

Campbell River School District

DISTRICT LITERACY PLAN

2012

A horizontal strip of children's book spines is visible at the bottom of the page. From left to right, the visible spines include one with 'ABC' in large red letters, one with a cartoon character, and another with a blue cover and a small figure.

District Context

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

Serving a population of 5,296 students in 20 schools, the district administers a budget of approximately \$51 million. Although the community population has remained stable, an aging demographic has led to a steady decline in student enrolment.

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

Community Demographics

- Population of 30,000 with a trading population in the region of 60,000.
- An aboriginal population of 3,655 – increasing.
- 2.5% of homes are non-English speaking
- 84% dual parent families
- Average family income \$62,040.

District Profile

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

The District Literacy Plan: Opening Comments – Spring 2012

Submitted By Nevenka Fair, Assistant Superintendent, School District 72

The District Literacy Plan is a statement of commitment by our school district to work with our community partners to improve literacy in the communities of Campbell River, Sayward, Quadra and Cortes. We feel very fortunate to be part of the collaborative culture that has become well established as a result of our work together. The process to develop a District Literacy Plan enables our district to gain a stronger understanding of the literacy needs and strengths within our communities.

While this plan describes the initiatives and work being done *outside of our schools*, it is important to note that literacy is very much a district focus for all of our K-12 learners within our schools. Therefore this District Literacy Plan is not intended to duplicate information already contained in other documents prepared by our school district that outline this work such as our Achievement Contract and Aboriginal Enhancement Agreement which are posted on the school district website at www.sd72.bc.ca, as well as the literacy goals found within the Student Success Plans for many of our schools. These can be found on individual school websites.

In addition, all our schools host Ready, Set, Learn (and some host Welcome to Kindergarten) events sometime between November and May. The purpose of these events is to help

Prepared June 2012

preschoolers and their families become familiar with their neighbourhood school as well as some of things associated with school success, many of which focus on literacy. Our StrongStart programs currently located at Cedar, Georgia Park, Sandowne and Sayward Schools provide opportunities for preschool aged children and their parents/caregivers to participate in many literacy experiences in a safe and nurturing environment.

As we look ahead to the 2012-2013 school year, a significant opportunity presents itself in terms of student success, as well as further expanding our relationships with our community partners. This will be the first year for our newly reconfigured schools (K-5, 6-8, and 9-12) and an opportunity to start implementing our vision for schools which will be grounded on the following co-created **learning beliefs** developed through a process involving parents, teachers, administrators, and support staff:

- **Respectful relationships are fundamental to successful learning.**
- **All learners vary in their learning styles, prior knowledge and experiences, abilities, and rates of development**
- **Learning is an active process.**
- **Positive learning behaviours and attitudes lead to greater student independence, success, and lifelong learning.**

(To learn more about our learning beliefs visit the [SD72 website](#))

On behalf of the school district, I would like to thank the efforts and dedication of all members of the task force who bring our District Literacy Plan to life.

District Literacy Plan 2012



Campbell River Literacy Now

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

1. Task Group

a) Who takes part in the task group?

Task Group:

Name	Organization
Anne Boyd	Literacy Outreach Coordinator
Kat Eddy	Adult Literacy Outreach
Eleanor Gee	Pacific Care
Donna Bayne	Retired educator
Tony Bellavia	Dean, North Island College
Mac Newton	North Island College ABE Instructor
Joyce McMann	Family Place Coordinator, Family And Children Services
Elizabeth Johnson	Vancouver Island Regional Library
Sharon Bollefer	Altrusa Club
Brenda Wagman	Private citizen
Kathy Rae	Sunrise Development
Elaine Julien	Vancouver Island Regional Library
Chris Button	Altrusa Club
Leah Tremain	Read TV Productions, Rotary Literacy Rep.
Barbara Drake	Chair, Campbell River Literacy Association
Jo-Anne Windsor	Altrusa Literacy Coordinator
Lynne Stone	North Island Constituency office manager
Timothy Skye	Vancouver Island Regional Library
Nevenka Fair	School District 72- Assistant Superintendant
Patricia Tomlinson	Retired Educator

b) How is the work of this group organized?

- ❖ The Campbell River Task Group meets monthly for most of the year.
- ❖ Meetings are generally the last Monday of the month unless we are organizing around a special event. Eg. April's meeting was a working group to package the Books for Babies bags
- ❖ The Task Group is always open and we encourage anyone with an interest in furthering literacy in the community to attend when possible.
- ❖ Representatives from John Howard, Rotary, Aids Vancouver Island and other groups attend as needed
- ❖ The LOC attends several other community tables and gathers information that is shared with the task group
- ❖ One meeting a year is dedicated to planning for the next year by reviewing the previous plan and setting priorities based on community input

2. Community Context

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

- ❖ This past year has seen the community obtain some stability after the closure of a major industry
- ❖ Absent dads continues to be an issue at all levels as many families adjust to men working in the north
- ❖ Young families continue to face issues of poverty as they work at low paying jobs
- ❖ Seniors continue to move to Campbell River and demand services at an increasing rate
- ❖ Government programs that support families continue to face cuts
- ❖ A large Hydro project will begin next year which will bring many new jobs to the community and put a stress on rental housing
- ❖ A new hospital will be constructed in 2013 which will bring more jobs but not necessarily for local people
- ❖ There is a need for upgrading to allow underemployed local people to qualify for new jobs that are coming

