

It Takes a Whole Community

**A Literacy Plan for
the Sunshine Coast**



**Submitted to the BC Ministry of Education and 2010
Legacies Now by the Sunshine Coast Literacy Council
and School District No. 46 (Sunshine Coast)
Revised July 2011**

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Introduction

Representatives of School District No. 46 (Sunshine Coast) work in partnership with community literacy organizations and other stakeholders to reflect on the community's literacy levels, set goals in a literacy plan, and offer people a full and seamless array of services. On the Sunshine Coast the District Literacy Plan and the Community Literacy Plan have always been one and the same. Through the creation of a joint plan, the School District makes a statement of commitment to work with community partners to improve literacy in our community. The Sunshine Coast Literacy Council directs the implementation of the literacy plan and three school district personnel work directly with the Council: Bob Benmore, District Numeracy Teacher; Bev Craig, District Literacy Teacher; and Kerry Mahlman, Principal, District Aboriginal Programs and Services and District Partnerships.

The Literacy Plan describes the planning and implementation of literacy initiatives in the community – and how the school district connects with and partners in that process. As Literacy Plans are submitted over the years, they become a reflection of the work of the previous year and the work anticipated in the coming year. The current plan is submitted to the Ministry of Education in July 2011.

In September 2009 a newly formed Sunshine Coast Literacy Council began the first year of implementation of the plan. The Council appointed a Chair and developed Terms of Reference that guide its activities (the Terms of Reference can be read at www.sunshinecoastliteracy.org.) The current Chair is Helen Prosser, Chief Librarian of Sechelt Public Library.

As of July 2011, we have completed our second year of implementation of the Literacy Plan. The current report offers reflections on the Sunshine Coast community in 2011 and provides a description of activities and outcomes over the past year, as well as plans for the coming year 2011-12. Updates to the plan filed with the Ministry of Education in 2010 and 2009 are included as Appendices A and B respectively.

The Sunshine Coast Literacy Council

The organizations that comprise the Literacy Council represent essential ongoing collaborations in the development and implementation of the literacy plan. Following is a list of members of the Council and their organizational affiliation:

- Bob Benmore, School District No. 46 (Sunshine Coast)
- Bev Craig, School District No. 46 (Sunshine Coast)
- Hilary Griffiths, Sunshine Coast community Services
- Kerry Mahlman, School District No. 46 (Sunshine Coast)
- Sandy Middleton, Literacy Outreach Coordinator, Capilano University
- Fon Pawakanun, Welcome sunshine coast initiative
- Sue Perry, First Nations Liaison, Capilano University
- Marion Prochnau, Sunshine Coast Employment Centre
- Helen Prosser, Chair, Sechelt Public Library
- Jody Salerno, Pender Harbour Community School
- Kate Tauber, Gibsons Community School

The Council meets monthly. The Literacy Outreach Coordinator reports to the Council.

In Pender Harbour a literacy committee under the guidance of the Community School Coordinator directs the literacy work taking place in Pender. Key partner organizations in that area include, among others:

- Pender Harbour Community School
- Pender Harbour Reading Room
- Egmont Community Club
- the Health Unit
- Serendipity Preschool, among others.

Community development is primarily about collaboration. We believe that collaborations are successful when trust has been developed between individuals in different organizations and people's time and contributions are valued and used wisely and efficiently. As well collaboration is enhanced when people share common understandings and values about partnerships, community development and literacy. Finally, clear goals, clear commitments, and sufficient funding also enhance collaboration.

Our Approach to Literacy

Four principles inform our view of literacy: literacy is the foundational skills and competencies that facilitate further learning and full participation in life; literacy is embedded in different social contexts; culture and identity are conduits to literacy and learning; and new technologies are broadening our definition of what it means to be literate.

Traditionally, literacy has been narrowly defined as just reading and writing. Literacy was seen as a set of discrete skills that you learned in school and that were transferable from one

context to another. It used to be defined as something that you either had or didn't have. However, over the past decade new ideas about literacy have been surfacing that give us a broader view. Today, we look at literacy as the ability to accomplish tasks and to participate in the world around us. Literacy is about how we are able to use what we learn and to apply our knowledge. In addition to reading, writing and numeracy literacy encompasses those foundational skills and competencies that we need to fully participate in social, economic, family and community life such as computer use, oral communication, problem-solving, and being able to work well with others.

New approaches to literacy emphasize the importance of context and the fact that literacy is not an abstraction but a set of socially embedded practices or literacies (Ewing). The New Literacy Studies, for example, talk about multiple literacies in a range of social situations, community settings, and cultural contexts where people integrate written language into their lives in a multiplicity of ways. To meet these multiple needs, community literacy provides opportunities for literacy development in context and works with people on the issues that are important and immediate in their lives – for example, health, housing and homelessness, job preparation, learning more about parenting or grandparenting, helping kids with their homework, and all kinds of other issues.

The skills, competencies and approaches that are valued in mainstream society are often different and disconnected from those of traditional cultures. Aboriginal perspectives and values are not typically reflected in the curriculum of educational institutions, or the program content of non-aboriginal literacy groups. (BC Select Standing Committee on Education). Aboriginal literacy reflects aboriginal worldviews and philosophical approaches to learning. From aboriginal perspectives, traditional methods of teaching and learning by and for aboriginal people can nurture a positive identity and provide aboriginal people with connections to the land, their families, their communities, their languages and their ancestors (Antone).

Those of us who went to school in the era of pens and papers and books could never have imagined the kinds of digital literacies we've had to learn during the past decade or more. There is always something new to learn. The ability to continuously learn new technology is a key skill in today's world.

How has technology broadened our definition of literacy? In the information age, it's helpful to be proficient at finding information. Who has not been overwhelmed by the amount of information available on the web? Finding what you are looking for in a reasonable amount of time is an important skill. Evaluating the information you find is even more important. The web opens up unprecedented opportunities for people to produce and share information. That is both a strength and a limitation. The new technology demands that we become even more discerning consumers of information and hone our critical thinking skills so that we can assess the value and utility of the information we find.

