a StrongStart-based toddler program.
What are the resources?	Handouts, snacks, trained facilitators, volunteers
What are the greatest successes?	Parents learn new ideas and build confidence in their interactions with their baby; they continue to attend and ask for more sessions; parents make long-term connections with other families; parents make contact with local ECD practitioners in a neutral setting.
What more would they like to do?	Expand the program; increase number of facilitators; find stable funding
What would make the service better for your participants?	The program would benefit from space for a designated activity room, separate from the "drop-in" lounge area at Family Place
Does the service have partners?	PRCYFSS and PRACL IDP provide facilitators in the 2012-2013 year. Further toddler programs will take place according to need and available funding.
Possible links with existing programs	Sliammon, Powell River Public Library, child-care facilities, recreation services, parent-tot groups, churches, school district.
Name of program and organization	Parent-Child Mother Goose (SD47)
Who does it serve?	Families and caregivers with children from 24-36 months
What are the goals?	To enhance the parent-child relationship; to encourage language and social development through song, rhythm, and storytelling; to increase parent networking; to promote early literacy skills
What is the location of the program?	School buildings
How many people are served?	10-15 families attend each 8-week session.
How is it staffed?	Early childhood educators working within the school system.
What are the resources?	Handouts, snacks, trained facilitators
What are the greatest successes?	Parents learn new ideas and build confidence in their interactions with their child; they continue to attend and ask for more sessions; parents make long-term connections with other families; parents make contact with local ECD practitioners in a neutral setting
What more would they like to do?	Access Mother Goose trained for Early Childhood Educators who have not been trained.
What would make the service better for your participants?	A more structured orientation process.
Does the service have partners?	Other Powell River agencies offering Mother Goose. Mother Goose Steering Committee members.
Possible links with existing programs	Agencies that offer Mother Goose to families with children less than 24 months could refer families to the school program, if they feel they would benefit from continuing in the program.

Name of program and organization	Parents As Literacy Supporters (PALS) (School District 47)
Who does it serve?	Kindergarten students and their parents
What are the goals?	Builds the capacity of parents to support their child's school learning in the areas of literacy and numeracy
What is the location of the program?	Held in all School District #47 Kindergarten classes: James Thomson, Henderson, Edgehill, Grief Point and Kelly Creek
How many people are served?	Approx. 75 children and their families per year
How is it staffed?	SD trustee volunteer & kindergarten teachers
What are the resources?	take-home bags with selections of age-appropriate children's books relating to topics being developed in each session; Program-support take-home materials: crayons, felt pens, play dough, pencils, glue, scissors, dice, playing cards, informational booklets and teacher-generated handouts
What are the greatest successes?	Parents understanding their role in supporting their children's learning in school
What more would they like to do?	Maintain & strengthen this kind of program through the primary grades
What would make the service better for your participants?	Encourage businesses to see the value in supporting their workers to attend sessions during the workday without incurring a penalty
Does the service have partners?	No
Possible links with existing programs	Book Bag at Family Place; Library
Name of program and organization	Powell River SLAM (Powell River Public Library)
Who does it serve?	Adults and Teens in Powell River
What are the goals?	To promote spoken word poetry. To build an appreciation for poetry and encourage people to write their own poetry.
What is the location of the program?	Cranberry Community Hall
How many people are served?	Attendance at 2012 SLAMs was 150
How is it staffed?	Library staff, volunteers
What are the resources?	Poets, venue, PA system, refreshments
What are the greatest successes?	A packed house of raucous poetry lovers, poets feeling very appreciated.
What more would they like to do?	Increase the number of SLAMs per year,
What would make the service better for your participants?	More poets competing
Does the service have partners?	Cranberry Hall Association, Abbie Hoffman Society
Possible links with existing programs	N/A
Name of program and organization	Pre-Kindergarten Literacy Kits (School District 47)
Who does it serve?	Children 0-5 (before school entry) and their parents/caregivers who attend StrongStart programs
What are the goals?	To increase children's exposure to literature appropriate for children 0-5 years. To promote early literacy skills. To engage young children in the excitement of reading and the written word. To share rich literature with families.