3. Community Development and Literacy Collaboration:

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

CR Literacy Now has collaborated with:

- ❖ City of Campbell River
- ❖ School District 72
- ❖ Vancouver Island Health Authority
- ❖ Success by Six
- ❖ Vancouver Island Regional Library
- ❖ Family Services
- ❖ Supported Child Care
- ❖ ECE working Group
- ❖ Strong Start Centres
- ❖ Parks and Recreation
- ❖ John Howard Society
- ❖ Aboriginal Success by Six
- ❖ Aboriginal head Start Programs
- ❖ Laichwiltach Family Life Society
- ❖ Campbell River Mirror Newspaper
- ❖ Local Businesses: Coho Books, Stillwater Art and Books, Party Shop, Tidemark Theatre, Mudslingers Coffee
- ❖ Daybreak Rotary
- ❖ Altrusa Club of Campbell River
- ❖ Campbell River Community Literacy Association
- ❖ Aids Vancouver Island
- ❖ North Island College
- ❖ Campbell River Multi-Cultural Society
- ❖ Decoda Literacy Solutions
- ❖ First Book Canada
- ❖ M'kola Housing
- ❖ Volunteer Campbell River
- ❖ KDC Aboriginal Health

b) What are the essential ongoing collaborations?

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

- ❖ SD 72
- ❖ Success by Six
- ❖ John Howard Society
- ❖ Parks and Recreation
- ❖ Vancouver Island Regional Library
- ❖ Campbell River Community Literacy Association
- ❖ City of Campbell River
- ❖ Deocda Literacy Solutions
- ❖ Family Services
- ❖ Aboriginal Success By Six

c) What makes collaborations work well?

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

Another important collaboration for Literacy Now is with the John Howard Society. They run a program for youth at risk and Literacy Now provides the literacy component. The School District is now working with this group as well to work out school credits for these youth.

4. Goals and Actions for the Current Year

a) Things we have accomplished 2011-2012

- ❖ Continued support of summer programs for low income students
- ❖ Sponsored Family Literacy Day 2012
- ❖ Continued to pay for mentorship for a youth computer program
- ❖ Promoted literacy at Health Fairs, National Child Day
- ❖ Sponsored Books for Babies
- ❖ Continued partnership with Campbell River Community Literacy Association and jointly sponsored an adult literacy outreach position
- ❖ Worked with several community groups to renew an RBC grant to provide afterschool care, including homework support, in a low income housing project
- ❖ Sponsored computer courses for seniors at the library and at the community hall
- ❖ Worked with youth at a John Howard program and offered literacy opportunities to at risk youth
- ❖ Worked with the city and the School District to provide summer programs for kids at risk in two sites
- ❖ Provided books to children of young parents at Christmas through Family Services
- ❖ Provided support and advice to the Aboriginal Success by Six working group
- ❖ Provided support and advice to the team running "The Gathering Place", a centre for children and families in a low cost housing complex
- ❖ Provided computer classes to children in the afterschool programs at The Gathering Place
- ❖ Applied for and received 1700 books from First Books Canada, distributed them through out the region to at risk kids
- ❖ The LOC attended many community meetings to take the literacy message to more places, some groups don't have time to be part of the task group
- ❖ The task group met regularly to support the plan implementation
- ❖ Provided funds to provide a homework support program for ESL students
- ❖ Worked to develop a community table to focus on youth at risk

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

- ❖ Our goals and actions were planned and supported at the Task Group
- ❖ The LOC was responsible to implement these actions
- ❖ The LOC met with many other community groups to organize these events
- ❖ Our community partners were involved with all of our goals

c) What adjustments were made to the plan?

- ❖ The major new goal for 2012 was to form a community youth table
- ❖ This goal was not met due to the labour dispute at the School District
- ❖ It was not possible to get all the necessary people at the table
- ❖ Work has been done on workplace literacy but we were not as successful as we hoped to be

Our original goals remain:

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

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

5) Indications of Success:

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

- ❖ Family Literacy Day 2012 was again held in the downtown core

Centred on the theme of a learning journey. This day was

An excellent example of a collaboration between: Family Place, School District 72 (librarians hosted events in all schools), Vancouver Island Regional Library, Parks and Recreation, two local book stores, a local radio station, and a local restaurant that supplied free hot chocolate.

