

A Community/District Literacy Plan for Sea to Sky and Southern Stl'Atl'imx Region

“All of us can reach entirely new levels of possibility together, possibilities that are not possible from soapbox rhetoric. To achieve this we need to begin these conversations about purpose and shared significance and commit to staying in them. As we stay in the conversation we will start to work together rather than trying to convince each other of who has more of the truth. We are capable of creating wonderful and vibrant communities when we discover what dreams of possibility we share.”

Wheatly & Kellner - Rogers, (1998). The paradox and promise of community. In the community of the future. New York: The Peter Drucker Foundation, page 18 as quoted in The Community Literacy Planning Guide: Working Together for Literacy, by Decoda Literacy Solutions (2012)

Prepared By

Sea to Sky Regional Stl'Atl'imx Literacy Committee

July 2013

TABLE OF CONTENTS

TABLE OF CONTENTS.....	2
ACKNOWLEDGEMENTS.....	3
Executive Summary and Context.....	4
Task Groups.....	6
Community Context.....	7
Community Development and Literacy Collaborations.....	8
Goals Areas and Actions for the Current Year.....	15
Indications of Success.....	18
Challenges.....	21
APPENDIX A: Agencies and Those Involved on the Literacy Committees	29
APPENDIX B: Sea to Sky Lower Stl’atl’imx Literacy Committees	32
APPENDIX C: Draft Terms of Reference	35
APPENDIX D: Naomi’s Road	46
APPENDIX E: Invitation Letter	47
APPENDIX F: Outcome Measurement Framework.....	48
APPENDIX G: School District Objectives	50

ACKNOWLEDGEMENTS

Many people are involved in the work described in this plan. For some people, literacy is part of their day-to-day work. Others include a literacy focus to what they do, even if literacy is not their main focus.

We work as one region with three community literacy committees with local leaders. Capilano University continues to coordinate the literacy coalition through literacy outreach coordination. School District 48 works to connect their plans to this overall community plan. This strengthens our capacity to work as one. Aboriginal communities, and individual professionals from those communities, support the process to connect literacy and culture and contribute to the plan as a whole. Local agencies help link the work of the literacy committee to the communities. These include Vancouver Coastal Health, the Squamish, Whistler and Pemberton Public Libraries as well as neighborhood centers such as the Hotspot in Squamish and the Ts'zil Learning Centre in Mount Currie, along with many other local social service agencies.

There are many funders, donors and contributors who have also made our work possible. This year, these include Decoda, the Ministry of Advanced Education, CanWest, Embrace BC, LIRN BC, SEDI, local organizations including Watermark, Greg Gardiner, Sea to Sky School District No. 48, Starbucks, The Squamish Chief, Capilano University, The Squamish Academy of Music, The Royal Bank Squamish, Lucas Teas and many others.

We are very grateful for everyone's contributions.

Executive Summary

This year has been very positive for literacy development in our region.

The most significant work from Squamish to Pemberton this year was the collaboration on developing Welcoming Communities Action Plans (WCAP). These plans, made possible with funding from Welcome BC, are allowing us to expand on the great work we have been doing to support the growing number of newcomers and immigrants in the region. We now have a settlement worker in Whistler and Pemberton, complementing the settlement worker who has been established in Squamish for over a year. The WCAPs have also supported initiatives already established, such as the Welcome Sea to Sky initiative, which is developing local versions of the Welcome Centre concept established first in Squamish into Whistler and Pemberton. The action plans are also providing resources to host awareness raising events and training to increase the capacity of immigrants and newcomers to take leadership roles in the development of initiatives that support them.

While these additional resources have provided a real boost to immigrant and newcomer initiatives this year, there is a great deal of uncertainty about the future of services to these populations as a result of the impending transition of settlement (including English language services) from the provincial to the federal government (Citizenship and Immigration Canada, CIC). There is a Request for Proposal process announced from CIC in June. We hope to be able to collaborate on a proposal that supports not only initiatives but also those agencies and organizations that have been working together to provide these. There is limited information and lots of uncertainty, making it difficult for all.

We've continued to support current activities in other ways. For example, we are providing Parents as Literacy Supporters (PALS) programs throughout the region, primarily running Aboriginal PALS and Immigrant PALS.

In the north, the PALS programs are being developed with new partnerships with Positive Action and the Mt. Currie Health Centre. We have also continued to strengthen the committee and build capacity in the northern region by applying for and receiving Embrace BC funding, which will allow us to develop language and culture gathering protocols with each of the First Nations. This will make it possible for us to build relationships that are respectful, with a clear understanding around gathering local content for such things as children's books that can be used in a wide range of programs including the Aboriginal PALS programs. We are also building local capacity by offering an introductory community leadership development program in Samahquam for Samahquam and Skatin. This training, designed to be effective even with individuals with low literacy skills, increases project management skills in the communities. We have also continued to support the book development activities by receiving funds to translate the books we created last year.

Regionally, we continue to organize the annual celebration of literacy collaboratively. This year's theme is "Diversity Makes the Difference" and focuses on cultural diversity and training in Clear Language and Design (CLAD), an approach to writing that is accessible to people with limited reading skills. We also continue to support regional collaboration on training and other capacity building initiatives. The WCAPs in Whistler and Squamish, for example, are cooperating on shared training in how to do literacy audits and in CLAD (the first of four CLAD training sessions will take place at the regional celebration).

A significant regional collaboration this year has been the development of a Terms of Reference (ToR) for the coalition of literacy committees in the region. One potential outcome of this process may be a name change for the coalition and the literacy committees. There is support for the name "Dream Makers Community Literacy Coalition: People Promoting Learning in the Sea to Sky Southern Stl'at'l'imx Region". The inspiration for the name is the quote provided on the cover page of this plan.

While we continue to work hard, gaps continue to develop. In 2012-13 the libraries in Whistler and Pemberton were able to find funding to continue the technology workshops previously funded through Literacy Now funds but shrinking budgets for those partners are now putting the continuation of this hugely successful initiative at risk. Equally, some of the gap created by the end of Literacy Now funding for the Open English initiative in Whistler, for those learners at a level not qualifying for ESLSAP support, was covered by increased ESLSAP funds in 2012-13. However, the ESLSAP has not been able to successfully support many of the learners previously accessing the Open English, and the end of provincial funding of the ESLSAP enlarges the hole. Finally, the transition of settlement and language services will create a gap for new Canadian Citizens who need language services: as of April 2014, these citizens will no longer be eligible for the language training services they can currently use. This not only affects these citizens but the service providers who have established themselves in the communities and in our collaborations. While some community-based programs do not have this restriction (e.g., the community tutor based program and the family literacy program in Squamish only), there will be increased pressure on the limited resources provided by these programs.

Another huge gap is created by the potential closure (Board decision May 14th, 2013) of the Adult Basic Education program at Capilano University in Squamish. This closure affects older adults throughout the corridor who need high school credits, and will put increased pressure on the school district and community-based literacy programs.

Next year, we will continue to move along similar directions identified over time, mainly supporting and leverage off of current initiatives though new opportunities and challenges are being considered. We are still in the process of determining specific goals, objectives and actions.

REFLECTIONS ON THE CURRENT YEAR

1. Task Groups (Literacy Committees)

a. Who takes part?

Our literacy committees include individuals with a personal interest in literacy as well as representatives from many organizations. These include organizations directly involved in formal education such as Sea to Sky School District No. 48 and Capilano University, as well as agencies like Sea to Sky Community Services Society and the Hotspot that are doing informal literacy work in the broad sense of the word. Decoda Literacy Solutions says:

Literacy is an urgent issue that touches virtually every aspect of our lives. At work, at home, at play, in the car, in the doctor's office, we are surrounded by information that we need to understand in order to make sense of the world around us.

Literacy is much more than reading and writing. It is the toolkit of skills and strategies that we use to decode information and create meaning. When we increase literacy, we increase our health and well-being, our parenting skills, our productivity. Crime decreases as opportunity increases. As individuals, as communities, and as a society, we become stronger and more resilient as our literacy increases.

Knowledge is the key to the future, and the more we learn, the more we unlock our potential. Literacy is a key strategy to help solve fundamental societal issues and economic challenges in BC.

A list of all those involved is provided in Appendix A.

b. How is the work of the committees organized?

Over the years, we wondered if we should develop a literacy society in our region. Some people felt this would help us:

- apply for funding,
- add credibility to who we are, and
- define more clearly both for participants on the committees and those outside the committees who we are and what we do.

Last year, our literacy committees decided to study the issue more carefully. We had conversations over the year at each of the literacy tables, taking ideas back and forth between each group. In June 2012, we met on the day of our annual literacy celebration and had a final conversation, bringing together all our research and the outcomes of discussions. We decided that it would not be in our best interests to go forward with a literacy society. A summary of that meeting is in Appendix B.

This year, we have worked on defining our structure without becoming a literacy society. We are developing Terms of Reference (ToR). A small committee first researched approaches that seemed to fit our needs and developed a first draft of a document.

This was then taken to a larger group with representatives from each of the literacy tables. The revised document was taken to each of the literacy committees for further input. A final document will be presented at a meeting planned on the day of our literacy celebration (May 31, 2013). We expect to ratify the Terms of Reference at that time, which will include a name change for our coalition: Dream Makers Community Literacy Coalition: People Promoting Learning in the Sea to Sky Southern Stl'atl'imx Region . A draft of the Terms of Reference that explains how our work is organized is in Appendix C.

We have included in the ToR a plan to develop and then review logic models for the committees on an annual basis. This will help us more strategically review our work and set priorities for the community literacy plan. This year, we have used the following to develop the community literacy plan:

- the literacy outreach coordinators (LOCs) brought the guiding questions to all three literacy committees at regular monthly meetings in March and April
- guiding questions were also sent out to the literacy committee members and our broader networks of contacts in the region via email and using an electronic poll, requesting further input
- the LOCs wrote up responses to the guiding questions based on the process of collecting input at the literacy committee meetings, from minutes of committee meetings, and from email and electronic poll responses
- these responses will be reviewed by the literacy committees.