The new digital literacies do not mean that the traditional skills of reading and writing are no longer relevant. In fact, we argue that these skills are more important than ever. Reading and writing are essential in the information age. Literacy has long been thought of as the foundational skills that enable further education – as the “glue” that makes other learning stick. As reading, writing and communication assume new forms those foundational skills help us navigate a changing world with confidence. Reading and writing still matter – and they always will.

Vision

Residents of the Sunshine Coast have opportunities to develop literacy throughout their lives; to achieve their educational, work and social goals; and to realize their potential.



A grandmother and grandson perform a welcoming song for participants at the Multicultural Day celebration in June 2010.

The Sunshine Coast Community



The Sunshine Coast is a narrow strip of land sandwiched between the sea and the mountains. Located northwest of Vancouver, it is accessible only by sea and air. The major form of transportation to and from the Coast is a 40 minute ferry ride on the Queen of Surrey from Horseshoe Bay to Langdale. Sometimes mistaken for an island, the Sunshine Coast is actually a peninsula stretching 80 kilometers between two BC Ferries terminals at Langdale in the south and Earl's Cove in the north. Wonderful beaches and lush forests, a vibrant cultural life, and a laid-back atmosphere characterize this rural and semi-rural community and make it a popular tourist and retirement destination.

Highway 101 – the world’s longest highway – connects the small communities of the Sunshine Coast. Outlying islands with even smaller populations dot the coastline. In 2006 the population was 27,759. Almost half the population lives in either the District of Sechelt (30.5%), or the Town of Gibsons (15.1%). The majority (51.4%) of the population is rural and lives in the five Sunshine Coast Regional District (SCRD) electoral areas of Egmont/Pender Harbour, Halfmoon Bay, Roberts Creek, Elphinstone, and West Howe Sound. Three per cent live within the Sechelt Indian Government District (SIGD).

The Sunshine Coast in 2011

A number of factors impact people in the community and the ability of organizations to support literacy development.

Poverty

Low-income individuals and families live all along the Sunshine Coast and their poverty has a severe impact on their opportunities for learning and on their overall life chances.

Many residents face challenges in finding work in the current economy. Jobs are scarce and people struggle to find a job and earn a living wage. A large section of the community typically cobbles together a living by working at several jobs. Others can find work only by commuting – or moving – to the Lower Mainland. The Sunshine Coast Community Foundation’s Vital Signs 2010 Report indicates that the gap between rich and poor continues to expand on the Coast. Ten percent of a research sample of Coast families had incomes below \$30,000.

The Early Development Instrument indicates that we continue to have young children and families in our community who fall within the definitions of “vulnerability”, including low literacy levels.

Youth

We continue to experience declining enrolment in the public school student population and a growing population of people over fifty. These trends have a major impact on the nature of our community and the perception that the Sunshine Coast is a retirement community that is more attractive for older people than it is for youth and young families.

A decided demographic shift is taking place as youth leave the Coast in ever greater numbers. The loss of youth affects the workforce and it means fewer children to balance an ageing population. As a result, concerted efforts are taking place to attract, retain and engage the younger generation on the Sunshine Coast. VOICE is a nascent non-profit group that emerged from a Sunshine Coast Community Foundation Task Force that was formed after the Foundation’s 2009 Vital Signs report demonstrated the need for more support for young people. VOICE is working to empower the younger generation and diversify employment opportunities.

Among those youth who stay, issues such as poverty, homelessness, lack of education, low literacy, learning disabilities, mental health issues, and lack of familial support are often present. The Vital Signs Report indicates that youth poverty is a huge problem and that a lack of vital youth employment is one of the strongest indicators of the difficulties young people have getting started on the Sunshine Coast.

In 2008 our research demonstrated that there is no significant adult in the lives of some youth and that a prevalence of alcohol and drugs is affecting the lives of these youth in our community. When Capilano University delivered a life skills and employment preparation program in fall 2010 – the Gateways program – the program became filled with out-of-school youth who were experiencing many barriers to further education and employment. Currently, the Nanaimo Youth Services Association is delivering Bladerunners on the Sunshine Coast, a wage subsidy program intended to provide employment to out of school and unemployed youth 15-30 years of age, with employment opportunities and training in various sectors.

Immigrants

A growing immigrant population is changing the face of our community on the Sunshine Coast but there is much to be done to facilitate integration. Much of the general population remains unaware of this population – who they are, where they come from, why they chose to come to Canada, and their life in Canada. For immigrants, language barriers, the need to work long hours in the service industry, and feelings of isolation and separation often preclude participation in community life.

Adult students enrolled in the English as a Second Language Settlement Assistance Program (ESLSAP) at Capilano University indicate that the immigrant population on the Coast comes from a range of countries including Japan, China, Taiwan, Thailand, Philippines, Nepal, Russia, Poland, Peru, Mexico, Ecuador, and Uruguay.

Recognition of Diversity

As a result of increasing numbers of immigrants, the increasing visibility of ESLSAP, the work of the Literacy Council in supporting the concept of a “welcoming community”, an Organizing Against Hate and Racism project funded by provincial government, and other initiatives there appears to be more recognition now of the diversity within our community and more opportunities for dialogue between individuals and groups about diversity and cross-cultural understanding.

In May 2011 two members of the Sechelt Indian Band held a Native Cross Cultural Awareness workshop at the Sechelt longhouse. Approximately 100 people attended the daylong event and learned about the history, traditions, successes and challenges of the Sechelt Nation. This type of workshop had not been previously offered by the Band and it was well received. The workshop demonstrated the desire of many people in the community – aboriginal and non-aboriginal – to bridge historical divides and come together in new ways.

Cooperation and Collaboration

We have noticed that our community is experiencing new opportunities for dialogue about what kind of community we are and want to be. Important community work such as Voice, Vital Signs, the Composite Learning Index, the Early Development Instrument, the Early Childhood Development Planning Table, the Fetal Alcohol Spectrum Disorder (FASD) Round Table, the Community Sustainability Plan, the Organizing Against Hate and Racism project and the Native Cross Cultural Awareness Workshop are contributing to new dialogues and increasing our knowledge about the strengths of this community and the challenges it faces.