What is the location of the program?	School-based StrongStart programs (James Thomson, Henderson and Kelly Creek) and StrongStart Outreach on the ORCA Bus.
How many people are served?	Up to 250 registered participants
How is it staffed?	School District Early Child Educators
What are the resources?	Engaging literacy kits are both school-based and rotated through the StrongStart programs.
What are the greatest successes?	Through the use of the literacy kits young children participate in engaging activities that focus on reading and the written word. Early Childhood Educators use kits based on the age of children attending.
What more would they like to do?	More school-based kits. Kits that focus on school district goals.
What would make the service better for your participants?	Input from families re: kinds of books they would like to see.
Does the service have partners?	Parents.
Possible links with existing programs	Any program that targets literacy in preschoolers.

Name of program and organization	Pre-Kindergarten screening (School District 47)
Who does it serve?	Children entering Kindergarten
What are the goals?	To identify students entering kindergarten who would benefit from additional support
What is the location of the program?	Every elementary school in the district
How many people are served?	120-150 children per year
How is it staffed?	District Early Literacy Resource Teacher
What are the resources?	Locally developed screening tool (Modified AQS)
What are the greatest successes?	Identifying children who would benefit from early reading intervention in a small group setting
What more would they like to do?	N/A
What would make the service better for your participants?	N/A
Does the service have partners?	Elementary Schools
Possible links with existing programs	Any program that targets literacy in preschoolers including those at PRACL IDP, Public Health, BOND, Family Place and StrongStart programs. Preschool transition committee.
Name of program and organization	Public Access Computers (Family Place, Library, CRC, etc)
Who does it serve?	Adults including parents with young children
What are the goals?	To provide free computer access in a variety of public spaces
What is the location of the program?	Powell River Family Place, Powell River Public Library, Chamber of Commerce, Vancouver Island University, Lund Hotel, Texada Library, Texada Credit Union, Teow Shum (Sliammon First Nation)), Community Resource Centre
How many people are served?	Approximately 10 users per week at Family Place, 40-50 per week at CRC, variable at other sites
How is it staffed?	Staff at each location
What are the resources?	Computer, Internet access, maintenance, staff help
What are the greatest successes?	Provides an opportunity to use a computer for those who might not otherwise have access
What more would they like to do?	These computers were originally set up as part of the CAP (Computer Access Program), but funding for CAP was cut in 2012. Although current sites continue to provide this service, some/all of them may be discontinued as resources to maintain the sites run out.
What would make the service better for your participants?	Continued funding, better computers, more space, support staffing
Does the service have partners?	As above
Possible links with existing programs	N/A
Name of program and organization	Read For The Top - Red Cedar Book Awards (School District 47)
Who does it serve?	Grades 6-9
What are the goals?	To increase amount of reading that students do & increase profile of reading
What is the location of the program?	Oceanview, Assumption, Cote du Soleil, Evergreen, Kelly Creek, Grief Point, Edgehill, Henderson, James Thompson, Texada
How many people are served?	~800 students/year
How is it staffed?	SD 47
What are the resources?	~\$4000 budget for books, medallions, plaques, incentives, gift certificates for books, prize money
What are the greatest successes?	Reading gets a high profile, reading is portrayed as cool
What more would they like to do?	Expanding it to Vancouver Island
What would make the service better for your participants?	More incentives at lower levels
Does the service have partners?	Breakwater Books, A&W
Possible links with existing programs	Private schools, Powell River Literary Council

Name of program and organization	Read to Seniors (Powell River Public Library)
Who does it serve?	Seniors in Kiwanas and Olive Devaud Care Centers
What are the goals?	To provide a read aloud program for the enjoyment of seniors who are print impaired
What is the location of the program?	On site at Kiwanas and Olive Devaud Care Centers
How many people are served?	Attendance at readings in 2012 was 581
How is it staffed?	Library staff and volunteers
What are the resources?	Appropriate reading material
What are the greatest successes?	The pleasure of those who enjoy being read to
What more would they like to do?	Read more frequently, increase the audience
What would make the service better for your participants?	A portable PA system, better acoustics
Does the service have partners?	Kiwanas, Olive Devaud Care Centers
Possible links with existing programs	N/A
Name of program and organization	Reading Plus Program (School District 47)
Who does it serve?	Students grades 4-9
What are the goals?	To improve reading in critical areas: reading fluency, decoding, vocabulary, comprehension
What is the location of the program?	All elementary schools, as well as Brooks Secondary School
How many people are served?	Between 300-500
How is it staffed?	With a classroom teacher
What are the resources?	Computers/software program
What are the greatest successes?	The excitement in students when they receive their data showing the improvement in their reading scores. Some students progressed from 3-6 levels in one year using the Reading Plus Program.