We are still working at finding a timeline and process that best meets our needs to create a community literacy plan document that is meaningful to our committees as well as to other stakeholders such as the School District, the Ministry of Education and Decoda. We hope that developing logic models will help, and we are discussing ways to make this process ever more inclusive.

2. Community Context

There have been several issues that impact our ability to do our work. The biggest change affecting our current year was the opportunity to develop Welcoming Communities Action Plans with Welcome BC funding for Squamish, Whistler and Pemberton. This funding, approximately \$350,000 for the corridor, is changing the face of services to newcomers and immigrants (e.g., establishing a settlement worker in Whistler and Pemberton) and enhancing current services (e.g., supporting the development of SMART Fund funded welcome committees and activities with outreach workers in the three communities). While this is positive for the current and coming year (to end March 2014), there is a lot of uncertainty around what will happen as a result of the decision by the federal government to move the responsibility for settlement services away from the provincial and back to the federal government in April 2014.

Some changes, such as a change in the criteria for those who will be eligible to access settlement services, make it clear there will be new gaps in services. After the transition, for example, Canadian Citizens will no longer be able to access settlement services, including language programs. Not only will this change mean services will need to be developed to help those no longer served, but some service providers will also have a harder time to maintain their numbers for the services they offer.

In the northern communities of the region, the administration of several communities has changed. This affects our ability to plan and implement initiatives. It also requires more time to keep a consistent profile, awareness and understanding about our work, which impacts participation of the communities on the literacy committee. Similarly, in Squamish, Whistler and Pemberton, there have been changes in key stakeholder positions in important partner organizations. For example, the library directors have changed in all three communities over the past year and a half. This has resulted in losing well-established work relationships and understanding and a historical context for our work. However, it also provides an infusion of new ideas and energy.

Overall there are more people and organizations involved and a better understanding of the work of the literacy committees. More hands and more ideas are helping us do more and better work. However, with all the activities underway and the success of our work, there is more demand on the time and resources of those involved. Many initiatives mean many meetings and other demands, stretching the energy, time and resources of key stakeholders and impacting the process when these key stakeholders are not able to participate in all consultations and meetings. This is exacerbated by the demands of working in a poor economy.

3. Community Development and Literacy Collaborations:

- a. What are the important collaborations that have taken place to support literacy and the work of the literacy committees?**
- b. What are the essential ongoing collaborations?**

Squamish

The most important collaborations this year are those supporting the new Welcoming Communities Action Plan. The community partners in this collaboration include:

- Capilano University
- Howe Sound Women's Centre
- Immigrant Services Society of BC (ISS of BC)
- Sea to Sky Community Services Society
- Sea to Sky School District No. 48
- Squamish Public Library

- Squamish Volunteer Society/Hotspot Community Resource Centre (including the Squamish Common Ground Welcome Centre and Squamish Immigrant Settlement Services)
- Training Innovations
- Vancouver Coast Health

The Raise a Reader funding is the only direct funding the literacy committee had to allocate towards supporting literacy initiatives in Squamish this year. The funding was used to support:

- Aboriginal PALS (Parents as Literacy Supporters), a partnership of Sea to Sky School District No. 48, the Squamish Nation, and the Squamish Public Library, engaging locally trained A-PALS facilitators from within the First Nations community
- The translation of the Aboriginal PALS materials into the local Squamish First Nation language (SD #48 and Squamish Nation)
- Immigrant and Open PALS (Squamish Common Ground Welcome Centre and Hotspot); integral to this program delivery is that we will engage immigrants trained as facilitators.

Putting Children First is supporting both Aboriginal and Immigrant PALS by providing translation funds to the regional coalition that will be used in these and other programs (not yet confirmed).

Squamish Public Library, Capilano University and their corporate sponsor, The Squamish Chief Newspaper, raise funds for literacy programs through their annual fundraiser, Squamish Reads. Included in this are proceeds from a used book sale during Family Literacy Week, and a Scrabble event. The funds are shared 50/50 between Capilano University and the Squamish Public Library. This year, funds from Squamish Reads were allocated by Capilano University to support:

- the burgeoning Welcome Centre by subsidizing rent on a new space for two months
- the Squamish Literacy Committee's inaugural "One Book One Community Squamish" initiative by paying some of the costs to bring the Vancouver Opera In Schools program to Squamish (see below), and
- some costs associated with the LIRN BC initiative of the Squamish Literacy Committee (see below).

Squamish Reads funds were allocated by the Squamish Public Library to support library programs that focus on literacy including special events such as the Slam Poetry Workshop and Poetry Showcase held January 20, 2013.

With the success of the used book sale during Family Literacy Week over the past two years, and given the availability of space at the Welcome Centre, A Community Used Book Store has been established as a social enterprise. Inventory is donated, and the store is volunteer-staffed with literacy and ESL students. Proceeds from the store will be used to support community literacy programs. This is a collaboration of the Welcome Centre, Capilano University and its various partners involved in community adult literacy programs.

Other collaborations of the committee this year included:

- A train the trainer event on a literacy and essential skills level community development and leadership program called Everything Present in the Seed developed by Capilano University faculty in Vancouver (Hotspot, Welcome Centre, Capilano University?)
- Development of a logic model for the committee (all active committee members)
- Family Literacy Week awareness raising activities, including our inaugural introduction of One Book One Community, a community-wide book club aimed at raising awareness of the importance of literacy and to encourage reading for pleasure. The signature event for the initiative this year was bringing the Vancouver Opera In School performance of Naomi's Road to Squamish, and hosting an activity fair with participation of many of our students and community partners (see poster in Appendix D). Main collaborating agencies included the Squamish Common Ground Welcome Centre, ISS of BC, Squamish Public Library, and Capilano University. Sponsors and donors included Sea to Sky School District No. 48, Capilano University, Squamish Common Ground Welcome Centre, and a number of local businesses including the Squamish Academy of Music, The Performing Arts Centre, Kevin Olafsson (music instructor), Lucas Teas, Greg Gardiner, Save On Foods, Extra Foods, Royal Bank Squamish, and Starbucks. As a result of requesting support from Save On, they have requested the opportunity to be the sole sponsor for all Squamish Literacy Committee events.
- A LIRN BC event on Aboriginal/Non-Aboriginal Relations, with a focus on exploring how an Aboriginal Friendship Centre and the Squamish Common Ground Welcome Centre could collaborate (see invitation in Appendix E). Besides LIRN BC, the main local collaborators on this initiative include Sea to Sky Community Services Society, Vancouver Coastal Health, Sea to Sky School District No. 48, and Capilano University (with financial support from Capilano University-Squamish Reads and Sea to Sky Community Services Society)

Essential ongoing partnerships/collaborations supported by the literacy committee include:

- Squamish Common Ground Welcome Centre (Squamish Volunteer Centre Society/Hotspot, Capilano University), with funding from SMART Fund and additional funding from Welcoming Communities
- Squamish Immigrant Settlement Services (Squamish Volunteer Centre Society, Capilano University, North Shore Multicultural Society), funded primarily by Embrace BC
- ESLSAP (Squamish Public Library, Capilano University, Hotspot) and ELSA (Immigrant Services Society of B.C./Sea to Sky Community Services Society) programs, funded primarily by Embrace BC
- Squamish Faces Family Learning Program (Capilano University, School District No. 48, Squamish Elementary School, Sea to Sky Community Services Society, Putting Children First Initiative) funded primarily by the Ministry of Advanced Education
- Squamish Community Learning Program (Capilano University, Squamish Public Library, Squamish Volunteer Centre Society), including the South Asian Senior Women's Group, funded primarily by the Ministry of Advanced Education

Details about the various programs supported by the Squamish Literacy Committee are provided in the 2012 Community Literacy Plan and updated online at <http://seatoskyliteracy.edublogs.org/>. A summary of the Welcoming Communities Action Plan will be available after June 30th, 2013.

Whistler/Pemberton

As in Squamish, the most important collaborations in Whistler and Pemberton this year centred around the development of the Welcoming Communities Action Plan for Welcome BC. These include:

In Whistler

- Capilano University
- Howe Sound Women's Centre
- Resort Municipality of Whistler
- Rotary Whistler
- Sea to Sky Community Services
- Squamish Lil'Wat Cultural Centre
- Tamwood International
- Training Innovations
- Vancouver Coastal Health
- Whistler Chamber of Commerce
- Whistler Community Services Society
- Whistler Public Library
- Whistler Multicultural Network

In Pemberton:

- Capilano University
- Village of Pemberton
- Rotary Pemberton
- Sea to Sky Community Services
- Training Innovations
- Vancouver Coastal Health
- Pemberton Public Library
- Pemberton Multicultural Network

The essential ongoing collaborations are those supporting the SMART funded Welcome Sea to Sky and the Whistler and Pemberton Multicultural Networks, and the ESLSAP program, involving many of the organizations listed above. The important and popular digital literacy program developed with Literacy Now Implementation funds have secured temporary funding and continue to run through the libraries whilst alternative funding sources are identified. Other organizations collaborating or involved in other ways in literacy development in Whistler and Pemberton are listed in Appendix A.

Raise a Reader funding is the only direct funding administered through the Whistler/Pemberton Literacy Committee this year. Raise a Reader funds were allocated to:

- Support delivery of Immigrant PALS in Whistler through the SMART funded Welcome Sea to Sky initiative, engaging locally trained immigrants to lead the planning and delivery of the program
- Supporting the School District in continuing to deliver of the parent-child drop-in at the Spring Creek Community School library in Whistler, including an Immigrant PALS facilitator from the immigrant communities to support any diverse language and cultural requirements
- Supporting Growing Great Children to host a Family Literacy Day in Pemberton

Due to timing, all these initiatives will happen in the fall 2013/spring2014.