The Funding Environment

Since we reported last year, the funding environment has been further debilitated with cuts at Capilano University. The Capilano University Community Development and Outreach and Adult Basic Education Departments experienced significant cuts and the SARAW (Speech Assisted Reading and Writing) program – a computer-based literacy program for adults with physical disabilities – has been cut in its entirety.

The direct impact for literacy work on the Sunshine Coast is that Capilano University no longer supports the position of Regional Literacy Coordinator (RLC) with one section of faculty time as it has done for the past two years since the RLC position was cut by the provincial government in 2009. As a result, funding for the Literacy Outreach Coordinator position has become even more critical.



Young boys play with crafts and toys at a multicultural celebration in December 2010.

Report of Activities 2010/11

Major collaborations and activities in 2010/11 are described below.

Literacy Development:

Adults with special needs

In 2010/11 we collaborated with partners to provide services for adults with special needs. The CALL (Community Access to Literacy and Learning) program at Capilano University and the Sunshine Coast Association for Community Living began to offer literacy workshops for adults with developmental disabilities at the Capilano University campus in Sechelt.

The Literacy Outreach Coordinator worked with the Arrowhead Society, a clubhouse and community-based support facility for adults with mental illness. It is difficult for Arrowhead members to attend formal educational programs because of their health and life circumstances. Many face barriers to participation in formal education but have educational goals they hope to achieve. We worked one-on-one with several individuals and identified some literacy needs to be addressed in 2011/12 including a need for computer literacy, training in how to use social media, and support in developing writing skills for varied purposes including completing forms and writing for a clubhouse newsletter.

Schoolchildren

We participated in the development of writing skills in partnership with the Celebrating Authors Books and Children (CABC) program. We have a longstanding partnership with CABC, a collaboration of the Sunshine Coast Festival of the Written Arts, the Sechelt Public Library, the Sunshine Coast Arts Council and School District No. 46. CABC's goal is to promote literacy by bringing writers and students together to celebrate books, reading and writing. In 2011 CABC produced an anthology of student writing called *Coastal Voices*. In 2010-11 we began to explore ways to offer writing workshops for youth and adults in 2011/12. These workshops will be modelled after CABC with published authors helping adults and youth to find their voices as writers.

Community Awareness

Several activities have raised public awareness of literacy, the Literacy Council, and the community partners:

- The Literacy Council web site www.sunshinecoastliteracy.org offers information about the Literacy Council, the Literacy Plan, activities, projects, etc.
- Family Literacy Week, January 2011: The Literacy Council and partners sponsored and hosted events during Family Literacy Week to promote awareness of family literacy and community literacy. This year we created Family Stories booklets for the general public and schools. Parents and children could use the booklets to create their own family stories. There was a full-page ad in the *Coast Reporter* promoting the Literacy Council and a Family Literacy Week insert in the *Coast Reporter*.

Support for Pender Harbour

One of the areas of need identified in our original Literacy Plan is the Pender Harbour/Egmont community and this area continues to be a priority. The communities of Pender Harbour and Egmont at the north end of the Coast are characterized by physical and social isolation and a lack of service, including more limited access to education. Of all the communities on the Coast, Pender Harbour and Egmont demonstrate the highest need for increased literacy services and opportunities and for creative solutions to meet those needs.

For the past two years, the Literacy Council has collaborated with a newly formed Pender Harbour Literacy Committee under the guidance of the Pender Harbour Community School and in 2010/11 allocated some resources to Pender Harbour to support literacy in that community. The Pender Harbour Community School, Pender Harbour Reading Room, and the Egmont Community Club have created a literacy steering committee and are working with other community partners to identify gaps, priorities, and solutions to advance literacy in their community. This community development approach gives organizations in Pender Harbour/Egmont the opportunity to make their own decisions about how best to meet literacy need in that area.

Outcomes of the work in Pender in 2010/11 include: establishment of informal and formal book clubs for adults; study help for adults to pass certificate courses and the driver's exam, planning and coordination of a tutoring program for schoolchildren who are having trouble with courses at school, development of literacy workshops and projects for young boys age 8 – 12, regular reading/literacy events at the Egmont Community Hall, creation of a website for the Pender Harbour Reading room, and planning and implementation of several Family Literacy Week events and celebrations in January 2011.

“Welcoming Community”

The Literacy Council continues to allocate resources towards what we call “Welcoming Community” work. This work began in 2009 and is raising awareness of the immigrant population on the Sunshine Coast and helping to involve immigrants in community life and to assist them in finding services for settlement and language needs. This work also involves holding multicultural events that bring immigrants and other community members together to celebrate diversity and belonging in our community. Our events are well attended and highlight the talents and skills of our immigrant population through song, dance, and cooking. This work takes place in collaboration with ESLSAP at Capilano University.

We also promote a Community Accord, initiated in 2009, that proclaims the Sunshine Coast as “a place that is welcoming and inclusive where individuals and communities feel respected and diversity is celebrated.” The Community Accord is a symbolic document that provides a springboard for dialogue and celebration. The Accord has now been signed by the local MLA and MP and 17 organizations including all municipal governments (District of Sechelt, Town of Gibsons, and the Sunshine Coast Regional District).



We Proclaim this Community Accord

In recognition of the Sunshine Coast as a vibrant, diverse and progressive community in which all people live, work, play and prosper together, we the undersigned representatives of the Sunshine Coast's varied communities undertake to:

- Respect** all ethnic, cultural, religious and linguistic communities
- Promote** respect for diversity across our communities
- Seek** opportunities to work together to reaffirm our similarities as human beings and the fundamental principles that unite us as community members
- Advocate** for the elimination of racial and religious intolerance
- Reject** all forms of racial and religious discrimination, violence and harassment

Vision for our Sunshine Coast Community

A place that is welcoming and inclusive where individuals and communities feel respected and diversity is celebrated.

Compassion

Friendliness

Unity in Diversity

Statement of Purpose

To promote welcoming and inclusive resources by:

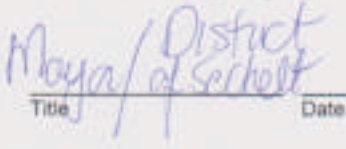
- creating** opportunities for newcomers to participate in programs, services and the exchange of ideas or information
- promoting** cultural sensitivity and understanding among community members, organizations and institutions
- encouraging** and supporting collaboration and partnership

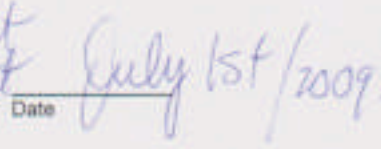
This agreement is an outline of our intentions to work together in good faith and is not a legally binding document.