- ❖ Donations were collected for the local food bank.
- ❖ Families learned that learning occurs everywhere.
- ❖ The community as a whole was informed through newspaper articles, a newspaper insert (supported by more local businesses), radio ads, and flyers.
- ❖ Family Literacy Day has become a recognized community event
- ❖ "Books for Babies" takes the "read early, read often" message to 400 families a year. Our local health nurses deliver bags to all new families in our region and encourage early reading
- ❖ Held information sessions at community events such as the Children's Health Fair which is attended by over 150 families allows CR Literacy Now to make families aware of literacy initiatives in the community.
- ❖ Children attend Family Place, Strong Start and library programs as a result of these sessions.
- ❖ Seniors have participated in computer classes. All sessions have been full this past year with a constant waiting list. Seniors complete an eight week series of lessons which makes them computer users
- ❖ Children in a low cost housing project receive computer assisted learning in an after school program - schools these children attend report improved learning
- ❖ The youth program coordinated by John Howard Society has been in operation for a year and has funding for one more year
- ❖ Literacy Now has helped over 35 youth with such accomplishments as taking Serving it Right and Food Safe, obtaining drivers licences, applying for SIN numbers, creating resumes and forming connections with other supporting agencies
- ❖ Supporting summer programs for at risk kids prevents summer learning loss. It is a documented fact (work of Richard Allington) that students who read 6 books at their reading level over the summer will not slip back in their reading skills over the break. CR Literacy Now has supported the summer programs with coordination and books. More than 90 children attend these programs over the summer.

- ❖ Family Services organizes a dinner for young parents at Christmas time. In the past the children were given small toys as gifts. Literacy Now has provided a book for each child for the past three years. The books were very well received, 70 children were provided with a book of their own. Children who have books in their homes are more likely to be ready to read at school age.
- ❖ ESL classes were offered to students in the evening. 15 students attended on a regular basis which helped them keep up with regular school work
- ❖ Applied for and received 1700 books from First Books Canada which were distributed to at risk children

b) What are the things that support literacy work?

- ❖ Having a designated coordinator who is well connected in the community
- ❖ Funding that enables the implementation of goals that meet the needs of the community
- ❖ Collaborating with other groups in the community
- ❖ Writing for grants,
- ❖ Members of the community who volunteer their time to offer programs and services where needed
- ❖ A community that works and plans together to meet the needs of their citizens
- ❖ The formal literacy organizations such as schools and colleges

6. Challenges:

a) What are the difficulties?

- ❖ Not having funding that is assured from year to year
- ❖ Lack of funding causes a need for a lot of time to be spent fund raising and grant writing that could be used for programming
- ❖ Keeping the momentum going is a constant challenge in a world where there are many needs

- ❖ Trying to get the community at large to recognize the importance of literacy to community development

b) What would help?

- ❖ Consistent and adequate funding
- ❖ The continued support of a well funded provincial organization
- ❖ Consistent messaging around the importance of literacy at all levels
- ❖ More recognition within the business community of how literacy impacts the whole community
- ❖ Continued messaging to School Districts that they are partners in community literacy planning

For the coming year:

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

- ❖ Campbell River continues to suffer from economic issues due to the closure of two main industries. Many families live separately as dads work in camp situations which creates stress in the family. High paying jobs are in short supply.

Response:

- ❖ *The early learning community plans to focus on "dads" this coming year and Literacy Now will support this initiative.*
- ❖ *Working with other community groups we will offer workshops for families on coping with the stress of living apart*
- ❖ Youth are lost in this climate as jobs that may have been available to those without skills are being taken up by laid off workers.

Response:

- ❖ *Literacy Now will continue to support youth programming at Delaware and will work with other community partners to support youth*

- ❖ A large BC Hydro dam project (3.2 Billion dollars) will begin within the year. This will bring an influx of new people to the community and possibly create a housing crisis. It has already created a need for more trained workers.

Response: Literacy Now will renew efforts to support those in need of upgrading to obtain jobs, connections with other support services in the community will be explored

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

Response:

- ❖ *Our main goal will be to work with employment agencies for youth and adults to offer literacy support*

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

- ❖ Programs and events that have been successful in the past will be continued.
- ❖ Literacy Now is actively seeking partnerships for Books for Babies.
- ❖ Literacy Now is working with other community members to explore the possibility of establishing a youth table to connect those working with youth. This goal is to be carried over from last year. There are some isolated projects doing good things but they could be more powerful if connected.
- ❖ Our adult literacy coordinator will continue to support youth through partnerships with John Howard Society.
- ❖ Workplace Skill training is also being explored. Youth and adults need more training to make them successful in obtaining employment. Literacy Now is connecting with other groups concerned about this issue and connecting with the project in the Comox Valley.

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

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

- ❖ The help and guidance of the task force will be needed to continue and expand the work of Literacy Now.
- ❖ Partnerships will be strengthened and others developed as needs arise.
- ❖ Funding will need to be secured to continue some programs at local level.
- ❖ Provincial funding will be needed to continue to work of the LOC.
- ❖ Implementation funding is need to help and support the work.
- ❖ Support of Decoda Literacy Solutions, the provincial organization will continue to be critical to our success.
- ❖ Working with other LOC"s in our region will strengthen all of our efforts.
- ❖ The support of our closest partners is critical; Success by Six, School District 72, Parks and Recreation, Community Literacy Association

Quote: "When I was in high school I did my art a lot. I haven't touched a pen since then, when I'm not busy I'm a bad guy, and get into trouble. Delaware gave me a pen and now that I've started to create things again I'm thinking about what I want to do for work" W. P.



Delaware client

Delaware is a program for highly at risk youth, our adult literacy coordinator attends to offer literacy support.



Campbell River Literacy Now

Event: Children's Health Fair
Date of Event: March 15, 2012,
Community Partners: Success by Six

Campbell River Literacy Now partners with the Campbell River Community Literacy Association to present literacy information at the Children's Health Fair.