The Whistler/Pemberton Literacy Committee received a contribution of \$500 from SEDI for financial literacy training in recognition of its good work in this area.

Essential ongoing partnerships/collaborations supported by the literacy table that have not received direct funds allocated through the table this year include:

- ESL Settlement Assistance Program (Capilano University, Whistler Public Library, Sea to Sky Community Services Society (SSCS))
- Welcome Sea to Sky project, now Whistler Multicultural Network and Pemberton Multicultural Network (SMART Fund, Capilano University, Whistler Community Services Society (WCSS), SSCS, Howe Sound Women's Centre, Vancouver Coastal Health).

Everything Present in the Seed Community Leadership Development training for immigrant advisory board members was run from October to December 2013. The Pemberton Multicultural Network organised and held the first Pemberton Multicultural Celebration in November 2012 and, as a result has secured further funding through Embrace BC in support of their work. The Whistler Multicultural Network has received significant sponsorship in support of their development and are receiving >\$7,500 in kind to organise the 2013 Whistler Multicultural Festival in June 2013. The teamwork and communication skills required for teams of immigrants to develop and deliver these events is extremely valuable in their language and general literacy development.

- Welcoming Communities initiative which is funding key literacy events and is able to support the work of the Whistler and Pemberton Multicultural Networks.

Details about the various programs supported by the Whistler Pemberton Literacy Committee are provided in the 2012 Community Literacy Plan and updated online at <http://seatoskyliteracy.edublogs.org/>. A summary of the Welcoming Communities Action Plan will be available after June 30th, 2013.

Northern First Nations

The most important collaborations in the north continue to be between the First Nations communities, Capilano University, Sea to Sky School District No. 48, Ts'Zil Learning Centre, Rotary, and Sea to Sky Community Service Society. Important this year has been the establishment of Sea to Sky Community Services as our local steward. This has been done at minimal cost to the committee. Stronger linkages have been forged with Putting Children First, who is very actively involved in the remote communities, and the Lil'Wat Culture Centre in Mt. Currie. New collaborations are being forged with Positive Action and the Mt. Currie Health Centre. The committee has identified key stakeholders to meet with over time, and has begun to develop a strategy and materials to present to these stakeholders in the hopes of developing more and stronger collaborations over time. To work towards our goal of being more visible throughout the area, we have hosted three meetings this year in the remote communities.

Some key collaborations have included:

- Applying for and receiving Embrace BC funding for two related initiatives: a story gathering event, and a protocol development process with the local FN communities to develop memoranda of understanding related to the collection, publication and dissemination of locally produced media (considering applying to CIC for matching funds)
- Everything Present in the Seed Community Leadership Development training in Samahquam

- Providing access funds to facilitate the ability of people from the north to attend training in other parts of the corridor, including: Literacy Audit and Clear Language and Design training (offered through Welcoming Communities), and Aboriginal/Non-Aboriginal Relations Translating books produced locally with Literacy Now funding (translations funded through Putting Children First)
- Printing and distribution of an additional five locally produced books through A-PALS programs
- Undertaking financial literacy training with \$500 contribution received from SEDI in recognition of the good work done in this area last year, and submission of an application to TD Bank and Social Enterprise Development Innovations (SEDI) for ongoing financial literacy training in the FN communities
- Development of an application to the First Nations Urban Aboriginal Early Child Development fund
- Adaptation of a Community Adult Literacy Program application to provide a culture based literacy program

This year, Raise a Reader funding was allocated for Aboriginal PALS, potentially adapted to include some cultural literacy components. Two programs are planned: one for Mt. Currie/N'Quatqua, in partnership with the Mt. Currie Health Centre who would like to use A-PALS to enhance their parent/child playgroup; and one for the remote communities, planned in Samahquam in collaboration with Positive Action. These are new collaborations nurtured by the literacy champion for the Northern First Nations Literacy Committee.

Details about the various programs supported by the Northern First Nations Literacy Committee are provided in the 2012 Community Literacy Plan and updated online at <http://seatoskyliteracy.edublogs.org/>.

The Regional Perspective

As previously mentioned, last year, the literacy committees in the region decided against forming a literacy society but identified the need for clarity around governance, for both those involved in and those outside the coalition. The development of the Terms of Reference for the literacy coalition has been the biggest piece of regional work this year. This process, described in Section 1.b) above and Appendices B and C, has needed the cooperation and collaboration of all those involved in the coalition.

c. What makes collaborations work well?

- Coordination (vital).
- An abiding commitment on the part of all participants to work together towards a shared vision.
- Clarity and transparency in how we work together.
- Clear direction and specific goals and objectives.

- Clear reasons to meet (e.g. funding to allocate, projects to plan and implement).
- Making meetings as accessible as possible, using conference call and other technologies.
- Advance planning for literacy meeting schedule in the local community that enables people to plan their schedules accordingly and facilitate their being able to attend.
- Incentives to get people to meetings/events, particularly in the north, such as feeding them, prizes, transportation to and from event, and also daycare while they attend
- Shared interest in the issues.

Many of these elements are being integrated into the terms of reference being developed.

4. Goals and Actions for the Current Year

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

These are the goals and actions that were outlined in the 2012 Community Literacy Plan:

Squamish

- Sustain current activities and initiatives, sometimes by securing new sources of funding and leveraging current funding
- Develop our infrastructure
 - Continue strategic planning process (see draft first steps in Appendix 4)
 - Develop logic model for committee work
 - Consider non-profit or other structure for literacy committee and link to the region

Whistler/Pemberton

- Sustain current activities and initiatives, if necessary by sourcing alternative funding
- Support new Welcome Sea to Sky initiative
- Strengthen infrastructure
 - by building active involvement in the Table
 - increase education activities in the communities (with support from Decoda, if possible)
 - work with regional and other local tables on non-profit or other organizing structure.

Northern First Nations

- Sustain current activities
- Continue strategic planning process (see appendix 5), prioritizing activities
- Strengthen committee/infrastructure
- Continue to build capacity in key areas. Priorities will be chosen between:

- PALS
- Cultural literacy – capturing stories digitally or in local books
- Writing workshops
- Project management skills development
- Community gardens and literacy

Regional

- Facilitate organization of annual literacy celebration
 - Support capacity building and other regional collaborations
 - Support collaborative development of applications for funding
 - Continue to facilitate community development process around development of a non-profit or other governance structure
 - Provide leadership in area of awareness raising and education on literacy, community development process, and related topics
- b. **What actions were taken to reach these? What organizations and groups participated in these actions?**
- c. **What adjustments were made to the plan? That is, as the year progressed, were there new opportunities or were there changes that did not allow for some actions to be taken?**

Squamish

In Squamish, we worked toward our goal of sustaining current programs by:

- Responding to the opportunity to collaborate to get Welcoming Communities funding. The plan builds on the extensive work we have been doing over the course of five or more years, beginning with local ESL and literacy programs, through to the development of the first Community Literacy Plan and a Welcoming and Inclusive Communities and Workplaces process, and onward to now.
- Continuing to support PALS programming, to utilize the capacity we have developed in this area.
- Allocating resources to continue the work of developing books with local aboriginal content.
- Developing a social enterprise to support local community literacy initiatives.
- Using resources raised through fund raising (Squamish Reads) to support the Welcome Centre.
- Looking to innovative partnership models (Aboriginal Friendship Centre and Squamish Common Ground Welcome Centre) to enhance sustainability of both.
- Supporting essential ongoing collaborations.

We have also continued to work on strategic planning and developed a logic model for the committee (see Appendix F), have clarified the relationship of initiatives such as Squamish Reads to the literacy committee, and worked with the region as a whole towards developing a governance structure that works for all.

Whistler/Pemberton

In Whistler and Pemberton, we worked toward our goal of sustaining current programs by:

- Responding to the opportunity to collaborate to get Welcoming Communities funding. Separate funding was received for Whistler and Pemberton and separate (although linked) action plans have been developed. By running the Welcoming Communities Community Partnerships as discreet activities, new organisations have been involved in the planning process and, by extension in the development and discussion of literacy activities. Welcoming Communities is important in both communities as it has allowed us to provide additional support to the development process of the Welcome Sea to Sky initiative. The Outreach Workers now employed to support immigrants and newcomers in each community have been funded to develop additional intercultural and awareness raising activities. As Small Centres, this funding has provided a settlement worker to support newcomers and immigrants and to develop informational workshops.
- Continuing to support family literacy programs from previous years. Immigrant PALS will be delivered in fall 2013 by immigrants trained as facilitators last year. The Spring Creek drop-in family program was funded for a second year. In Pemberton, Growing Great Children was supported to deliver a family literacy day in order to reach those families who are unable to access longer-term and regular programming.
- Using Welcoming Communities partnership tables to encourage the involvement of new organisations and partners in literacy discussions and initiatives. Whilst Welcoming Communities has not been addressed directly as a Literacy Table initiative, the Whistler Welcoming Communities Community Partnership identified clear language and design as a key welcoming activity and, as such, literacy issues have been raised significantly in the community. The use of Welcoming Communities funding to support the 2013 Regional Literacy Celebration is important, bringing together the literacy table and other participants from the business and service sectors.
- Collaborating with other regional tables to develop a coalition model of governance for literacy committees in the region.