What more would they like to do?	Students who struggle with reading appreciate that there is a program that will allow them to work quietly at their own pace. Most students who participated in the program appreciate having it as an option should they need to keep working on their reading skills.
What would make the service better for your participants?	Continued access to the program when they need it to supplement their academics.
Does the service have partners?	This is a school-initiated program which runs with the financial support of the School District.
Possible links with existing programs	As students become more proficient readers, there is greater likelihood that they may access courses at the local university, or become members, if they aren't already, of the library.

Name of program and organization	Ready Set Learn (School District 47)
Who does it serve?	3- & 4-year-olds and their families
What are the goals?	To familiarize children with the school experience and to provide an opportunity for families to ask questions about programs. To connect families with community programs that offer service to children 0-5 years.
What is the location of the program?	SD#47 Elementary Schools (Texada, Kelly Creek, Henderson, James Thomson, Edgehill and Grief Point)
How many people are served?	Approx. 100 children/year
How is it staffed?	SD47 Staff: Early Learning Coordinator, Early Literacy Resource Teacher and School Principal, Kindergarten Teachers and Grade 6-7 students from the host school; representatives from community agencies who serve children under school age.
What are the resources?	A folder of information that includes a book, Ready Set Learn booklet and information from community partners. Age-appropriate activities are set up to provide fun learning opportunities to the families attending. The ORCA Bus attends to introduce new families to this community resource. Other ECD services, such as Family Place, attend with information tables.
What are the greatest successes?	Preschoolers are comfortable with their neighbourhood school and its teachers and staff; parents have an opportunity to talk to school staff and ask questions about school programs.
What more would they like to do?	Attract greater numbers of families to these events.
What would make the service better for your participants?	More community agencies participating.
Does the service have partners?	Vancouver Coastal Health, PRACL, PRCYFSS, Success by 6, CALL, ESLSAP, PRDI, Literacy Council, BOND, Family Place
Possible links with existing programs	Vancouver Coastal Health, PRACL, PRCYFSS, Success by 6, CALL, ESLSAP, PRDI, Literacy Council, BOND, Family Place
Name of program and organization	RiverCity Storytellers (Powell River Public Library)
Who does it serve?	Adults in Powell River interested in storytelling
What are the goals?	To raise the profile of storytelling and encourage people to tell their own stories
What is the location of the program?	Powell River Public Library
How many people are served?	125 attendance in 2012
How is it staffed?	Library Staff
What are the resources?	Meeting space, beverages
What are the greatest successes?	Attracting 20+ members to the monthly meetings.
What more would they like to do?	Produce 2 annual performance events. Hire professional storytellers to provide storytelling workshop
What would make the service better for your participants?	Better equipment for coffee/tea service, Having space at the Library that is suitable for performance.