Over 120 families attended this year and visited booths and enjoyed activities designed to enhance the lives of children. Literacy Now distributed pencils and bookmarks.



Every booth has a draw to encourage people to visit every participant. Literacy Now had a box of free books for children and as a draw prize had a selection of books in a lovely book bag.



Campbell River Literacy Now

Event: Books for Babies

Date of Event: April 30, 2012, Ongoing

Community Partners: Success by Six, School District 72, VIHA

Campbell River Literacy Now task force met on April 30th to assemble and pack 400 Books for Babies Bags.

Books for Babies Bags are delivered to the Health Unit and the Public Health Nurses give them to new moms on their first visit or at the first vaccination. The Health nurses have been in-serviced on the importance of reading to babies.



These bags contain a high quality children's book, a DVD on early learning, a CD of children's songs, a developmental booklet and lots of information on local programs for babies and young children. Literacy Now coordinates this effort and it is supported by Success by Six, School District 72 and many other community sponsors.

For More Information : Anne Boyd Literacy Outreach Coordinator
anne.crliteracynow@gmail.ca



Campbell River Literacy Now

Program: Delaware

Date of Event: Ongoing

Community Partners: John Howard Society NI, CR Literacy Now, NADIS, Campbell River Family Services, various other community agencies.

The Delaware program was developed in response to the ever increasing numbers of disconnected youth in the downtown core area. Vancouver Island Regional Librarians were concerned with the number of at-risk youth attending the library daily, drawn by computer access and shelter.



John Howard Society North Island (JHSNI) Director – Lori McKeown was invited to attend a literacy table in which the focus was the gap in youth services in the community. JHSNI had an ideal space in the downtown community centre, and after consultation with staff, took the lead organization role with literacy and staff hour supports from the Literacy Outreach Coordinator. This program is also attended by other community groups wishing to outreach directly with this highly at-risk groups

The Delaware program is a breakfast program which runs five mornings per week from 9 to 11:30 am. Since its inception the strength of this program has been a safe connection point for youth that provides; food, education and literacy supports, life skills, community referrals, and counselling services. During the school year there is an average daily attendance of between 12-15 youth with a number continuing on to Robron Centre in the afternoons to attend classes.

Funding for this project has been secured by JHSNI through the Queen Alexandria Foundation and is supplemented by CR Literacy Now. This current funding will ensure that the Delaware program can continue until May of 2013. The program has been recognized as valuable by the Continuing Education Program of SD 72 and will be taking part in a summer pilot project. This project will track the youth's involvement in work experience programs and life skill tasks to possibly be applied towards academic credits should they decide to return to their education.

For More Information : Anne Boyd Literacy Outreach Coordinator
anne.crliteracynow@gmail.ca



Program: Adult Literacy Outreach Program (AKA Joe Project)

Date of Event: Ongoing

Community Partners: Campbell River Community Literacy Association, Campbell River Literacy Now

History: The Adult Literacy Outreach Program (aka: Joe Project) was developed through the Campbell River Literacy Now table in September 2009. In this meeting a need was identified, for an outreach individual to build new literacy programs and attend alongside community partners' existing programming, to fill community gaps and provide literacy supports.



Kat Eddy of the Campbell River Literacy Association, shows Otto Angelo how to use Google Earth during a one-on-one tutoring drop-in session at the library.

Creation: A Partnership between the Campbell River Community Literacy Association and CR Literacy Now was established. This partnership allowed for the hiring of an Adult Literacy Outreach Coordinator Kat Eddy in January 2010. The mandates of this position included raising community awareness, new program development, and building of community partnerships in relation to Adult Literacy.

Partnerships, and Program Development and Participation:

- L'achwiltach Family Life Society, City of CR Parks and Recreation, Success by Six, and SD 72's – "The Gathering Place".
- Vancouver Island Regional Library & City of CR, 50+ program: "How Do I? Seniors Teaching Seniors Computer Literacy"
- The John Howard Society of North Island: The Delaware Program

Future and funders: The value of this program has been recognized by increased community awareness of literacy work. The CRCLA's primary funding stream - CALP (Ministry of Advanced Education) has been increased to the maximum allowable amount to include outreach work. A Federal pilot project grant through New Horizon's funding stream was awarded to the association to develop "How Do I?" –a technology program designed for seniors. Most recently, the CRCLA has received funding from the BC provincial gaming grant to continue both technology instruction and outreach work.



Campbell River Literacy Now

Event: Family Literacy Day

Date of Event: January 27, 2012

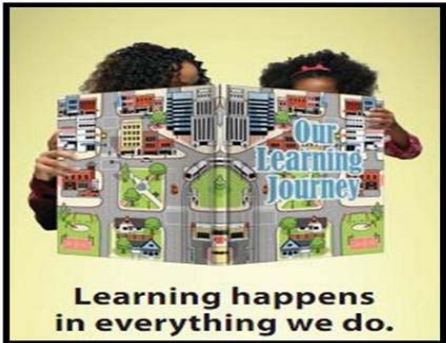
Community Partners: Success by Six, SD 72, Coho Books, Vancouver Island Regional Library, Stillwater Books, Mudslingers Coffee, Parks and Recreation, 99.7 The River Radio, Mirror Newspaper

Campbell River Literacy Now proudly sponsors Family Literacy Day in our community. CR Literacy now in partnership with several other community groups plans a day of fun and learning for all.