Northern First Nation

In the northern area of the region, we worked towards our goal of sustaining current activities by:

- Supporting continued A-PALS programming to utilize and further develop capacity in this area
- Allocating resources to translation of books with local aboriginal content

With respect to the goals related to strategic planning, prioritizing activities and strengthening of the committee/infrastructure, we:

- Developed a list of key stakeholders who we would like to inform about our work and bring into our coalition with strategic partnerships
- Began the development of a presentation for these key stakeholders
- Applied for and received Embrace BC funding to develop protocols between the local FN communities and the literacy committee around the collection and dissemination of cultural property
- Worked with the other committees in the regional towards developing a Terms of Reference for the coalition and the local committee

With respect to the goal of continuing to build capacity in key areas, we:

- Provided mentoring support for implementation of PALS programs
- Applied for and received Embrace BC funding to train literacy learners in ways to collect stories, to be followed by story collecting
- Provided support for a Capilano University-funded community development and leadership training program in the remote communities (Project management skills development), and
- Allocated resources for individuals to access literacy audit and Clear Language and Design training, and an Aboriginal/Non-Aboriginal Relations forum in other parts of the corridor

5. Indicators of Success

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

Squamish:

1. Squamish Reads raised over \$2000 for Capilano University and Squamish Public Library to use for literacy programs for the community
2. Approximately 2200 newspapers with a literacy-focused wraparound distributed throughout the community
3. Successful development of the Welcoming Communities Action Plan bringing over \$100,000 to the community
4. Increased involvement of literacy and ESL learners and other immigrants in leadership roles in the community:

- Over 20 literacy and ESL learners volunteered at the One Book One Community opera event
 - One ESL learner received a Workplace Literacy Award at Capilano University in recognition of the volunteer and paid work and leadership she has shown since being involved in community based learning programs and taking Immigrant PALS and some leadership training
 - Adaptation and use of PALS training and materials by emerging leaders to support Japanese Family Learning Program, a program developed by ESL students and volunteers at the Welcome Centre
5. Over 140 people attended the One Book One Community event (Vancouver Opera In Schools) hosted by the Squamish Literacy Committee
 6. Over \$800 in direct funds, and over \$300 in products and in kind contributions, raised in support of opera event
 7. Improved sustainability for our programs by developing the new Community Used Book Store, a social enterprise supporting local literacy initiatives
 - Providing volunteer work experience for 8 literacy and ESL learners
 - Raising an average of \$1000/month in support of community literacy programs in first four months of operation
 - Increasing profile of community literacy programs
 - Community feedback for the book store is extremely positive; fills a need created by closing of our local bookstore.

In order to improve our ability to measure our successes, we have developed a logic model for the Squamish Literacy Committee.

Whistler and Pemberton:

1. Continued high numbers of people attending programs and increased uptake of programs by immigrant families
2. Sustained School District involvement
3. Continuing and improved visibility of immigrant community and their literacy and support needs, particularly via exposure in local newspapers and media:
 - Large blog article about the Pemberton Multicultural Network and Celebration November 2012
 - Articles in Whistler & Pemberton Question, and Whistler Pique relating to Welcoming Communities Funding
 - E-newsletter developed as part of Welcoming Communities in each community provides regular information on immigrant communities and activities, workshops and other developments
4. Start of delivery of settlement support services by Sea to Sky Community Services as collaboration as part of Whistler and Pemberton Welcoming Communities Action Plans
5. \$500 received from SEDI (no application) in recognition of financial literacy work carried out with immigrants.
6. Commitments of support and collaboration from key community partners.

7. Actual collaborations with key community partners i.e. settlement worker employed by SSCS and supervised by Capilano U in development phase.
8. Public events with increasing participation and opportunities to advocate/educate on literacy issues

Northern First Nations:

1. Applied for and received two Embrace BC funding applications for a total of \$3800
2. Have increased our sustainability to some extent because the Literacy Champion has been able to support her role partially through successful funding applications
3. Organizations are approaching us to offer us funds:
 - a. Received a grant (without having to apply) of \$500 from SEDI to continue our good work around financial literacy
 - b. PCFI offered translation funds (not yet confirmed)
 - c. Capilano University offered and provided funding to support community development and leadership training in the remote communities
4. Increased local capacity building
 - a. 12 people registered to participate in community development and leadership training program to run in May/June
 - b. literacy students are taking the initiative to get involved in community: on boards, councils, with projects, etc.
5. New organizations are participating on the committee and finding ways to collaborate: Positive Action collaborating on A-PALS; Putting Children First Initiative (PCFI) collaborating on Early Child Development and food security initiatives as well as on Everything Present in the Seed training; Capilano U, Positive Action and PCFI sharing rides and other resources for programming.

Regional:

1. Funders approaching us to offer funding to support our work:
 - a. PCFI for translation needs (amount not yet specified, but up to \$3000)
 - b. SEDI for financial literacy (\$1000) (as described above)
2. More seamless collaborations between the literacy committees, resulting in more local capacity for all three local committees (eg, literacy audit and Clear Language and Design training)
3. Effective regional collaboration to host our annual Celebration of Community Literacy and Learning, and attendance of over 50 (full capacity)
4. Currently undertaking an effective community development process to develop a Terms of Reference for the coalition
5. High attendance/involvement at all events hosted throughout the corridor (Canada Day and other multicultural celebrations, opera event, etc.)

b. What are the things that support literacy work?

Besides the points made in 3.c) above, these things support literacy work:

- Coordination
- Childcare
- Transportation
- Space
- Food
- Sensitivity to culture
- Funding
- Literacy Champions
- Time (to talk)
- Key concepts/topics that are easy to understand (e.g. CLAD)
- Embedding literacy
- Local capacity building
- Critical mass of activities, initiatives, and participants
- Advocacy

6. Challenges

a. What are the difficulties?

The Welcoming Communities Action Plan development is an example of what seems to be a growing trend among funders: the push for funding proposals to be collaborative and involving all stakeholders. This is a model that fits well with the history, goals and values of the community literacy committee.

However, this approach is more familiar to some stakeholders than others and needs a lot of time to develop. At the same time, funding often has narrow parameters as to who qualifies for programming leaving many individuals to fall through the cracks and miss out on important support services

We also struggle with how to make the most of the Community Literacy Plan process. The timeline for the plan has not matched our activity timelines.

Squamish:

1. Gaps in partnership development i.e., Municipality of Squamish, Rotary
2. Capacity issues: shrinking resources, more demands; growth in number and complexity of collaborations, and all the same people are involved (more meetings, committees).

Pemberton:

1. Settlement issues for adults with ESL needs despite their immigration status. For example, some people only qualify for certain programs based on immigration or settlement status
2. Availability of (affordable) public space
3. Lack of support from School District, Municipality and Regional District (although the Village is now involved in the Welcoming Communities initiative).

Whistler:

1. Continued lack of understanding of who is an immigrant and why they need support, what they bring to the community
2. Continued challenges to get Literacy committee members to meetings. A significant number of members of the Committee are based in Squamish and find it difficult to attend meetings also in Whistler/Pemberton. More active members based in the communities required.
3. Continuing lack of understanding of ESL and settlement as literacy issues amongst both business and service organizations
4. Limited collaborations amongst organizations and understanding of benefits in collaborative approaches to planning, although this is improving.
5. Public awareness and perception that literacy is reading & writing only and relates only to very low levels.
6. The number of people involved.

a. What would help?

Public education on the importance of literacy - advocacy at the highest level. Building an understanding of what literacy really is - to raise its priority in people's minds.

Northern First Nations:

1. As always: weather, isolation (distances, poor roads)
2. Communication technologies don't always work – lack of or spotty computers, phone, and internet availability, though this is improving)
3. Lack of trained drivers
4. Dependence on people running the programs – same people doing lots, so get over-taxed
5. Not enough funding for consistent programming
6. Competing priorities make it difficult to get people to meetings and programs: initiatives affected by participants' needs to access conflicting social programs (services coming in from outside the area, for example, often happen at the same time, sometimes because service providers need to travel together to maximize budgets)

For the Coming Year

1. **Are there new opportunities, challenges and issues in the communities? How will you respond to those?**

Squamish

Opportunities:

- Approval of a gondola that will increase the focus on tourism in the community.
- Request for Proposal for settlement and language services from Citizenship and Immigration Canada.
- Potential to partner in the development of an Aboriginal Friendship Centre.
- Increased opportunities and awareness created by Welcoming Communities Action Plan activities.
- Opportunity to participate in Communities That Care youth survey.

Challenges/Issues:

- Gap created by the Adult Basic Education and other access programs being cut at Capilano University in Squamish, and the pressure this will put on the School District and other community based literacy programs.
- Uncertainty created by transition of settlement services from the province of BC to Citizenship and Immigration Canada (CIC).
- Gap created by changing criteria for who can access settlement and language services by transition of settlement services. For example, Canadian Citizens will no longer be eligible to use settlement, including language, services. This includes services provided by Squamish Immigrant Settlement Services led by Northshore Multicultural Society and the ESL Settlement Assistance Program led by Capilano U (both in partnership with other agencies), and ELSA classes offered by ISS of BC (is this a collaboration?).
- Increased awareness of need for support to off-reserve First Nation population and interest in development of an Aboriginal Friendship Centre.
- Increased awareness of growing immigrant population and the continued unfilled need for a SWIS worker (will be included in the RFP from CIC) as well as more training on ESL issues for special education teacher assistants.
- Need to find ways to get broader inclusion at meetings with more diverse and increased attendance despite pressures on stakeholders who have competing demands and limited resources.
- End of Literacy Now implementation funds.

Opportunity/Challenge:

- The board and coordination at the Hotspot Community Learning Hub has changed, creating some ripples, both challenging and positive.