Parties to this Community Accord:

District of Sechelt


Signature


Title


Date

Aboriginal Communities

In 2010/11 the Literacy Council and District Aboriginal Programs and Services collaborated with other partners in a number of initiatives related to Aboriginal people:

- **Book Club, Sechelt Indian Band:** A facilitated book club for Band members to encourage and support reading and talking about books.
- **Talk Around Tacos:** A workshop for parents at the Sechelt Indian Band focusing on encouraging language development in their children through everyday tasks and recognizing language milestones, and warning signs. As part of the program parents and children participate in making tacos for lunch and talking together while the meal is prepared.
- **Planning for joint celebration with Sechelt Indian Band.** This year the Literacy Council met with SIB members to discuss holding joint celebrations for National Aboriginal Day and Canadian Multicultural Day.
- **The Aboriginal Sharing Circle:** A monthly gathering of aboriginal people on the Sunshine Coast. Aboriginal people come together to share food and cultures. The Sharing Circle includes literacy activities – participants read to each other, including material they may find difficult. Other activities include exploring upgrading and career exploration options, and helping each other with information and support on a variety of topics.
- **Reading with the Bear:** A display and reading of aboriginal children's books during Family Literacy Week and, this past winter, at Pender Harbour Community School.
- **On Mother's Lap:** Parents read aboriginal children's books with their children at the Gibsons Community School.
- www.allnationscoast.net: A web site about learning opportunities for aboriginal people on the Sunshine Coast, created through a partnership of School District No. 46, Sechelt Indian Band, and Capilano University.
- **Fetal Alcohol Spectrum Disorder (FASD) Round Table:** Worked with the FASD Round Table to identify existing services and the services that are needed to support youth and adults living with the effects of Fetal Alcohol Spectrum Disorder. The work has culminated in a comprehensive service map and the development of a strategic plan to begin addressing gaps in support and services.
- **Sháshishálhem translation project:** Working with the Sechelt Indian Band Education Department to bring in the technology and skill sets to begin to self-publish Sechelt language translations of popular children's books (i.e. Robert Munch) as a way of motivating both reading/writing and learning *Sháshishálhem*.

Indicators of Success

The Literacy Plan includes a detailed action plan against which progress is measured. The Literacy Council meets regularly to discuss and reflect on progress and make adjustments to the plan as required.

In 2010/11 we focused on working with adults with special needs, Welcoming Community work, working with aboriginal communities and exploring storytelling. We formed partnerships with the Sunshine Coast Association for Community Living and the Arrowhead Society as we found new ways to deliver literacy to adults with a variety of special needs. The Welcoming Community initiative successfully expanded to the use of social media to keep in touch with the community and has more than 200 “friends” on Facebook. The Welcoming Community events were well attended (more than 120 people) and received extensive media coverage. In 2010 we renewed our commitment to work with Aboriginal communities and were successful in continuing existing partnerships and creating new ones as we worked in a variety of settings with Aboriginal partners to enhance Aboriginal literacy. We produced and distributed more than 200 Family Stories booklets for families to explore literacy together by telling and recording their family stories.

The Action Plan on the following pages describes our intentions for 2011/12.



The Town of Gibsons becomes a signatory to the Community Accord. Fon Pawakanun of the Literacy Council and Mayor Barry Janyk shake hands at the signing.

Action Plan 2011/12

Strategy I: Build active partnerships and promote awareness of literacy all along the Sunshine Coast.

Actions

- Actively seek new partners and in 2011/12 specifically target municipal governments, service clubs, the francophone community, faith communities and local food banks, health units, and seniors groups.
- Develop diverse opportunities for partners to participate in the work of the Council, specifically host two (one in fall 2011 and one in spring 2012) community meetings with guest speakers and a wide range of partners and potential partners.
- Identify – with partners – sources of government and non-governmental funding to enhance literacy programs and services on the Sunshine Coast and work towards enhancement and sustainability of programs and services.
- Develop a cross-sectoral approach to professional development and training in literacy-related areas including the development of clear language and strategies for embedding literacy learning in other programs and services.
- Use existing initiatives such as Family Literacy Week, International Adult Learners Week, National Aboriginal Day and International Literacy Day, among others, to promote literacy and learning on the Sunshine Coast and to draw in new partners and champions.
- Nurture a relationship with local media to keep literacy visible in the community and to tell stories of literacy on the Sunshine Coast.

Statement of Success: New partners at varying levels of involvement increase literacy capacity on the Sunshine Coast. There is an increased awareness of literacy and community literacy development.

Indicators: Number and type of new partnerships; examples of collaboration; examples of different levels and type of involvement; examples of new initiatives and successful funding applications; number of professional development and training workshops and number of participants; evaluation of workshops by participants, examples of changes in public perception; number of literacy events; number of participants and breadth of representation at literacy events; examples of new ideas, strategies and actions put forward; number of newspaper articles and examples of coverage in other media (for example, local radio and television).

Strategy 2: Develop creative solutions to reduce isolation and improve access and participation to literacy and learning opportunities in Pender Harbour and Egmont

Actions

- Continue to collaborate with and support the Pender Harbour Literacy Committee.
- Continue to collaborate with existing programs, for example the literacy and ESLSAP programs at Capilano University among others, in extending services to the Pender Harbour area.
- Explore and develop outreach and access strategies for those most in need and least able to participate in the Pender Harbour community.

Statement of Success: Agencies and institutions are working together to identify and address needs in Pender Harbour and Egmont.

Indicators: A literacy committee is in place in Pender Harbour; number of partners in the Pender Harbour area; examples of new programs, services and initiatives; number of people participating.

Strategy 3: Support aboriginal people to achieve their educational, employment and social goals.