The Campbell River Mirror newspaper publishes an insert that supports Family Literacy Day and is paid for by community businesses. It also features the day's events on a schedule. Families move around from activity to activity completing a passport that is then entered in a draw.


Family Literacy Day 2012
Downtown Campbell River

Participate in free family events from 1:30—4:30



Learning happens
in everything we do.

Your Passport to Learning



Campbell River Literacy Now
invites you to join us in a Learning
Journey.

Free Family Fun!

Pick-up your passport and start
anywhere!

- ❖ Coho Books
- ❖ C R Community Centre
- ❖ VI Regional Library
- ❖ Stillwater Books
- ❖ C R Art Gallery
- ❖ 99.7 The River

FRIDAY, JANUARY 27, 2012

This year we asked for donations for the food bank. An antique car was parked in the Spirit Square and people brought food items to fill the car. A local coffee shop supplies free hot chocolate and cookies to families braving the cold January day.

For More Information : Anne Boyd Literacy Outreach Coordinator
anne.crliteracynow@gmail.ca



Campbell River Literacy Now

Program: How Do I? Seniors Teaching Seniors Computer Literacy - Outreach

Date of Event: Ongoing

Community Partners: Campbell River Community Literacy Association, Vancouver Island Regional Library, City of Campbell River,

The How Do I Program was initially developed through a Federal Grant supplied by New Horizon's to engage seniors in technology literacy. The initial grant period began in November of 2010 and continued until October of 2011.



Response to a basic computer class teaching the fundamentals of computer technology was extraordinary. The Outreach Coordinator Kat Eddy who developed the program created a waitlist of over 60 individuals for which she could not accommodate in the classes available through the initial grant.

The How Do I program uses an instructional model of a facilitator and one on one tutor assistance. One on one tutor assistance is the model used by the Campbell River Community Literacy Association (CRCLA) for their adult literacy program. The How Do I? Program funding was applied for by the CRCLA with space for instruction being offered in the facilities of the program's community partners.

At the end of the program's funding in October 2011, CR Literacy Now recognized the value of the program and continued to fund classes until other funding could be found. In March of 2012 the CRCLA received funding for the 2012/2013 year from BC Community Gaming Grants and will continue to offer the How Do I Program for another year.

Cortes Island Literacy Now District Literacy Plan 2011-2012

Submitted by Coreen Boucher LOC

Reflections on the Current Year:

1) Task Group:

- a. **Who takes part in the Task Group?** The Cortes Island Literacy Outreach Task Group (TG) is currently comprised of 6 members; it has decreased in size since this time last year.

Ester Strijbos	Cortes Community Wifi Society (steward)
Katie Babb	Every Child
Mark Vonesch	Reel Youth
Desta Beattie	Family Support Coordinator (Cortes Community Health Assoc.)
Blanca Scanlon-Sharpe	Teen Scene Youth Worker (Cortes Community Health Assoc.)
Coreen Boucher	Literacy Outreach Coordinator

b. **How is the work of this group organized?**

Our group meets several times during the months prior to producing our Community Literacy Plan (CLP), every one or two weeks until the plan is produced. After that, we meet about 3 times a year. Over the last year, there were two separate projects and the task group worked in two committees. As the implementation funding came to an end and a handful of individuals stepped off the TG, the committees joined together. We now work collectively on all projects, plans and issues.

2) Community Context:

- a. **What has happened in the community over the past year that impacts people in the community and the ability of organizations to**

support literacy development?

The North Island College satellite campus closed down and didn't re-open in the 2011/2012 year. For the same period of time, the Cortes School had a new principal and also job action plus a strike. At the end of the school year, the new principal resigned. The school has been burdened with politics and not a part of any community literacy process. As well, a privately funded democratic school opened for homeschooling children on the island. Because it was new and underfunded, those administrators and teachers who would normally be involved in literacy in the community, were more focused on their specific venture. In May 2012, the public library was temporarily closed (still is) as the location was deemed unsafe.

In a community where the major players in literacy were not at the table, the Cortes Island Task Group—a mixture of concerned parents and organizational leaders—was given the task to work collaboratively. This hadn't been the set up in the previous year and posed some challenges. After a year, however, the task group has tightened both their reserves and focus, and come together cohesively as a small, but strong group.

Community Development and Literacy Collaboration:

a. What are the important collaborations that have taken place to support literacy and the work of the task group? Cortes Island Literacy Outreach collaborated with the following organizations and individuals:

- i. Cortes Community Wifi Society
- ii. Noba Anderson, Regional Director, Comox-Strathcona
- iii. Teen Scene (Cortes Community Health Association)
- iv. Family Support (Cortes Community Health Association)
- v. Reel Youth
- vi. Sherry Ranger, Parent
- vii. Every Child
- viii. Cortes Community Seniors Society
- ix. Southern Cortes Community Association

b. What are the essential ongoing collaborations? The collaborations that are ongoing include:

- i. Cortes Island Literacy Outreach in a Wifi Society project along

with the Cortes Community Seniors Society and Southern Cortes Community Association to carry on a computer literacy program as an offshoot of the 2011-12 Skills Centre.