Whistler/Pemberton

Opportunities:

- New library directors in Whistler and Pemberton bring in new ideas and commitment.
- Sunday opening of Whistler Library has been restored.
- Opportunities for awareness and funding for activities provided by Welcoming Communities
- Growth and strengthening of the Whistler and Pemberton Multicultural Networks has increased collaboration, programs, and visibility of our work in the two communities (including online see: www.whistlermulticulturalnetwork.com and www.pembertonmulticulturalnetwork.com)

Challenges/Issues:

- End of Literacy Now Implementation funding.
- Limitations on how Raise a Reader funds can be spent.
- Uncertainty around continuation of current ESL programs after BC funding ends (transition to CIC).
- Uncertainty over ability to continue delivery of settlement services now being implemented via Welcoming Communities – due to numbers/rural environment.
- Changing demographics in terms of immigrant families.
- Welcoming Communities funding creating opportunity this year, but sustainability is in question.
- Participation at literacy table is a challenge. Opportunities to change this include development of Terms of Reference, potential name change for the coalition, and re-connecting multicultural work with literacy table work.
- CTC survey in Pemberton.

For all three communities of Whistler, Pemberton and Squamish:

Opportunities:

- Opportunity to leverage off the Welcoming Communities Projects where appropriate and where there is overlap (ex. events, marketing, space, etc.)
- Uncertainty due to Settlement services from Welcome BC being shifted back to federal government - can Literacy Tables and/or Welcoming Communities Projects assist with solutions for filling gaps
- Change that Canadian Citizens will not be able to access Settlement Services - will create need gap for immigrants/newcomers that still need services

- Use Cap U. students for support where appropriate for classroom projects (ex. poster design for events, etc.). Must plan this in advance for benefit to students and Literacy Tables
- Align with April 17/13 approved The Pathways to Learning Education Plan: http://www.squamishchief.com/article/20130418/SQUAMISH0101/304189976/-1/squamish/education-plan-approved?utm_source=newsletter20130418&utm_medium=email&utm_content=article_title&utm_campaign=newsletter -The Sea to Sky School District is looking at adopting more hands-on, project based learning.
- Start a fund with Community Foundation of Squamish so that donations can be made and people/businesses can get tax receipts. This will help build funds

Challenges:

- While there is much overlap with people that are involved with the Literacy Committees and the Welcoming Communities Projects, it continues to be a challenge to attend all the meetings and provide needed input. The use of the doodle calendar helps and conference call access to make meeting more inclusive when people can't physically attend has been helpful.
- Change that Canadian Citizens will not be able to access Settlement Services - will create need gap for immigrants/newcomers that still need services
- Uncertainty due to Settlement services from Welcome BC being shifted back to federal government - can Literacy Tables and/or Welcoming Communities Projects assist with solutions for filling gaps

Northern First Nations

Opportunities:

- New video conferencing equipment in Skatin could potentially be used to increase access to training or involvement on literacy committee.
- High speed internet and wifi in the Xetolacw village, promises better access and increased opportunities.
- Chance to leverage off successes of agencies such as Positive Action, PCFI .
- Opportunity to become involved in the Communities That Care youth survey (October).
- Youth and elders working together in Skatin on community kitchen and community clean up.
- Lower Stl'at'imx Tribal Council taking over management of some bands' finances (another potential local steward).

Challenges:

- people leaving isolated communities
- lack of engagement in regular Adult Basic Education

Issues:

- low literacy levels affecting ability to train as well as lack of skills to prepare cover letters and resumes, and form filling in general
- extreme economic deprivation and lack of opportunity
- low digital literacy skills affecting ability to apply for work: employment opportunities that only accept online applications, and problems with email: creating email accounts, remembering log in information, attaching resumes or other documents for different types of email accounts eg. hotmail, yahoo, gmail, etc.
- online banking: many employers are choosing to email transfer their paychecks to employees

Regional

- Multicultural celebrations throughout the corridor raising awareness and increasing the profile of the literacy work of the coalition
- The opportunity to collaborate on the Sea to Sky School District's First Nation's Language Project
- The opportunity to benefit from involvement in the CTC youth survey

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

We have not yet had full consultations around goals, priorities and objectives for the coming year. However, here is an outline of some of the input received through the first several stages of consultation that builds on the work of previous years.

Squamish

- Leverage off Welcoming Communities Action Plans, including finding ways to mitigate issues created by transition and changing eligibility criteria for settlement and language services
- Support the development of a Friendship Centre and the collaboration between the Friendship Centre and the Welcome Centre, including increasing diversity and aboriginal sensitivity training
- Explore:
 - Bringing Capilano University Squamish Nations Language and Culture Program to Squamish
 - Bringing Positive Action program to Squamish

- Bringing Seed to Table program to Squamish, connecting youth and elders/seniors
- Fundraising
- Increase participation and how to combine literacy with Welcome BC activities as most organizations are involved in both.

Whistler/Pemberton

- With end to Literacy Now implementation:
 - Identify goals to leverage off the Welcoming Communities Projects where appropriate and where there is overlap (ex. events, marketing, space, etc.)
 - Re-visit strategic planning and needs identification
- Get “literacy” out there to understand how we can work together and reconnect work around Welcoming Communities, Welcome Sea to Sky and other settlement and Welcome Centre initiatives to the literacy committee so people understand these are not separate issues/initiatives from literacy
- Awareness raising, building from development of the coalition Terms of Reference (reason/benefit/incentive)
- Continue supporting current initiatives where possible
- Identify alternative funding sources to fill gaps

Northern First Nation

- Run culture based literacy program in isolated communities
- Develop protocols with Embrace BC funding
- Gather stories, create books
- Prioritize more capacity building initiatives. For example, continue financial literacy (including entrepreneurship, online banking), and community leadership development training (including use of technology and online applications such as email, especially related to employment and training/education), and consider other training such as driver training, responsible adult, food security related programs such as canning, through partnerships
- Develop strategic partnerships using presentations being developed, Terms of Reference, and protocol development funding; review stakeholder plans to identify shared goals

Regional

- Marketing/branding of the work of the coalition and the literacy committees with new Terms of Reference
- Regional initiatives such as the annual celebration

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

Squamish

- Finding ways to maximize access to meetings (try to find a time/times that are more inclusive of everyone who wants to participate on the committee; increase access to technologies such as conference calls)

Whistler/Pemberton

- Continued movement towards marketing/branding of our work
- Public fundraising – ideas and implementation
- (Dedicated?) grant writer, who can sustain own position
- Creative use of remaining funds to find more funds; being proactive, not just reactive
- Create annual “events” to generate more participation around key issues (not meetings)

Whistler/Pemberton/Squamish

- Determine interest of literacy committees to pursue the idea of developing a Community Foundation of Squamish fund for literacy

Northern First Nations

- ways to get people to attend your information sessions: incentives such as feeding them (already available for meetings and most events), prizes, transportation to and from event, and also daycare while they attend

Region as a whole

- Appropriate funding to continue programs
- Literacy Coordination
- Continued collaboration

School District Objectives

The School Districts overall objectives (Appendix G), as well as those outlined in the Aboriginal Enhancement Agreements, are used to align the work of the School District and the work of the literacy committees.

Appendix A: List of those involved on the literacy committees

Michelle Lebeau	Capilano University
Marilyn Caldwell	School District 48
Sharon Broatch	School District 48
Maureen Painter	Community Member
Jeanette Green	Xit'olacw School Mt. Currie
Lynda Sampson	Ts'zil learning Centre
Alma Lewis	Xa'xtsa/Tipella
	Capilano University (ESL and Settlement Services
Carole Stretch	Whistler/Pemberton)
Suzie Soman	Sea to Sky Community Services
Nadine White	Whistler Public Library
Juanita Coltman	School District 48
Erin Stewart Elliot	Communities That Care
Shannon Ellis	Pemberton Public Library
Geneva Williams	Skatin
Ramona Linger	Xa'xtsa
John Purcell	Samahquam
Loretta Stager	Douglas
Christine Baker	Squamish Nation
Karen Clarke	Vancouver Coastal Health
Trudie Neubert	Squamish Hot Spot
Tara Ramsey	Training Innovations
Zoriana Fry	Immigrant Services Society of B.C. (Squamish)
Ella-Fay Zaleszak	Squamish Public Library
Gurjit Johal	Squamish Immigrant Settlement Services
Jeanne Leeson	Putting Children First Initiative
Pam Gliatis	Capilano University (ESLSAP/Literacy tutor pr.)
Renee Dalman	Community member
Christine Buttkus	Community member
Pam Deane	Resort Municipality of Whistler
John Corrigan	Rotary Pemberton
Julie Thevarge	N'Quatqua Education
Karen Thevarge	N'Quatqua Council
Keith Williams	Skatin
Lois Joseph	Lil'wat Cultural Centre
Jeanne Cross	Positive Action

Agencies involved:

Squamish

- Capilano University (Community Development and Outreach Department)
- Squamish Community Learning Program
- ESLSAP Program (Squamish, Whistler, Pemberton)
- Squamish Faces Family Learning Program

- Squamish Public Library
- Putting Children First Initiative
- Vancouver Coastal Health
- Sea to Sky School District
- Squamish Nation
- Sea to Sky Community Services
- Community Members
- The Squamish Chief
- The Hot Spot and the Corridor Volunteer Project
- Squamish Immigrant Settlement Services (North Shore Multicultural Society)
- Squamish Common Ground Welcome Centre
- Training Innovations
- Immigrant Services Society of BC
- Communities That Care Sea to Sky
- Howe Sound Women's Centre
- Northshore Multicultural Society

Whistler/Pemberton

- Capilano University
- Whistler Public Library
- Pemberton Public Library
- Sea to Sky Community Services Society
- Whistler Community Services Society
- Community Members
- Howe Sound Women's Centre
- Rotary Pemberton
- Putting Children First Initiative
- Squamish Lil'wat Cultural Centre
- Vancouver Coastal Health
- Sea to Sky School District (including Spring Creek/Myrtle Phillip)
- The Resort Municipality of Whistler

Northern First Nations Communities

- Capilano University
- Pemberton Public Library
- Seniors and Aboriginal Community Elders
- Community Members
- Early Childhood Education
- Putting Children First Initiative
- Vancouver Coastal Health
- Sea to Sky School District
- Lil'wat Nation
- Lower Lakes Community Education departments (Skatin, Samahquam, Tipella)
- N'Quatqua Education
- Ts'zil Learning Centre
- Xit'olacw Community School

- Rotary
- Lil'wat Cultural Centre
- Sea to Sky Community Services
- Positive Action

Appendix B:

Sea to Sky Lower Stl'atl'imx Literacy Committees

2012 Regional Literacy Meeting

June 1st, 2012

Whistler Public Library

This document is a summary of the 2012 annual regional literacy meeting of the Sea to Sky Lower Stl'atl'imx Region. The only agenda item for this meeting was to discuss the idea of developing a literacy non-profit society for the region. This was the opportunity for the entire region to consider together the research and conversations that took place throughout the 2011-2012 year regarding this issue.