- Collaborate with aboriginal educators to discuss and develop holistic literacy initiatives for youth and adults that are culturally sensitive and grounded in aboriginal principles of community and culture.
- Address a skills gap among aboriginal youth to improve their reading skills and facilitate bridging to ABE and other post-secondary programs.
- Collaborate with aboriginal educators to develop innovative strategies and programs that assist aboriginal children, youth and adults to develop their English skills and to develop and retain their traditional languages.
- Collaborate with aboriginal educators to explore ways that literacy and other learning and employment related programs in the community can facilitate participation by aboriginal learners.
- Collaborate with aboriginal educators to explore ways of redefining how success is measured for aboriginal people in the context of literacy and learning.
- Explore opportunities for learning from and building on the intergenerational learning traditions of aboriginal people.
- Explore possibility of partnering with the Sechelt Indian Band and other aboriginal groups in jointly celebrating National Aboriginal Day and Canadian Multicultural Day in 2012.

Statement of Success: Aboriginal and non-aboriginal educators and agencies work together to increase literacy and learning opportunities and success among aboriginal learners.

Indicators: Examples of collaboration; examples of enhanced and new literacy initiatives; number of aboriginal youth who increase their reading skills and bridge to ABE; examples of new insights and learnings about aboriginal approaches to intergenerational learning and measures of success; joint planning and hosting of an event in June 2012.

Strategy 4: Support adults and seniors with low literacy skills to achieve their educational, employment and social goals.

- Work with agencies on the Sunshine Coast to embed literacy in other contexts such as health, social welfare and justice.
- Explore the possibility of creating a four-component family literacy program on the Sunshine Coast.
- Liaise with the Community Access to Literacy and Learning (CALL) program at Capilano University to ensure collaboration and complementarity of services.
- Collaborate with other organizations to ensure the literacy needs of adults with special needs and developmental disabilities are met, in particular with Arrowhead, the Sunshine Coast Association for Community Living and Gibsons Family Network.
- Offer workshops in how to use social media tools to targeted groups (e.g. Arrowhead members, seniors groups) and the community at large.
- Collaborate with seniors groups (e.g. Elder College, Seniors Activity Centre, Harmony Hall) to identify and address the literacy needs of vulnerable seniors in the community.

Statement of Success: Organizations on the Sunshine Coast are working together to address gaps in literacy services and programs for adults and seniors including those with special needs.

Indicators: Examples of collaboration; examples of “embedding” literacy; ideas for new services and programs identified; plan for a four-component family literacy program in place; number of workshops offered in using social media; number of workshop participants; evaluation of workshops by participants.

Strategy 5: Support youth and young adults to achieve their educational, employment and social goals.

- Collaborate with partners working with youth on the Sunshine Coast.
- Develop specific outreach strategies for youth with low literacy and innovative programming options that speak to youth including writing workshops with published authors as facilitators.
- Bring Capilano University and School District No. 46 together to explore ways to support readiness for post-secondary schooling among youth.

Statement of Success: Agencies on the Sunshine Coast are working together to address literacy needs of youth and young adults.

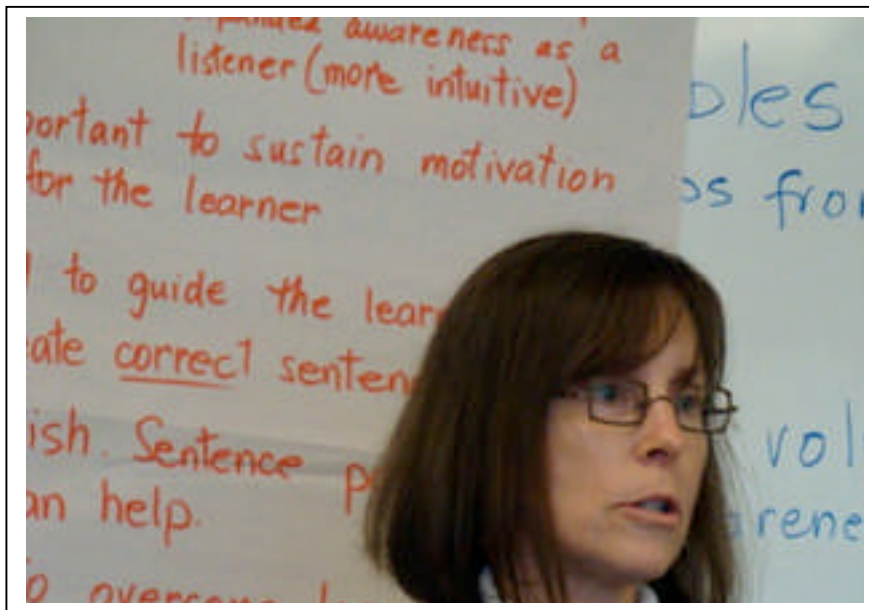
Indicators: Number of partners; at least two writing workshops take place; number of participants; evaluation of workshops by participants; a meeting between Capilano University and SD 46 takes place regarding readiness for post-secondary; evaluation of meeting by participants.

Strategy 6: Support immigrants to achieve their educational, employment and social goals.

- Collaborate with existing initiatives such as the English as a Second Language Settlement Assistance Program at Capilano University to identify immigrants' needs and to develop programs and services to meet those needs.
- Explore opportunities to assist immigrants in securing employment.
- Continue the “Welcoming Community” work including promotion of the Community Accord, planning and hosting of two multicultural events in 2011-12.

Statement of Success: Community agencies and institutions are working together to identify and address needs within the immigrant community.

Indicators: Examples of collaboration and new initiatives; number of multicultural events; number of participants at events; extent of media coverage of events; number of new signatories to the Community Accord.