- ii. Reel Youth, Every Child, Teen Scene and Family Support continue their 2011-12 focus of Mental Health and Invisible Disabilities by narrowing in on youth programming.

c. What makes collaborations work well?

- i. Communication among organizations and individuals involved, both in and out of Task Group meetings
- ii. Facilitation and inspirational leadership that can fine-tune a vision and coordinate essential pieces
- iii. An environment that fosters openness, responsibility and collaboration
- iv. Financial resources, in-kind contributions and a willingness to share and work toward a common goal
- v. Collective rather than individual agendas

3) Goals and Actions for the Current Year:

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

- i. Our Task Group wanted to address the lack of affordable, adult programming for skills pertinent to our unique lifestyles and community in a monthly thematic approach, ie: job skills, computer skills, small business management skills and board member development and training
- ii. Concerned about the lack of adequate services for parents and children with special needs and mental health issues, our Task Group wanted to promote situations that empower and encourage healthy living, reduce the stigma around mental health and invisible disabilities and provide greater accessibility to services.

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

Two focus groups were created, one for the Skills Centre and one for the Mental Health project.

In the Mental Health Project, actions planned against these goals included:

- a mental health & well-being speaker and film series
- training for leaders/coordinators working with teens and families
- bringing children, youth and seniors together in community garden spaces for horticultural therapy
- research, fundraise and create a transportation assistance fund for off-island services
- raise money for counseling through community film production and film screening
- run a series of healthy food production workshops
- provide greater access to crisis lines, service providers, youth helplines

Actions planned against the goals of the Skills Centre were:

- to find (and hire if necessary) presenters and teachers who will teach the following topics, seeking locally first
- to offer youth leadership and empowerment programming
- to offer programming that addresses the needs for job and computer skills, as well as training in small business management and board of director roles
- to provide a 5-month long after school program in creative and essay writing for youth

Accessibility will continue to be a priority by advertising and addressing childcare and transportation in all that programming that we do.

b. What adjustments were made to the plan?

- i. the intergenerational horticultural project didn't happen as the woman who was coordinating took on another project in the community; the money was returned to Cortes Literacy
- ii. our Skills Centre, as a Wifi Society project, now offers just computer literacy tutorials on a weekly basis until at least the end of 2012 and would like to continue the after school writing program in the next school
- iii. the Mental Health project is downsizing to offer programming for youth with the objective of providing skills for off-island education, job skills and youth empowerment; the after school

writing program will likely fall under this project in the future

4) Indications of success:

a. How do you know that actions are taken are working to support literacy?

- i. The Skills Centre offered 5 months of 5 different topics of training. Four of these were incredibly well attended. One month wasn't as highly attended, but successful nonetheless in that we learned there isn't a high demand for that on the island. In total, 103 people attended 52 hours of training in computers, financial literacy, board development and wilderness living skills. No official system was in place to assess impact, but the feedback that was received was very promising. Much of what was taught was put into effect in the community immediately, in small businesses, on boards and in daily self-sufficient living endeavors.
- ii. The Mental Health project accomplished most of its goals and touched the most people in one way or another. It would be difficult to assess the number of people who benefited, but here's an idea:
 - every household on Cortes Island received a fridge magnet with all the crisis line numbers.
 - 19 participants, aged 12 - 67, received 25 hours of media literacy and self-empowerment training
 - one youth worker received training; 8 - 18 youth come in contact with her for 3hrs/week
 - along with another youth worker, the same teens meet them 6hrs/week and gain mentorship around these issues: bullying, self-esteem, inclusivity, childhood trauma and healthy adult mental states, eco-literacy, peer pressure and healthy social interaction
 - 20 youth, over 5 separate occasions, learned cooking skills for healthy food in the Cortes School; these youth then collaborated with the Teen Scene and the "mental health" educational movie nights to provide healthy food

- guest speakers at the educational movie nights addressed topics to empower lives
- iii. The after school writing program was a hit. In the four classes at the end of 2011, 55 students between 10 and 14 received one hour creative writing instruction. In the 2012 classes, 8 students received a total of 46 hours of creative and essay writing instruction.
- iv. Computer tutorials, as an offshoot of the Skills Centre, have been a great success. Nearly 50 were assisted with tutorials and workshops combined, for a total of 78 hours of direct literacy provided. Every person leaves a tutorial able to at least troubleshoot and solve some of their own queries at home.

b. What are the things that support literacy work?

- i. Literacy work is largely supported by the belief that it is needed and important.
- ii. It's supported by people being involved, ideas, creative visioning and a collaborative approach.
- iii. It takes serious coordination effort and money to support this.
- iv. Literacy work is supported by funding.

5) Challenges:

a. What are the difficulties?