Does the service have partners?	Powell River Public Library
Possible links with existing programs	Powell River Literacy Council

Name of program and organization	Rosetta Stone Totale (Powell River Public Library)
Who does it serve?	Anyone in Powell River or the Regional District
What are the goals?	To provide access to a comprehensive online language instruction program
What is the location of the program?	Powell River Public Library
How many people are served?	There were 167, 4-week bookings in 2012. All the licenses were in constant use and the queue of people waiting for access averaged 11 year round.
How is it staffed?	Library Staff
What are the resources?	10 licenses that provide access to Rosetta Stone Totale
What are the greatest successes?	People love learning languages with this program. ESL learners find it very helpful for learning English.
What more would they like to do?	Continue offering this program to our users. Increase the number of licenses to 15.
What would make the service better for your participants?	If we had more licenses, our patrons wouldn't have to wait so long to gain access to the program
Does the service have partners?	IslandLink Library Federation, Powell River Friends of the Library
Possible links with existing programs	ESL programs, private language schools, VIU
Name of program and organization	Signing for Baby (PRACL IDP)
Who does it serve?	Parents with babies from birth to 1 year old
What are the goals?	To promote early communication between parent and child
What is the location of the program?	PRACL; other locations in the community
How many people are served?	20-30 families/year
How is it staffed?	PRACL
What are the resources?	video, kit, snack, handouts, books (for sale)
What are the greatest successes?	Allows children and parents to communicate when the child is pre-verbal; improves parent/child communication; reduces frustration and behaviour problems
What more would they like to do?	Find funding to give books away; offer service more frequently; support parents' transportation. We share our venues with other programs so having help to move furniture and equipment each time would be helpful.
What would make the service better for your participants?	More sessions per year
Does the service have partners?	No
Possible links with existing programs	Any other early child development service or agency
Name of program and organization	Sliammon Cultural Resource Library (Tla'amin Child Development Centre)
Who does it serve?	Parents and children of the Sliammon First Nation, other Early Learning Centres
What are the goals?	To promote cultural awareness and pride – to help families learn traditional stories and songs
What is the location of the program?	Tla'amin Child Development Resource Centre
How many people are served?	N/A – new program – hoping for 20 families/year
How is it staffed?	Tla'amin Community Health Services with funding from Success by Six
What are the resources?	Cultural Theme boxes, puppets, drums, craft ideas, books with First Nation focus
What are the greatest successes?	It is a wonderful collection of beautiful resources
What more would they like to do?	Promote the use of the materials throughout Powell River
What would make the service better for your participants?	N/A
Does the service have partners?	Success by Six Aboriginal Engagement Steering Committee
Possible links with existing programs	First Nations Education SD 47, ECE BC

Name of program and organization	Sliammon Library Project (Powell River Public Library)
Who does it serve?	Sliammon First Nation
What are the goals?	To provide an honor-system lending library of materials.
What is the location of the program?	Ahms Tah Ow School
How many people are served?	Any Sliammon resident
How is it staffed?	Library Staff, Ahms Tah Ow support
What are the resources?	Popular and prizewinning books for all ages, book shelves
What are the greatest successes?	Books are well used and returned in good condition
What more would they like to do?	Provide full Library service to Sliammon through use of a bookmobile, or other travelling service
What would make the service better for your participants?	Access to full library services via bookmobile service
Does the service have partners?	Ahms Tah Ow School
Possible links with existing programs	N/A
Name of program and organization	Speech and Language Program (Vancouver Coastal Health Authority)
Who does it serve?	Families with infants and preschoolers
What are the goals?	Improve the speech and language skills of infants and preschoolers and strengthen parenting skills to support early childhood development
What is the location of the program?	Powell River Community Services with outreach services to homes and child care centres
How many people are served?	Service is available to families of infants and preschoolers in the Powell River community
How is it staffed?	One full-time Speech-Language Pathologist employed by VCHA
What are the resources?	N/A
What are the greatest successes?	Speech and language skills are the foundation for literacy development. Children with good receptive and expressive language skills will be more successful in their school programs.