A volunteer tutor from Capilano University's English as a Second Language Settlement Assistance Program takes part in a tutor workshop in April 2011

Inventory of Assets (Updated 2011)

Assets for the Early Years and School-Age

Community Services – Early Years/School Age

PROGRAM NAME	DESCRIPTION	TARGET GROUP	LOCATION(S)	CONTACT
Bellies and Babies	A pre and post-natal nutrition program. Through individual support and informal groups that includes a hot lunch, this program aims to improve the nutrition of pregnant and postnatal mothers and to encourage breast feeding.	Pregnant women and mothers with babies up to 1 year	Gibsons and Sechelt, each once a week.	Kim Oka (604) 885-5881 ext.227 kimokacpnp@dccnet.com
Bridges Children's Physical and Occupational Therapy	Offers physical and occupational therapy for children and includes home visits. Services provided on an as-needed basis.	Birth to 18 years old who have a developmental delay or disability.		Occupational Therapy Physical Therapy 604-885-5881 ext. 243 bridges@dccnet.com
Childcare Resource and Referral Program (CCRR)	Provides support for childcare providers and parents with an extensive toy and book lending library, networking, workshops, support visits, childcare referrals and childcare subsidy information. Most importantly, CCRR advocates for quality childcare and the need for childcare spaces on the Sunshine Coast.	Childcare providers, both licensed and license-not-required, parents and other caregivers	Gibsons Sechelt Pender Harbour	Hilary Griffiths (604) 885-5657 hilarygriffiths@dccnet.com Website: http://coastccrr.ca/
Infant Development Program	Home visits, assessments, toy and resource library, infant massage training, and play group. The weekly playgroup meets at the Community Services building.	Families of children 0-3 with developmental challenges or delays.	Sechelt	Merrily Corder 604-885-5881 ext 242 idpmerrily@eastlink.ca
Mother Goose	A facilitated group experience for parents and their babies and young children, focusing on the pleasure and power of using rhymes, songs and stories together. Parents are helped to gain skills and confidence which can enable them to create positive family patterns during their children's crucial early years.	Parents with babies and young children.	Gibsons Sechelt Pender Harbour	Patrice Pollack (604) 885-5881 ext. 225 patrice@dccnet.com

Community Services – Early Years/School Age (continued)

PROGRAM NAME	DESCRIPTION	TARGET GROUP	LOCATION(S)	CONTACT
Success by Six	Ministry of Children and Family Development and collaborative community partners aim to help families provide the nurturing, stimulation and nutrition essential in their children's early formative years.			Patrice Pollack (604) 885-5881 ext. 225 patrice@dccnet.com website http://www.successby6bc.ca
Mama2mama Post Partum Parenting Program	A parenting program for parents with children from birth to age 5.	Parents with children from birth to age 5.	Gibsons Sechelt Pender Harbour	Patrice Pollack (604) 885-5881 ext. 225 patrice@dccnet.com
Parent-Tot Drop-In	A morning family support program combining play and learning activities for children 0-6 with opportunities for parents and caregivers to have fun with their children, meet others, share parenting stories and access information and resources.	0-6 ; Universal program	4 locations: Gibsons, Roberts Creek, Halfmoon Bay and Pender Harbour	Patrice Pollack (604) 885-5881 ext. 225 patrice@dccnet.com
Supported Child Development	Supported Child Development works with parents, child care providers, and professionals such as occupational, physical and speech therapists, to provide the extra support a child with special needs requires to be fully included and thriving in the child care setting.	Birth to 12 years	Coast-wide	Liz Kool, Coordinator 604 885-5881 ex. 223, lkoolsacd@eastlink.ca
Kids in Motion	The kids in Motion fund (by donations or fund-raising) aids recreational activities with the help of subsidies for fees, special adaptive equipment, or specialized teaching to learn new skills. E.g. horseback riding	Special needs children	Coast-wide	Kids in Motion (604) 885-5881

Public Libraries and Reading Rooms – Early Years/School Age

PROGRAM NAME	DESCRIPTION	TARGET GROUP	LOCATION	CONTACT
Beanbags and Jellybeans	Stories, songs, games, rhymes and a simple craft all developed around a weekly theme.	Children 3 – 5 years and their adult caregiver	Sechelt Public Library	Bonny Creak, 604-885-3260 bonny.creak@sechelt.bclibrary.ca
BookFLIX	Online literary resource which pairs video storybooks with related nonfiction eBooks to build a love of reading and learning	Young children	Gibsons Public Library	Children's Librarian, Gibsons Public Library 604-886-2130
Pre-School Literacy Kits	A circulating collection of books and related items for pre-schoolers and their parents.	Pre-school children and parents	Sechelt Public Library	Bonny Creak, 604-885-3260 bonny.creak@sechelt.bclibrary.ca
Storytime	Stories told and read to children in library settings.	Young children	Roberts Creek and Pender Harbour Reading Rooms	
Teen Reading Club	For teens interested in reading and connecting with other teens across the country. Teens chat online with favourite authors, read and submit book reviews, participate in discussion forums, and check out the list of recommended reads.	Youth	Online	
TumbleBook Library	Online animated talking picture books collection which teach kids the joy of reading. TumbleBooks add animation, sound, music and narration to existing picture books.	Young children	Gibsons and Sechelt Public Libraries	Bonny Creak, 604-885-3260 bonny.creak@sechelt.bclibrary.ca Children's Librarian, Gibsons Public Library 604-886-2130

School District No. 46 (Sunshine Coast) - Early Years/School Age

PROGRAM NAME	DESCRIPTION	TARGET GROUP	LOCATION	CONTACT
District Aboriginal Education Support	In collaboration with students, parents, principals and classroom teachers, establishes relationships with and directly supports students of Aboriginal ancestry to reach or surpass their academic goals. Provides education on Aboriginal culture and history to Aboriginal and non-Aboriginal students. Supports students and families through life transitions associated with school years and beyond, helps to give voice to parents and the Aboriginal community, and provides support and assistance (including co-teaching) to classroom teachers and school administration.	ALL students of Aboriginal ancestry	All schools and alternative programs	Kerry Mahlman, Principal District Aboriginal Programs And Services District Partnerships Office 604-886-3741 Cell (please leave a message) 604-885-8345
District Early Years Teacher	Supports early years development and parents through a wide variety of programs and services.	Parents and children 0-6 in the community	Coastwide	Kirsten Deasey 604-740-7949 kdeasy@sd46.bc.ca
District Literacy Teacher	Supports literacy across the curriculum and supports and coordinates the network of teachers across the District.	Teachers and students in District schools	Coastwide	Bev Craig 604-741-7808 bcraig@sd46.bc.ca
District Numeracy Teacher	Supports numeracy development in District schools.	Teachers and students in District schools	Coastwide	Bob Benmore 604-886-8811 rbenmore@sd46.bc.ca
Dolly Parton Imagination Library	Mails an age-appropriate book directly to homes in the child's name once a month at no cost to families.	Birth to five years old	Every elementary school in SD 46	Kirsten Deasey 604-740-7949 kdeasy@sd46.bc.ca
Early Years Fair	Annually connects families with a variety of non-profit agencies in the community that provide support to families with young children.	Families with children birth to five years old	Chatelech Secondary School, Sechelt	Kirsten Deasey 640-740-7949 kdeasey@sd46.bc.ca
KinderSPARK!	Empowers parents as their child's first teacher and familiarizes parents and children to school culture and environment.	Parents attend with four and five year old children in the spring prior to kindergarten	Available in the majority of elementary schools	Kirsten Deasey 604-740-7949 kdeasy@sd46.bc.ca