- i. Our greatest challenge lay in the fact that in the first year of implementation funding, collaboration wasn't a priority. In 2011 - 12, we had to take the gigantic leap of letting go of individual agendas and money requirements in order to collaborate. Collaboration did happen, but the visioning to create sustainable ongoing projects didn't happen soon enough. With enough time or funding, this vision didn't actually come into fruition until the end of our last implementation year.
- ii. Our second greatest challenge is the limitations of coordinator wages, which only allowed 5 hours of coordinator time per week: trying to balance our goals with our financial limitations was a difficult task.
- iii. Another was the lack of facilitation, visioning and leadership training, as well as conflict resolution, the coordinator had.

b. What would help?

- i. I would have liked there to be some training at the North Island Literacy Gathering. For example, as a new LOC, I would

have benefited from seeing a couple of enactments where a more experienced LOC would attempt to guide difficult community members—and another with community members who are “on board”—through the process of developing the Community Literacy Plan.

For the Coming Year:

1) Are there new opportunities, challenges or issues in your community?

How will you respond to those? After a death of a 15-year old community member, our community became mobilized to focus more efforts in the direction of youth. Our Task Group agreed that youth was important, if not the most important, priority.

- a. Youth in rural, remote communities are known to be “at risk” simply because of geographical disadvantage ie) lack of things to do. We want to take the “at risk” out of that equation by bringing more educational opportunities to them and enhancing their work, school and interpersonal skills while they are still here.

2) What goals, priorities or objectives will you work on in the coming year?

What actions are planned against those goals?

- a. Goal: to support and augment existing Teen Scene programming with a lens of learning practical skills and to provide tutors for homework help, all based on an environment that encourages the following set of values:
 - a. peer-pressure free
 - b. technology-free (unless for educational purposes)
 - c. development of responsibility to self and others
 - d. development of confidence and self-esteem
 - e. taking risks: social; working together; intergenerational
 - f. human rights
 - g. environmental protection
 - h. cultural diversity

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

a. Actions Planned Against These Goals:

1. Find funding: grant-writing
2. Facilitation Training of youth workers
3. Teen Szene: coordination with Literacy Outreach Coordinator and promotion & implementation
4. Implementation of following programs over a 1-year period in 6-week cycles
 - a. carpentry and metalwork
 - b. cooking and food-safe certification
 - c. photography and art
 - d. animal and humane education
 - e. resume and certificate month: boating safety; babysitting certificate, etc.
 - i. financial literacy

b. What Will Be Required?

1. Funds: a collaborative effort to research grants and write grant apps to pay for teachers/tutors
 - a. working with the our community's grant-writer to source possible grants
2. Sourcing teachers and homework help tutors
3. Facilitation training of Teen Szene workers by Reel Youth
4. Promotion and coordination help by Teen Szene
5. Implementation and space provided by Teen Szene



Sayward Literacy Now 2011-2012

Submitted by Ann Vansnick - Sayward LOC

1. Task Group

a) Who takes part in the task group?

Task Group:

Name	Organization
Ann Vansnick	<i>Literacy Outreach Coordinator</i>
Laura Thiessen	<i>Success by 6/ Family Connections</i>
Barb Bowbrick	School Board Trustee
Anne Boyd	<i>Literacy Outreach Coordinator</i>
Cheryl Jordan	<i>Success by 6 Campbell River</i>
Jan Bakker	Computer Teacher
Richard Glover	Private citizen/computer class student
Nancy Bakker	Private citizen /Vancouver Island Regional Library
Gerry Mitchell	Private citizen/computer class student
Hugh Knudson	Private citizen/computer class student
Karen Knudson	Private citizen/computer class student
Christine Smith	Private citizen/computer class student
Rosemary Croteau	Sayward Councilor
Steve Jewell	Emergency Preparedness Coordinator
Heather Campbell/Wachs	Retired Councilor
Barry Hall	NIEFS

b) How is the work of this group organized?

The Sayward Task Group tries to meet 4 times a year. The Task Group is open to our whole community. It is hard to fit into everyone's schedule but we do our best to make it accessible to all. We advertise meetings in our local newsletter, through email and word of mouth. We work together as a group.

Prepared June 2012

2. Community Context

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

3. Community Development and Literacy Collaboration:

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

Sayward Literacy Now has collaborated with:

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

e) What are the essential ongoing collaborations?

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

- SD 72
- Family Connections/Success by Six Sayward
- Success by Six CR
- Campbell River Literacy Now
- SCRA
- Village of Sayward
- NIEFS
- Sayward PAC
- Friends of the Kelsey Centre Society

f) What makes collaborations work well?

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

4. Goals and Actions for the Current Year

A) Goals and Priorities

- ❖ Continued teen nights
- ❖ Continued computer classes for adults/Seniors
- ❖ Gave every class a few books for their classroom Literacy Day 2011
- ❖ Book bags for the whole family
- ❖ Promoted literacy at Health Fair
- ❖ Gave books as prizes through the PAC
- ❖ Web site being worked on
- ❖ Health Fair

- ❖ Provided support and advice to the Sayward Success by Six
- ❖ The task group met regularly to advise and support the plan implementation
- ❖ Seek to partner with other community groups/businesses to maximize resources

b) Actions

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

C) Adjustments

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

5) Indications of Success:

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

- Teen Nights- number of teens that come out for it. They bring friends from CR. Teens asking when we can have another one. This has given a place for the teens in our community to be theirs. They hang out, play games, listen to music, and interact with other teens and adults that are chaperoning the teen nights.
- Health Fair-was a well attended event put on by Sayward Literacy. All ages came out and learned new things. Our community found out what we have to offer locally and also what is available to our community. This will grow within the community.
- Computer Classes-They are well attended. Average age of users is about 70. We have offered classes on certain subjects and some classes ask people to come with what you want to learn. Have seen many happy faces leaving and returning to keep learning. We offer home visits also and that has helped many out.
- Family Book Bags- Working with Family Connections/Success by Six we got our bags together. They are placed at certain businesses for anyone to use. We are hoping they get well used in our community. Also a tote for families has been put together to be at our local library to be taken home.

b) What are the things that support literacy work?