What more would they like to do?	More resources to provide prevention and promotion activities and workshops for the community
What would make the service better for your participants?	Early referrals to the program and more resources for educational activities
Does the service have partners?	Community and Family Health within Vancouver Coastal Health programs and other community agencies
Possible links with existing programs	Child Development Agencies, private SLP's, Library, Sliammon First Nations Preschoolers.
Name of program and organization	Sprouts Parent-Child Gardening Drop-in Program (Family Place/PREP)
Who does it serve?	Families and caregivers with children from birth to kindergarten
What are the goals?	To enhance family gardening skills and nature literacy, provide opportunities for inter-family cooperation and contact with local farming expertise. Registered monthly events; weekly drop-in.
What is the location of the program?	Family Place and Powell River Community demonstration garden
How many people are served?	10-12 families per session
How is it staffed?	1 Family Place staff and 1 parent-mentor
What are the resources?	Gardening equipment and supplies, handouts
What are the greatest successes?	Families who received their first gardening experience at "Sprouts" have formed a cooperative to produce larger quantities of staple crops for Family Place food programs and their own use.
What more would they like to do?	Expand the program; increase number of peer mentor positions; find stable funding, advertise.
What would make the service better for your participants?	A gardening area adjacent to Family Place.
Does the service have partners?	Powell River Community Resource Centre; Powell River Food Security Project
Possible links with existing programs	Powell River Farmer's Institute

Name of program and organization	Story Making (Family Place/PREP/ESLSAP)
Who does it serve?	Families and caregivers with young children, aged 3-6 years
What are the goals?	To encourage parent-child collaboration in understanding, imagining, listening to, and making stories.
What is the location of the program?	Family Place
How many people are served?	8 families per 6-week session
How is it staffed?	Family Place & ESLSAP
What are the resources?	Initial funding from ESLSAP and Family Place; funding for the fall session has not yet been secured (spring 2012)
What are the greatest successes?	Parents report that their children gained a deeper understanding of how stories are made and gained a stronger ability to listen to and remember stories; parents gained an understanding of how their children learn.
What more would they like to do?	Offer further sessions; promote the program.
What would make the service better for your participants?	Adequate, quiet space for program presentation
Does the service have partners?	ESLSAP
Possible links with existing programs	Schools, Literacy Council, Powell River Library
Name of program and organization	Story Time (Powell River Public Library)
Who does it serve?	Parents, caregivers, preschoolers, toddlers
What are the goals?	To foster the love of books and language, to create a positive association between young families and the Library.
What is the location of the program?	Powell River Public Library
How many people are served?	Attendance at storytime was 910 for 2012
How is it staffed?	Library staff
What are the resources?	Books, snacks, puppets, other story-supporting props
What are the greatest successes?	Building a love of books and language. Registering new library patrons who take books home for the whole family.
What more would they like to do?	Increase number of sessions.
What would make the service better for your participants?	A dedicated programming space for children's programs.
Does the service have partners?	No
Possible links with existing programs	Powell River Literacy Council, area preschools

Name of program and organization	Strong Start Centres (School District 47)
Who does it serve?	Children 0-5 (before school entry) and their parents/caregivers
What are the goals?	These parent/child drop-in centres support developmentally appropriate activities that encourages school readiness and strong parent-child relationships. Programs are designed to work in partnership with parents, their children, Early Childhood Educators and community partners. Each centre provides a program each day: Monday – Friday.
What is the location of the program?	Three school-based centres: James Thomson School, Henderson School, Kelly Creek Community School; Strongstart Outreach is provided in many locations around Powell River on the ORCA Bus.
How many people are served?	Up to 250 registered participants
How is it staffed?	School District Early Child Educators
What are the resources?	Each centre has resources specific to their centre. There are also 4 collections of kits that rotate through each centre-resources in these kits are constantly changing. Resources include but are not limited to: books, toys, manipulatives, and arts and craft supplies. School-based centres have access to school resources including the gym, music room, library and playground. Snacks are provided to participating children. Transportation help may be available.