The Initial Issue

Over the years we've been doing literacy work, there have been times when we wanted to apply for funding but hit a wall - we needed a lead agency or community partner that

- was a non-profit society (sometimes with charitable status, sometimes with infrastructure to support a project or program),
- was not competing for the same funding (or hadn't already exhausted their opportunities to apply for such funding),
- understood how their agency fit community literacy work.

What's Happened Since?

Over the years, more energy has developed around the concept of community literacy and learning for a variety of reasons. As a result, we have a better network, more active collaborations, and there's simply just more going on. The need for a lead agency (or agencies) seems to be growing and moving throughout the corridor.

New Issues Identified

As our literacy work expanded in scope and reach into new types of projects and other parts of the corridor, we've identified some new issues:

- We need an identity "out there" so people understand what we do – [branding](#),
- We need to identify who we are "in here" so we all understand how we work together towards our vision – [structure](#).

The Big Question:

We've talked at various times, mostly in Squamish where community literacy work has been underway longer, about establishing a literacy non-profit society. A big question is this: Is a literacy non-profit the only or best way to respond to the issues identified?

Pros and Cons of a Non-Profit Society

Some of the pros of having a literacy non-profit society:

- We'd get administration dollars to have and develop a literacy-focused agency.
- We'd have more credibility and better branding to the outside world.
- We'd be distinct from any current organizations or agencies.
- Having a society would provide a pre-ordained structure for our group.

In some ways, a non-profit would solve funding, branding and structure issues.

Some of the cons of creating a literacy non-profit society:

- Non-profits require a lot of work to develop and sustain.
- We would be increasing competition by having another agency vying for funds.
- The structure is somewhat inflexible.
- Creating one new organization may detract from the ability of the separate committees to be self-directed, and
- Depending on one organization to be a lead agency may limit our opportunities to receive funding.

Is There Another Way to Go: Strategic Alliance?

Could we satisfy our needs in a more effective way by forming a defined network with clear relationships between the various agencies involved in community literacy work?

Pros and Cons of a Strategic Alliance

Some of the pros of a strategic alliance:

- More committee input and autonomy
- More flexible structure
- Shared infrastructure
- Less competition
- Could solve funding, branding and structure issue

- No new entity to create and sustain

Some cons of a strategic alliance:

- We'd need to take the time initially to define and agree to our internal structure, roles, responsibilities and ways of relating.

Next steps

We agreed that the strategic alliance seems to be a more cooperative and collaborative way for us to meet the needs we've identified. These are the next steps we outlined:

- Meet to identify and consider examples of strategic alliances we've seen or heard about.
- Identify which agencies within our current collaborations could act as fund administrator, defining under what circumstances each would be the most logical administrator and when the needs of the alliance and the potential agency might be in conflict (e.g., when the agency would like to apply for the same funds for non-literacy specific programs within their mandate).
- Draw up agreements.
- Identify groups (e.g., Rotary) to get funds to leverage.
- Work on branding.

Sub-committee

A sub-committee was identified to work on the next steps. The committee is meant to include representation from all areas of the region and a range of agencies:

- Karen Clarke
- Keith Williams
- Michelle Lebeau
- Suzie Soman
- Carole Stretch
- Ella-Fay Zalezsak
- Maureen Painter
- Marilyn Caldwell/Juanita Coltman

It was agreed that Karen, Suzie and Michelle meet to look at the first action item: Meet to identify and consider examples of strategic alliances we've seen or heard about.

Appendix C: Draft Terms of Reference

Draft Terms of Reference for

Dream Makers Community Literacy Coalition:
people promoting learning in the SS/SS region

(Dream Makers CLC)

1. Structure of the Dream Makers CLC

The Dream Makers CLC has several distinct parts:

1. Three autonomous community literacy committees (Dream Makers Squamish, Dream Makers Whistler/Pemberton, and Dream Makers Northern First Nations) and any working groups they create to work on specific activities;
2. The various agencies, organizations, communities, or individuals who participate on the community literacy committees because of their shared interest in literacy development;
3. A regional coalition of the above groups who work collaboratively in the region towards this vision:

Our Regional Vision

Our communities work together to foster a learning culture. By sharing resources, all of our people can enhance their basic skills to reach their goals and full potential at home, at work and in the community.

The values that guide us in our vision include:

- Respect for all people with all levels of literacy
- Commitment to literacy for all
- Recognition and appreciation of Aboriginal Cultures
- Pride in everyone's accomplishments
- Inclusion and appreciation of all cultures
- Family oriented and intergenerational approaches
- Recognition that literacy affects all aspects of life
- Action oriented and strategic actions
- Openness and transparency

Mission

The single purpose of the coalition and the committees is to create vibrant and literate communities where all people are meaningfully engaged and achieve their full potential at home, at work and in the community. We do this by collaborating with other committee members, by working in cooperation within the coalition as a whole, and by welcoming, encouraging and supporting the participation of learners.

Check SD website

Community literacy plans promote community alignment of literacy initiatives. They make explicit the inter-relationships among community members and the links between formal and informal learning systems. They build on what has already been developed and identify the contributions of various partners.

Community literacy plans become district literacy plans and are submitted through boards of education. These represent the literacy work happening in communities within the geographic boundary of the school district. This submission is not meant to represent the board's approval of the plan or ultimate responsibility for the work. Instead, it is a demonstration of the board's commitment to understand learning outside of the work traditionally done by the K-12 system; the recognition of the value of literacy work taking place across the community; and the value of collaborating and sharing to build more successful learners and communities.

Literacy outreach coordinators facilitate the work of task groups across the province. As they provide support for literacy work throughout communities, they are focal points for knowledge about the task groups, literacy plans, actions and impacts. Part of their role is to provide their community's literacy plan for input into the district literacy plan for submission to the Ministry of Education as required.

The main point of contact???? A regional Literacy Outreach Coordinator (LOC) links and supports the work of each of the autonomous literacy committees and any local or regional working groups. The Regional LOC does this by attending literacy committee meetings and working group meetings whenever possible and by organizing (or helping to organize) regional events. This improves regional understanding, collaboration, resource sharing and support. There are local Literacy Outreach Coordinators for each community literacy committee. The Northern First Nations Literacy Committee also has a local Literacy Champion who helps the LOC and the local communities with program implementation and other activities. The SD has a special role....

In the figure to the right, the entire circle represents the regional coalition. The three sections of the circle represent the three local literacy committees. Each local committee works autonomously, meeting regularly (approximately once a month). The committees review and set local priorities for literacy initiatives and work to find ways to implement these. The planning and implementation work of the committees is reflected in the annual Community Literacy Plan (see strategic planning below for more information about the Community Literacy Plan). Linkages across the region are made with support of the regional LOC.



How the literacy committees work:

Who works together?	Coalition	Squamish Literacy Committee	Whistler/ Pemberton Literacy Committee	Northern First Nations Literacy Committee: Mt. Currie, Skatin, N'quatqua, Samahquam, Xa'xtsa/Tipella	Coalition Gatherings
How do people work together?		Local table consists of representatives from local organizations; aim to have monthly meetings, except during the summer; clear focused agenda developed by LOC ahead of time	Local table consists of representatives from local organizations; aim to have monthly meetings except during the summer; clear focused agenda ahead of time	Monthly meetings (except summer) with literacy reps from different communities and local organizations; meetings move around area; stress continuity of membership; encourage regular "alternate" for regular attendee	Region wide info sharing and/or professional development. A Regional Literacy Celebration each spring will include a face to face meeting of coalition members, and an awareness raising and/or professional development conference. Other collaborative regional events will take place as needed.
Role of LOC*		Local LOC, coordinating the table (including developing meeting agendas, preparing and distributing minutes) and linking with other tables in the corridor through regional LOC.	Local LOC, coordinating the table (including developing meeting agendas, preparing and distributing minutes) and linking with other tables in the corridor through regional LOC.	Local LOC, coordinating the table (including developing meeting agendas, preparing and distributing minutes) and linking with other tables in the corridor through regional LOC. A local Community Literacy Champion supports the LOC and the communities.	Regional LOC, with direction from local literacy committees, leads a working group to organize this event. Meetings generally take place via conference call.
Supports needed		Funding to support activities of the table (e.g., strategic planning).	Minimal funding to support activities of the table.	Funding to support travel costs and other expenses for the committee.	Funding for conference calls and to support bringing the larger group together for the celebration.

*The Literacy Outreach Coordinator is a Capilano University faculty position.

Working groups are sometimes created to work on specific initiatives or issues. This includes, for example:

- the regional planning committee for the annual literacy celebration
- committees working on particular themes such as family literacy, settlement, inclusion or civic engagement, or new technologies
- committees focusing on specific funding programs.

These working groups are also guided by the principles and decision making processes outlined in these Terms of Reference.