School District No. 46 (Sunshine Coast) - Early Years/School Age

PROGRAM NAME	DESCRIPTION	TARGET GROUP	LOCATION	CONTACT
K-PALS	Peer-assisted literacy supports	School-age children	School District No. 46 (Sunshine Coast)	Kirsten Deasey 640-740-7949 kdeasey@sd46.bc.ca
Niwapatén Program	School-based projects which provide direct support to students of Aboriginal ancestry with a view to improving academic achievement in numeracy, literacy or science and/or improving social responsibility	ALL Aboriginal schoolchildren	District schools	Kerry Mahlman, Principal District Aboriginal Programs And Services District Partnerships Office 604-886-3741 Cell (please leave a message) 604-885-8345
Ready, Set, Learn	Every year families with three year old children are invited to attend an event at their local school where receive an information package and a children's book	Families with three year old children	Every elementary school in SD 46	Kirsten Deasey 640-740-7949 kdeasey@sd46.bc.ca
S.P.A.R.K!	Parents learn strategies and activities they can do with their child to support their child's learning. Toys, learning aids, and written hand-outs are given to parents at each class.	Families with children birth to five years old	Every elementary school in SD 46	Kirsten Deasey 640-740-7949 kdeasey@sd46.bc.ca
SPIDER – Students Participating in Distance Education Resources	An on-line learning program for home education. Offers courses leading toward high school graduation using the Internet. Provides teacher support and learning resources.	Kindergarten to adult	Online	Sally Thicke 604-885-9523 spider@sd46.bc.ca
StrongStart BC	Free, drop-in. Early childhood educators lead learning activities, including stories, music and art to help children get ready for success in kindergarten. Storytimes, play activities, and healthy lunch. Caregivers discover new ways to support children's learning and make valuable connections.	Children under five and their caregivers	Gibsons Elementary Sechelt Elementary Madeira Park Elementary	Kirsten Deasey 640-740-7949 kdeasey@sd46.bc.ca

Sechelt Indian Band – Early Years/School Age

PROGRAM NAME	DESCRIPTION	TARGET GROUP	LOCATION	CONTACT
Education Department	Contributes to the support services at Kinnikinnick Elementary, Chatelech Secondary and the Sunshine Coast Alternative School. They support home-school coordination; academic, social and/or cultural support (including counseling); tutorial assistance for shísháhlh (Sechelt) Nation students. The SIB also partners with School District No. 46 Aboriginal Education Department Support Program to support shísháhlh students who attend other schools in the district.	shísháhlh students in SD 46	District Schools	Lenora Joe, Education Coordinator Sechelt Indian Band 604-885-2273 lenorajoe@secheltnation.net Kerry Mahlman, Principal District Aboriginal Programs and Services District Partnerships Office 604 886 3741 Cell (please leave a message) 604 885 8345 cmahlman@sd46.bc.ca
ECD Building Blocks	Outreach worker program aims to increase the ability of parents to support the healthy development of children from pre-conception to age six.	Parents of children ages 0-6	Education Centre at 5545 Highway 101 in Sechelt.	Madeleine August 604-885-6016
Family Fun Fair	An annual event that connects families with a wide variety of non-profit agencies in the community who provide support to families with young children. A wide variety of activities are available for the children to participate in during the fair.	Families with children age 0-6	Education Centre at 5545 Highway 101 in Sechelt.	Madeline August 604-885-6016
Family Resource Centre	A lending resource centre where families can access toys, games, high chairs, car/booster seats, books, etc.	Families with young children	Education Centre at 5545 Highway 101 in Sechelt.	Madeline August 604-885-6016

Sechelt Indian Band – Early Years/School Age (continued)

PROGRAM NAME	DESCRIPTION	TARGET GROUP	LOCATION(S)	CONTACT
Family Literacy Program	Activity room for parents and children where they engage in various activities like painting, quilting, sewing, baking, reading, science, singing. Lending library has a collection of resources, toys, and car seats, high chairs, etc. for borrowing. Pre-school teachers can borrow activity bins. Family nights each month – prepare for Halloween, Christmas, etc. Baby swims are offered, the Tunic project – parents make tunics for their child’s pre-school graduation. There is a Baby Welcoming Ceremony – baby vests are made, blankets knitted, cd’s and books given to everyone.	Families	Sechelt Band Lands	Lenora Joe 604-885-6016
Mom-Ay-Mon Child Care	Licensed Group Child Care Centre. We provide hearing/speech/vision screening, speech therapy, language classes in the Sechelt language, hot lunch and snack program, indoor and outdoor play, field trips	Children 30 months to six years	Sechelt Band Lands	Sonja MacKill 604-885-5044, fax 604-885-6071 momaymon@telus.net.
sháshishálem Language Program	The SIB shashishalhem offers an Pre-school, Elementary and High School curriculum	Elementary schoolchildren	Kinnikinnick Elementary School	Lenora Joe, Education Coordinator Sechelt Indian Band 604-885-2273 lenorajoe@secheltnation.net Lenora Joe
Supported Child Development	Matches resources available in each community so that children that require extra support can be included in regular child care settings. is in its capacity-building stages	Parents of children ages 0-6	Education Centre at 5545 Highway 101 in Sechelt.	Madeline August 604-885-6016