What are the greatest successes?	Providing a program to families who are not able to access programming with an associated cost; providing a venue for families to meet other families with children of the same age; providing a program where cautious children can attend with their parent and gain the skills required to enter school with confidence.
What more would they like to do?	Continue to work with community partners who provide services to children under school age.
What would make the service better for your participants?	Transportation remains a barrier to some participants – coordinate hours of program with public transit where possible.
Does the service have partners?	Childcare Resource and Referral, Vancouver Coastal Health, PRACL, PRCYFSS, Success by 6, Powell River Public Library, PREP programs (Family Place, BOND, Literacy)
Possible links with existing programs	SD47 Kindergartens, Daycares & Preschools, Family Place, CALL
Name of program and organization	Summer Enrichment Program (PRACL Supported Child Development)
Who does it serve?	Children 3-5 who are already served by PRACL SCD, and other children from the community (at-risk or not)
What are the goals?	To enrich and continue progress for children with special needs
What is the location of the program?	Preschool in the community
How many people are served?	~15 children (6-week session)
How is it staffed?	PRACL SCD and owner/operator of preschool; Malaspina ECD practicum students
What are the resources?	books, toys, snacks, supplies
What are the greatest successes?	Parents understand the importance of early reading and play
What more would they like to do?	Become more sustainable; know that the program can be offered every year
What would make the service better for your participants?	Subsidized transportation; longer sessions
Does the service have partners?	Preschool, Library, PacificCare Resource & Referral
Possible links with existing programs	SD47
Name of program and organization	Summer Read and Recreation (School District 47)
Who does it serve?	Kindergarten to grade 5
What are the goals?	To maintain healthy reading level during the summer
What is the location of the program?	Edgehill School
How many people are served?	Approx. 100 per year for a 5-week session
How is it staffed?	Teachers and high-school students
What are the resources?	leveled books, snacks, transportation
What are the greatest successes?	Children advancing in reading and writing during the summer
What more would they like to do?	Encourage greater attendance
What would make the service better for your participants?	N/A
Does the service have partners?	No
Possible links with existing programs	Sliammon

Name of program and organization	Summer Reading Club (Powell River Public Library)
Who does it serve?	Children preschool to grade 5
What are the goals?	To foster a love of language and literature, to create a positive association with Library, and to maintain reading skills over the summer school break.
What is the location of the program?	Powell River Public Library
How many people are served?	93 children registered for Summer Reading Club in 2012
How is it staffed?	Library staff
What are the resources?	Books, crafts, games, authors, puppeteers, and snacks
What are the greatest successes?	Providing a fun, social experience that build an appreciation for language and literature.
What more would they like to do?	Provide service to outlying areas
What would make the service better for your participants?	Having space for programs inside the Library would provide better acoustics and provide shelter from inclement weather.
Does the service have partners?	British Columbia Library Association
Possible links with existing programs	N/A
Name of program and organization	Toddler Time (Family Place/PREP)
Who does it serve?	Families and caregivers with children from 13 to 30 months
What are the goals?	To enhance the parent-child relationship, to increase parent networking, to promote early literacy skills
What is the location of the program?	Family Place
How many people are served?	10-12 families per session
How is it staffed?	2 Family Place staff and 1 volunteer
What are the resources?	Handouts, snacks, activity equipment
What are the greatest successes?	Parents continue to attend and ask for more sessions; parents make long-term connections with other families; parents make contact with local ECD practitioners in a neutral setting.
What more would they like to do?	Expand the program; increase number of facilitators; find stable funding, advertise, purchase more and better activity equipment.