2. Participant Roles

(Do we want to separate out partner relationships? Is it likely, for example, that we would partner with someone who does not become a member, and if so, do we need to define how we deal with this relationship within the coalition?)

Participants in the coalition and on the literacy committees can take on different roles. However, all partners and members do the following:

- Bring their own wisdom to discussions and consensus building
- Offer their gifts to support our work
- Attend meetings whenever possible
- Tell others about the committees, the coalition, our vision and our initiatives, and invite new people to join us
- Support report and proposal writing and/or bring other skills to the committee/coalition
- Share information about funding opportunities where we can collaborate

We recognize that each member brings a unique and valuable perspective to the group.

Roles and responsibilities of the host agencies:

Some participants might take on the role of a host agency. A host agency is an agency that takes on the formal partnership with a funding agency and is responsible for all contractual obligations and funder requests.

There will be more than one host agency within the coalition. Different agencies will act as host for different funding sources. The host agency will be chosen by consensus by the literacy committees, based on the strengths and merits of the agency for each particular funding source being sought.

Specific roles and responsibilities of the host agencies will be outlined in funding applications and partnership agreements with the funders and with delivery agencies (described below).

However, roles and responsibilities might include, but are not limited to, the following:

- Sign agreements with the funder
- Receive funds from the funders and distribute to any delivery agencies
- administer the funds
- Attend literacy committee meetings and Regional Literacy Celebrations
- Develop, sign and handle contracts or partnership/letters of agreement with each coalition member receiving funds
- Provide appropriate financial reporting to the funder
- Be financially accountable to both funders and coalition members through the literacy committees
- With support from the literacy committee, monitor coalition members to ensure funder's requirements around budget, reporting and other issues (e.g., criminal record checks) are being met
- Facilitate regular communication among coalition members, between coalition members and the host agency, as well as between the coalition members and the funders
- Advocate on behalf of coalition members with their respective agencies and the funders
- Evaluate programs using methods outlined by the literacy committees and outlined in funding proposals
- Ensure transparency regarding finances.

With each successful funding application, we will be flexible and understanding about the amount of work involved for the host organization, and we will endeavour to provide an appropriate administration fee (see Finances below).

Capilano University is the host for the Literacy Outreach Coordinator (LOC) position. Capilano University is responsible for hiring the LOC and overseeing and evaluating the work of the LOC with input from the community literacy committees, according to Capilano University's faculty evaluation process.

Roles and Responsibilities of Delivery Agencies

Some participants might take on the role of a delivery agency. Specific roles and responsibilities of the delivery agencies will be outlined in funding applications and partnership agreements with the funders and with host agencies. However, roles and responsibilities might include, but are not limited to, the following:

- Deliver services according to their partnership/letter of agreement and work plan developed in collaboration with the literacy committee
- Attend literacy committee meetings and Regional Literacy Celebrations
- Prepare and submit both narrative and financial reports, as needed
- Work together with the host agency and the literacy committee to evaluate programs and ensure appropriate data gathering
- Make decisions on operational issues for programs they are delivering
- Provide regular updates to program coordinators and the literacy committee

- Advise host agency and the literacy committee of any challenges at the program or project level that may jeopardize fulfilment of contract requirements
- If funds transferred, management of funds.

It is possible for an agency to take on both the role of host and delivery agency.

(Do we want to note that sometimes union protocols force a host agency to be the hiring agency?)

3. Literacy Coalition Guiding Principles and Decision Making

These guiding principles promote harmony within our community literacy committees and within the regional coalition. Our ability to work together to promote literacy in our communities and the region depends on respecting the following principles:

- Our common vision comes first; we are most effective when we collaborate and cooperate towards common goals. Authority rests with the group, not individuals. Leaders take direction from the group.
- Anyone who supports our vision can be part of the coalition. While participating, our primary vision is our shared vision, and our primary affiliation is with the coalition.
- Each community literacy committee is autonomous. Organizations that take on the role of host and delivery agency make autonomous decisions on the day to day operations flowing from their roles. Although separate entities within the coalition, the literacy committees, host and delivery agencies cooperate with each other and consider the greater good and our common vision rather than individual gain when acting autonomously.
- The single purpose of the coalition and the committees is to create vibrant and literate communities where all people are meaningfully engaged and achieve their full potential at home, at work and in the community. We do this by collaborating with other committee members, by working in cooperation within the coalition as a whole, and by welcoming, encouraging and supporting the participation of learners.
- All members of the coalition agree to work towards consensus. Anyone participating at committee or coalition meetings can participate in building consensus. When consensus isn't possible, a majority vote of those present is used. In making a vote, members consider the greater good and our common vision rather than individual gain.
- We come to the table as peers with different strengths and knowledge. We recognize and honour that each of us brings a valuable perspective and unique abilities to our collective work.
- Our focus is literacy in its broad definition. We do not presume to be able to respond to every kind of issue. We will partner or defer to others for issues outside our literacy scope.

4. Conflict resolution

A conflict is a disagreement where parties feel a threat to their needs, interests, and concerns. Coalition members accept conflict as a necessary and useful part of our work, and make a commitment to work through conflict. Conflict can be positive because it:

- Forces us to clarify our needs and interests
- Creates the incentive for us to search out new facts, solutions, and alternative methods of thinking and behaving
- Prevents us from letting situations escalate
- Allows group cohesion to develop as a response to problem solving
- Gives us the opportunity to change when change is needed
- Gives us the opportunity to grow as a group and use our differences for mutual benefit.

In general, the coalition supports a constructive problem-solving approach to conflict resolution.

We make a commitment to:

- Participate in discussions to resolve a conflict
- Support decisions made through consensus or majority vote, even if we don't agree
- Presume goodwill

Should this be included in this ToR:

When we communicate, we:

- Discuss, don't attack
- Keep our voices pleasant
- Stick to the subject
- Don't make demands
- Sometimes stop talking
- Ask questions so we can better understand each other
- Listen to others' points of view
- Look, act and be interested
- List areas we can agree on
- Acknowledge feelings
- Try to understand rather than be understood
- Accept responsibility for our work and actions
- Be patient and accept breaks, if they are needed.

We are guided in our conflict resolution process by our guiding principles.

5. Guidelines for Evaluating the Coalition

Should we be working towards developing logic models for each committee and the coalition as a whole, and using these as a way to evaluate our work? If so....

Each autonomous literacy committee and the coalition as a whole create and/or update logic models every year in the spring???. These are used to guide our work throughout the year and to evaluate our work annually.

6. Finances

As outlined above, host agencies that receive funds on behalf of the literacy coalition or committees are chosen by consensus. The financial responsibilities of the host agency will be outlined in funding proposals and agreements with funders. The host agency is ultimately responsible for financial and other reporting, however, member agencies that receive funds are expected to provide necessary reports to the host agency in a timely manner. The LOC, Literacy Champion and literacy committees support members in preparing reports, if needed. Any agency wanting support can ask for this support. It is in the best interests of the coalition to ask for and get help, and it will be provided without judgment.

The responsibilities of the host agency, any collaborating agencies and the literacy committee or coalition as a whole will be outlined in the funding proposal or a subsequent agreement. The agreement will outline how the money is to be received, distributed and managed. Host agencies will receive fair administration fees for the responsibility of holding and managing funds.

A nominal administration fee will be considered for monies that only require a one time acceptance and payment, and more for those that require regular disbursements or expense form protocols. The administration fee is charged to ensure the organization bears little to no cost for managing the money. For example, we may consider splitting administration fees between host and delivery partners who also bear some administration costs.

Consideration may also have to be given to the policies of the host agency. There may be a conflict between our intent to be fair and the policies of the broader agency, and this will be considered when choosing a host agency.

When there are financial resources available as a result of fund raising by the committees or the coalition as a whole, how and where these funds are held, managed and disbursed is decided by the literacy committee responsible for the fund raising, or the coalition, if the funds were raised by the coalition as a whole. Members who undertake fund raising on their own for literacy can make autonomous decisions about the use of these funds and can bring these decisions to the committee(s) for feedback and input.

7. Strategic Planning

All school districts in British Columbia are mandated to submit a Community/District Literacy Plan (CLP) to the Ministry of Education in July each year. Our CLP draws from the logic models we create and update (see 5 above – or move 5 on evaluation to after this section). The CLP outlines the work we plan to do and describes what we have done towards creating our vision for literacy in our communities and the region as a whole. Our work connects with the work of others in communities throughout BC.

The following is an excerpt from the [Community Literacy Planning Guide: Working Together for Literacy](#), a document produced by Decoda Literacy Solutions with support from the Province of BC. The full document is available for review or download as a PDF at www.decoda.ca.

The Community Literacy Plan

WHAT IS IT?

The community literacy plan is frequently described as a living document - the yearly work plan and documentation of the goals and actions resulting from community-wide planning and implementing processes.

The community literacy plan is one of the tools to support the process of literacy development throughout the community. It provides the blueprint and information about how community partners are working together to improve literacy. These plans and the process they support are part of the provincial strategy to improve literacy skills and encourage lifelong learning for all British Columbians.

Using the 2010 Legacies Now (Decoda) Community Literacy Planning Guide (2004-08), all of the 102 [literacy committees] in the province began the work of supporting community-wide literacy development by making a plan. They looked at the assets and issues of the community and then set goals and actions based on the current realities of the community. This community literacy planning process continues to be the foundation for community literacy plans.

Information about ongoing and updated goals, actions taken against those goals, the results of community literacy work and plans for the next year have been provided in community literacy plans since the Literacy Now Community Literacy program began in 2004. These plans reflect the thinking of community members at a given time and recognize that planning is an ongoing process intertwined with taking action and evaluating the process and outcomes.

THE GUIDELINES

Literacy planning is a community-wide process that includes many partners. The most important aspect of building a community literacy plan is the development of effective relationships within the community.