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

6. Challenges:

a) What are the difficulties?

- Making sure our funding is going to last
- Keeping the momentum going
- Not knowing if we are going to be able to continue our goals
- Low number of teens/children in our community

b) What would help?

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

For the coming year:

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

Sayward hasn't had many changes in the last year. More seniors and low income families have moved in. Very few jobs are here in our community. More programs could be brought up to help our seniors in different areas from filling in forms, to getting help when needed. Offer more programs on resumes, etc for all ages. Investigating trying to set up an office that would offer more to our community and be more accessible. Have different groups put it together including Sayward Literacy Now.

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

Programs that we have done will continue. Computer classes for adults/seniors, teen nights, Family book bags, Health Fair.

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

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

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

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

Partnerships will develop as needs arise.

Funding will need to be secured to continue some programs.

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

District Literacy Plan

Quadra Literacy June 2012

Submitted by Robin Beaton LOC

1. The Task Group is comprised of:

- two retired teachers,
- an Early Childhood educator,
- some Quadra Elementary staff,
- the school administrator,
- the Learning Assistance teacher and
- an Educational Assistant,
- a VIRL librarian,
- the Community Recreation Coordinator
- and various community members.

The group meets once a month, six or seven times a year. As LOC, I am responsible for the agenda with input from the task group. Members of the task group and members at large receive the agenda and minutes and are encouraged to share their expertise, insights and opinions. Task group members support events and projects with their time and energy when possible.

2) Community Context:

As resource based industries continue to decline, there are few new opportunities for employment in the community and surrounding area. Some families struggle to afford childcare.

3) Community Development and Literacy Collaboration:

The most important collaborations that took place to support literacy and the work of the task group this year was Family Literacy Day. Thirty volunteers from various groups facilitated a variety of engaging activities for children, parents and caregivers. Over 150 people attended, including families with young children, children and staff from the We Wai Kai Child Care Centre and Quadra Children's Centre, the Kindergarten to Grade Three classes and staff from Quadra Elementary.

Seven new volunteer tutors trained in September. Five tutors worked with individuals on literacy skills over this past year.

A Block Play and Early Learning workshop was of interest to parents of young children and Early Childhood Educators.

A workshop on Felt Board stories was well attended. Individuals made the felt characters for a story and took home a felt board to share stories.

QLitKits (Quadra Literacy Kits) circulated through Quadra Children's Centre and We Wai Kai Child Care Centre. **Twenty-six families** used the kits over the past year.

Quadra Elementary provides a classroom for the Quadra Literacy Centre where weekly tutoring takes place as well as monthly task group meetings.

Quadra Literacy maintains a seasonal collection of books for young children at the medical clinic and dental clinic.

A new collaboration this year is with the We Wai Kai Child Care Centre. They host Quadra Literacy Kits and attended Family Literacy Day. Ongoing collaborations with Quadra Children's Centre, Success by 6, Quadra Elementary, Quadra Recreation, and the Quadra branch of the VIRL are essential in identifying needs and interests for projects and programs.

Trust, respect and a shared interest in creating opportunities for learning and literacy makes these collaborations work well.

4) Goals and actions for the current year:

We offered free refurbished computers and individual tutoring for computer literacy. Four individuals received computer instruction and refurbished computers this fall. Since 2009, over 80 people have participated in Computer Literacy classes through Quadra Literacy.

Individual tutoring continues with volunteer tutors.

To ensure ongoing collaboration the Literacy Task group had six 'monthly' meetings from September 2011 to April 2012.

We have a new Regional Library facility in Quathiaski Cove that will provide easier access for many residents. We are currently offering free individualized computer tutoring at the library along with the opportunity to take home a refurbished computer.

5) Indications of Success:

Early Childhood Educators and teachers implemented concepts learned at the Block Play Workshop. They found the children engaged in more creative thinking and problem solving in play with blocks.

Parents talked about using felt board stories with their children and how much the children enjoyed using the felt characters to tell the stories themselves.

Parents have expressed their appreciation and their children's pleasure in the diversity of books, music, puzzles and games in the QLitKits.

6) One of the challenges continues to be engaging people that struggle with literacy. I hope the prospect of receiving a refurbished computer along with individual tutoring will give people the incentive to access learning opportunities.

7) Some goals for the coming year include:

Literacy through computer technology

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

Support for Children and Families

- Workshops of interest to parents and early childhood educators

To meet these goals and effectively employ actions the task group will continue to meet and thus provide the collaboration necessary to envision, discuss and provide literacy opportunities.