What would make the service better for your participants?	The program would benefit from space for a designated activity room, separate from the "drop-in" lounge area
Does the service have partners?	School District 47 provides partial funding
Possible links with existing programs	Sliammon, Powell River Public Library, child-care facilities, recreation services, parent-tot groups, churches, school district

Name of program and organization	Transition classrooms (School District 47)
Who does it serve?	Students in grades 9 and 10 who struggle in core academic areas, specifically English and Math. These are most often grey area students
What are the goals?	To provide a program where less able students will make progress and feel successful geared to their specific entry level
What is the location of the program?	Brooks Secondary School
How many people are served?	about 60
How is it staffed?	2 educators each in English and Math blocks
What are the resources?	textbooks, specific computer programs, advice from SPED staff, extra time, support in other core subjects
What are the greatest successes?	The improvement in self esteem of the students because they are in a situation where they are experiencing success without the 'pull out' model. We have also been able to hold our reluctant grade 9 students in the system. Before we implemented we were losing more kids out of frustration and a feeling of hopelessness.
What more would they like to do?	For the most part the students would like to achieve at the same rate as their peers. This program gives them hope as it parallels but does not duplicate the regular program. Kids at this age just want to fit in. This helps to some degree.
What would make the service better for your participants?	Different programs which we may not be aware of which may provide support in the basic skills development
Does the service have partners?	This is a school-initiated program which runs with the financial support of the School District
Possible links with existing programs	As we try to parallel other classes it is the aim of the program to move as many kids as possible into the 'mainstream' once they are more confident and able.
Name of program and organization	Traveling Story Times for Adults (Powell River Public Library)
Who does it serve?	Cognitively delayed adults
What are the goals?	To build an appreciation for language and literacy; to demonstrate and introduce caregivers to skills involved with language development and sharing books with cognitively delayed adults
What is the location of the program?	PRACL Free Spirit Club
How many people are served?	Attendance was 105 during 2012
How is it staffed?	Library staff
What are the resources?	Books, puppets
What are the greatest successes?	Building a love of books and language
What more would they like to do?	Increase number of sessions, get training for staff in developing programs for cognitively delayed adults
What would make the service better for your participants?	More frequent visits
Does the service have partners?	Each PRACL care center works in partnership with the Library to coordinate these Storytimes
Possible links with existing programs	N/A
Name of program and organization	Traveling Story Times for Children (Powell River Public Library)
Who does it serve?	Children and caregivers at daycare and preschool centers in Powell River
What are the goals?	To bring programming to children who may not have the opportunity to visit the Library. To foster the love of books and language. To create a positive association between young families and the Library.
What is the location of the program?	Daycare and Preschool centres around Powell River.
How many people are served?	Attendance was 623 during 2012
How is it staffed?	Library staff
What are the resources?	Books, puppets
What are the greatest successes?	Reaching new children with our Storytime programs, modeling effective techniques for sharing books with children.
What more would they like to do?	Increase number of sessions, offer programs to more daycare centres.
What would make the service better for your participants?	More frequent visits
Does the service have partners?	Each care center works in partnership with the Library to coordinate these Storytimes
Possible links with existing programs	N/A

Name of program and organization	Volunteer Adult Literacy Tutor Program (Vancouver Island University)
Who does it serve?	Adults
What are the goals?	Develop skill level necessary to: attend ABE program, increase independence and self esteem, be employed
What is the location of the program?	Vancouver Island University
How many people are served?	Approximately 25
How is it staffed?	Paid Coordinator/Tutor Trainer and Trained Volunteer Tutors
What are the resources?	Classroom materials, library resources, internet access in most classrooms, rooms for tutors and learners
What are the greatest successes?	Students achieving their personal goals
What more would they like to do?	N/A
What would make the service better for your participants?	Tutors available additional hours
Does the service have partners?	No: Funded through Ministry of Advanced Education and Labour Market Development
Possible links with existing programs	Public Library, Family Place, Sliammon Community, Seniors Centre, Powell River Model Community Project for Persons with Disabilities
Name of program and organization	Whoop-di-do-it-Anyway!: An Evening of Storytelling for Grown-ups (Powell River Public Library)
Who does it serve?	Adult residents of Powell River, Sliammon, Lund and surrounding areas
What are the goals?	To celebrate the tradition of storytelling and foster love for this form of literacy.