The process of developing a community literacy plan enables the members of the community literacy committee to gain a stronger understanding of the various perspectives on literacy throughout the community. It opens up the possibilities of what can be accomplished as community partners listen to each other and take action together to support literacy learning for people of all ages.

Community literacy plans promote community alignment of literacy initiatives. They make explicit the inter-relationships among community members and the links between formal and informal learning systems. They build on what has already been developed and identify the contributions of various partners.

Community literacy plans become district literacy plans and are submitted through boards of education. These represent the literacy work happening in communities within the geographic boundary of the school district. This submission is not meant to represent the board's approval of the plan or ultimate responsibility for the work. Instead, it is a demonstration of the board's commitment to understand learning outside of the work traditionally done by the K-12 system; the recognition of the value of literacy work taking place across the community; and the value of collaborating and sharing to build more successful learners and communities.

Literacy outreach coordinators facilitate the work of [literacy committees] across the province. As they provide support for literacy work throughout communities, they are focal points for knowledge about the [literacy committees], literacy plans, actions and impacts. Part of their role is to provide their community's literacy plan for input into the district literacy plan for submission to the Ministry of Education as required.

For all participants, the yearly process of reviewing and updating the literacy plan allows community literacy work to grow stronger. It is the opportunity to reflect on the accomplishments, the strengths, and the challenges.

The following organizations are members of the Dream Makers Community Learning Coalition:

Appendix D:

ON TOUR
12 - 13

Vancouver Opera In Schools presents
Naomi's Road

Composed by Ramona Luengen. Libretto by Ann Hodges. | Based on the novel *Naomi's Road* by Joy Kogawa.
Originally Commissioned by Vancouver Opera for Vancouver Opera In Schools 2005 - 2006.

SUNDAY, APRIL 28, 2013
Exhibition: 1:15pm
Performance: 2:00pm

Eagle Eye Theatre
38430 Buckley Avenue, Squamish

This *One Book One Community* event
is FREE and open to everyone!

Brought to you by the
Squamish Literacy Committee

This touching and historic opera, set during the Second World War, tells the dramatic story of nine-year old Naomi's journey, with her Japanese Canadian family, from Vancouver to an internment camp in the interior of B.C. In a sensitive, visually-evocative production filled with emotion, humour and soaring melodies, Naomi and her older brother Stephen struggle with the harsh realities of war, racism, bullying and the loss of family. Ultimately brother and sister triumph by discovering the gifts that sustain them: music, words and love. Their resilience offers hope for the future and will inspire audiences to discover the power of human understanding and the beauty of compassion.

For more information visit: vancouveropera.ca

VANCOUVER
OPERA
ARTS & MUSIC SOCIETY

VANCOUVER OPERA IN SCHOOLS IS MADE POSSIBLE THROUGH THE GENEROSITY OF THE FOLLOWING EDUCATION SUPPORTERS:

RBC Foundation
BRITISH COLUMBIA ARTS COUNCIL
TD

Odium Brown Limited | Vancouver Opera Guild | City of Vancouver | Metro Vancouver Beach Foundation | The Martha Lou Henley Charitable Foundation | Martha Lou Henley, C.M. Ms. Regina Boxer, Ms. Ellen Crowe-Swords, Estate of Ms. Katherine J. Heller, Mr. Bob Houston, Ms. Phyllis Lavelle, Miss Denise Mark, Bruce & Us Welch, Drs. Leo and Flora Wong

Appendix E

Invitation Letter

Learning and Planning Together: Building respectful and effective Aboriginal/non-aboriginal relationships

You are invited to attend and actively participate in a workshop and conversation about how aboriginal and non-aboriginal organizations can work together to foster the idea of the Sea to Sky Friendship Centre. We know that many of the challenges we face in our communities, particularly those related to social issues, are complex. Complex issues need creative, collaborative solutions and sometimes our mandates, our history and our capacity get in the way or are not understood. Through this session, we hope to learn about each other, better understand the context of First Nations history and governance. We hope this will be a place to talk about our shared interests in making our communities a better place to live.

We are inviting First Nations bands, Aboriginal organizations, Immigrant serving groups, social service organizations, and the education and health service providers in our communities to come together on this day to learn and better understand the importance of close relationships in building a better future.

This is a Learning Initiatives for Rural and Northern (LIRN) BC Event. The session details are as follows:

Date: Tuesday, May 7th, 2013
Time: 9:00 am – 3:00 pm
Location: Squamish Public Library, 37907 Second Ave.
Facilitators: Donnella Sellars and Joan Chess from the Fraser Basin Council
Please RSVP to: karen.clarke@vch.ca

Lunch will be provided

The goal of this day is to build important relationships that will move us closer to realizing the Sea to Sky Friendship Centre.

Thank you for recognizing the importance of this event.

Sincerely,

The Squamish Literacy Committee

Appendix F

Squamish Literacy Committee OUTCOME MEASUREMENT FRAMEWORK OUTCOME MEASUREMENT FRAMEWORK

INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	MEDIUM-TERM OUTCOMES	LONG-TERM OUTCOME
1 Literacy Outreach Coordinator (LOC) Office space 1 telephone Internet access Meeting space Meeting refreshments Committee member time and skills Volunteers Administration (photocopying, etc.) Literacy Committee funds	Communication and Outreach: Incorporate clear language and design principles in all that we do and promote literacy awareness among the broader community through literacy events and information about literacy opportunities.	1-3 annual literacy audits/yr 4 Family Literacy Week event per yr with 200 participants 1 regional literacy event with approximately 50 participants 1500 newspapers distributed with literacy wraparound 1 Facebook page, literacy blog and Twitter feed	Squamish residents and organizations have increased awareness of literacy issues, approaches, and initiatives.	Community members with literacy challenges are accessing literacy opportunities and feel more welcome in other community services.	Squamish is a vibrant and literate community where all people are meaningfully engaged and achieve their full potential at home, at work and in the community.
	Partnership Development Coordinate monthly meeting of diverse stakeholder group representing various sectors to share information and coordinate literacy related activities.	40 person mailing list 10 meetings/approx 8 attendees/session 10 organizations regularly involved in committee activities 10 sets of minutes emailed to # organizations 6-8 sectors represented 4 partner initiatives supported 1-2 of people with literacy challenges sit on committee	Stakeholders are aware of literacy opportunities in different sectors and are better able to work collaboratively to incorporate literacy approaches into their activities.	Participating organizations apply literacy principles in their work and collaborate to offer diverse literacy activities.	
	Planning and Programming Identify literacy priorities, update the	1 Literacy Plan update 1 Committee work plan 1-4 programs supported with Raise the Reader funds	Literacy Committee has a clear understanding of their direction and is	The community as a whole is fully aware of literacy issues and is supportive	

	Community Literacy Plan and allocate literacy funds collaboratively.	1-2 programs supported with Implementation funds 1 to 4 programs supported with Squamish Reads funding	working together effectively to promote literacy.	of literacy organizations and learners.	
	Funding Research sustainable and short term funding opportunities, coordinate funding events, and write funding proposals.	1500 newspapers sold raising \$1500-\$2000 2 public fundraising events 1 database of funding opportunities 1-3 proposals written 1 foundation 1-2 ongoing funding applications/reports	Literacy Committee knows about funding resources and when and where to access them and produces necessary funding reports.	Literacy Committee has access to more sustainability resources for literacy.	
	Literacy Training Provide professional development opportunities for stakeholders.	2 professional development events 10-50 participants per event	Participating stakeholders and community members feel more confident in their ability to apply a literacy lens and incorporate clear language and design principles.		

Appendix G

School District Objectives

Children – Prenatal to School Age:

Goal: to improve vulnerability rate in children entering school (at least one domain of development) from 26% to 20%

Objectives:

1. Pre School children will demonstrate higher levels of emotional resiliency.
2. Pre School children will demonstrate higher levels of physical health and well-being.

What strategies are in place to address the needs identified?

SD 48 shared zonal and school EDI results with Kindergarten teachers and Principals, each school year. Meetings are held to discuss the information in detail. As previously mentioned, these conversations then translated into planning for differentiated strategies within the classrooms and community programs, to meet the needs of different schools.

In the 2010-2011 school year the following school based strategies and interventions were used in Kindergarten classrooms:

General	Specific	Teacher/Parent Education
Vision and Dental Screening for all Kindergarten children. Discreet Hearing Testing at Health Fairs and Ready, Set, Learn events.	The purchase of gymnasium equipment.	Parent in-service and education on the importance of play-based learning (Squamish, Whistler, Pemberton).
Playground improvements to foster accessibility and gross motor growth in young children.	Transition planning for children with Special Needs.	Teacher education sessions on the implementation of Full Day Kindergarten.
Implementation and use of the Language Performance Standards for primary.	Occupational Therapy assessments in Kindergarten classrooms with classroom-based follow up strategies implemented.	Parent education regarding building resilient children (ex. Hyper Parent, Anxious Kids; Attachment Theory sessions: The Sea to Sky Early Learning Conference).
Community mobilization for healthy and accessible playground spaces.	Before and After School Programs in some schools.	Teacher Professional Development: Web Casts Play Based Learning Project Based Learning Self Regulation

Adults

Goal: to increase the number of opportunities adults have to access literacy development.

Objectives:

1. School District #48 will enroll adult learners who are still aligned with their high school through Distributed Learning
2. Capilano University will enroll adult learners who are outside of the school setting
3. Capilano University and School District #48 will create a communication system to share knowledge on adult programming
4. Capilano University will provide ELL education, and newcomer literacy.

Strategies:

1. Continue to develop alternate educational secondary programming that provides new pathways for school completion.
2. Work with Capilano University in creating adult learning hubs in Whistler, Squamish, Pemberton and Mt. Currie
3. Increase coordination of programs between community learning institution