What is the location of the program?	Performance was in the Rainbow Room, Rodmay Hotel.
How many people are served?	Attendance was 90
How is it staffed?	Library staff, volunteers from River City Storytellers
What are the resources?	Local storytellers, venue, information tables, beverages, appetizers and desserts, portable PA system, wireless headset mic, non-disposable cups, saucers, napkins
What are the greatest successes?	Encouraged the development of a local Storytellers Group where locals get together to do their own storytelling (and some are going on to perform in public).
What more would they like to do?	Get funding through Canada Council for the Arts
What would make the service better for your participants?	Having a professional, acclaimed storyteller in the lineup of storytellers
Does the service have partners?	River City Storytellers, Powell River Literacy Council.
Possible links with existing programs	Vancouver Island University, Powell River School District.
Name of program and organization	Wilson Reading System (School District 47)
Who does it serve?	Students with a learning disability in reading (dyslexia), needing a multisensory structured language program
What are the goals?	To provide a step-by-step sequential system to help teachers implement a multisensory structured language program with students who struggle with decoding and encoding.
What is the location of the program?	Most elementary schools in the district.
How many people are served?	Between 30-40 students
How is it staffed?	By Special Education teachers and Support Service Assistants that have completed the Level 1 Wilson training.
What are the resources?	There are teacher materials that consist of: Wilson Assessment for Books, Sound/Syllable/Word cards, Instructor videos, as well as support from the Wilson Academy. Student materials consist of: Student Readers and workbooks, stories for older students, and magnetic journal and phoneme tiles.
What are the greatest successes?	Because of the number of Support Service Assistant and teachers trained, many students are receiving a program that is very intense in its delivery, and giving them an opportunity to continue to learn reading while their peers have moved ahead.
What more would they like to do?	Continue with Wilson as long as the need is there with respect to their reading challenges.
What would make the service better for your participants?	Likely to continue to have Wilson Reading available to them for as long as they need it.
Does the service have partners?	This program was brought into the School District and teachers and Support Services Assistants were trained.
Possible links with existing programs	As students become more proficient in their reading, there is greater likelihood that they will access the public library, and continue on with post-secondary education, possibly at VIU.

Name of program and organization	You Make The Difference (Tla'amin Child Development Centre)
Who does it serve?	Parents and children up to 5 years old
What are the goals?	To encourage speech development in young children and empower parents as the child's first teacher
What is the location of the program?	Tla'amin Child Development Resource Centre
How many people are served?	5-8 families/year
How is it staffed?	Tla'amin Health
What are the resources?	Books, toys, snacks, handouts
What are the greatest successes?	N/A
What more would they like to do?	Use materials in a different way
What would make the service better for your participants?	More testimonials from parents who have completed the program
Does the service have partners?	No
Possible links with existing programs	PRCYFSS (runs YMTD in Powell River)
Name of program and organization	Young Parent Program (Powell River Child, Youth, and Family Services/SD47/Roots and Wings Daycare)
Who does it serve?	Parents attending secondary school with children 0-5 years.
What are the goals?	To support teen parents in completing their grade 12 education and to support teen parents in their role as parents.
What is the location of the program?	Brooks School Student Mom Classroom & community outreach
How many people are served?	teen parents and their children
How is it staffed?	PRCYFSS/SD47/Daycare Staff
What are the resources?	Combination of MCFD & SD47 funding that supports daycare costs, the classroom and the Young Moms Outreach Worker.
What are the greatest successes?	Children make healthy developmental progress; parents stay in school
What more would they like to do?	N/A
What would make the service better for your participants?	Transportation, affordable housing
Does the service have partners?	SD47, Roots & Wings Daycare
Possible links with existing programs	PRACL IDP, Public Health, BOND, Family Place

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