Other Providers – Early Years/School Age

PROGRAM NAME	DESCRIPTION	TARGET GROUP	LOCATION	CONTACT
Early Childhood Development (ECD) Planning Table	Mandate is to champion, develop and implement the community's ECD Strategic Plan. A group of professionals whose work in some way impacts families with children aged 0-6 meets monthly.	Early years 0-6	Coast-wide	Pam Richmond, ECD Community Facilitator scecd@dccnet.com
Speech and Language Program	Assistance to develop a child's feeding, play, pre-speech and communication skills. Services include assessment, consultation, therapy and parent training.	0-5 year olds.	Services provided on an as-needed basis in home, daycare or clinic.	Sechelt Health Unit 604-885-5164

Community Schools – Children, Youth and Families

PROGRAM NAME	DESCRIPTION	TARGET GROUP	LOCATION(S)	CONTACT
Chatelech/Sechelt Community School	Elementary or secondary schools that place a special emphasis on the value of community involvement, integrating the school and the neighbourhood the school serves. Community Schools bring community partners and the school together to offer a range of supports and opportunities to children, youth, and families. They run school-related programs before and after school. They look for gaps in services for vulnerable children and families in the community and fill those needs through services such as homework clubs, after-school care, kinder care, youth groups, and breakfast clubs.	Children, youth, and families in the neighbourhood	Sechelt	Heather Gordon, Coordinator heathergordon@dccnet.com
Gibsons Community School			Gibsons	Kate Tauber, Coordinator gibsonscomschool@sd46.bc.ca
Halfmoon Bay Community School			Halfmoon Bay	Sue Lamb, Coordinator 604-885-2177 slamb@sd46.bc.ca
Pender Harbour Community School			Pender Harbour/Egmont	Jody Salerno, Coordinator 604-883-2826 wordsshoppe@yahoo.ca
Roberts Creek Community School			Roberts Creek	Stacia Leech, Coordinator 604-885-3481 rccs@dccnet.com

Assets for Youth, Adults and Seniors

Capilano University – Youth, Adults and Seniors

PROGRAM NAME	DESCRIPTION	TARGET GROUP	LOCATION(S)	CONTACT
<p>Adult Basic Education – English, Math, Science and Computers</p>	<p>Individualized instruction in English, Mathematics, Biology, Chemistry, Physics and Computers. Students select subjects depending upon their educational, occupational and personal goals. Students can work towards a Grade 12 equivalency, prepare for entry into programs at post-secondary institutions, or improve general skills for writing, math and use of computers.</p> <p>Classes are offered Monday through Friday during the fall and spring terms and a reduced schedule during May and June.</p> <p>ABE courses are tuition free. New students pay a \$25 application fee plus a \$24 registration fee. Returning students who have not taken a break of one semester or more from their studies pay a \$24 registration fee.</p>	<p>Adults and youth over 18 who have been out of the public school system for at least one year.</p>	<p>Sechelt Campus</p>	<p>John Field, ABE Department Head and Science Instructor, jfield@capilanou.ca</p> <p>Cathy McLean, ABE English Instructor cmaclean@capilanou.ca</p> <p>Adrian Belshaw, ABE Math Instructor abelshaw@capilanou.ca</p> <p>Becky Wayte, Computers Instructor, bwayte@capilanou.ca</p> <p>604-885-9310, Reception</p>

Capilano University – Youth, Adults and Seniors (continued)

PROGRAM NAME	DESCRIPTION	TARGET GROUP	LOCATION(S)	CONTACT
Community Access to Literacy and Learning (CALL)	A volunteer-based literacy program. Volunteer tutors are trained and matched up with a learner and the tutors and learners work together to meet the learner's goals. CALL also provides small group learning for particular purposes, for example, driver's education.	Adults and youth who want to improve their literacy skills and achieve a particular learning goal	Coast-wide – Program is coordinated through the Sechelt campus and tutors and learners meet at various locations	Sandy Middleton, Coordinator 604-885-9310 smiddlet@capilanou.ca
Elder College	A forum for sharing ideas, knowledge and experience through an eclectic mix of courses taught by volunteers from the community.	Adults 55 and older	Sechelt campus and other locations	Sue Jackel, Chair 604-885-9310
English as a Second Language Settlement Assistance Program	A volunteer-based program that offers one-to-one and small group instruction to immigrants and refugees. Goals are to assist them to improve their English language skills in speaking, listening, reading and writing. The program is also designed to increase their knowledge of Canadian society and their ability to participate in the life of their community.	Immigrants and refugees who want to improve their English skills in speaking, listening, reading and writing	Coast-wide – Program is coordinated through the Sechelt campus and a weekly small group meets in Sechelt. Tutors and learners meet at various locations	Sandy Middleton, Coordinator 604-885-9310, ext. 5928 smiddlet@capilanou.ca
Literacy Outreach Coordinator	The role of the Regional Literacy Coordinator is to: raise public awareness about literacy in the region; develop partnerships and foster sustainable literacy initiatives and programs; engage in strategic planning and influence public policy in support of literacy; and provide professional development and support for literacy practitioners and programs.	Agencies and institutions in the community, public, and private sectors.	Coastwide	Sandy Middleton Regional Literacy Coordinator 604-885-9310, ext. 5928 smiddlet@capilanou.ca

Community Services – Youth/Adults/Seniors

PROGRAM NAME	DESCRIPTION	TARGET GROUP	LOCATION(S)	CONTACT
Parent Support Circles	Help and encourage parents to learn positive parenting – learning to distinguish punishment from discipline, knowing that children’s rights don’t undermine parental rights, valuing children for who they are instead of who we think they should be. Confidential self-help groups offering weekly, two hour meetings facilitated by trained volunteers. Participants can enter the group at any time, between meeting support is offered by facilitators and co-participants. The circles give parents a chance to share concerns, support each other, and learning parenting and life skills. They also connect participants with other services and resources in the community.	Parents of young children	Gibsons Sechelt	Community Services 604-885-5881
Youth in Transition to Adulthood	Prepares youth discharged from care for life outside care and a smooth transition to adulthood. One to one counseling and group work to identify a mentor for ongoing support, life skills training, opportunity to complete high school or GED, and more.	Youth discharged from care.	Coastwide	Steve Oka 604- 885-5881, ext 229

Lighthouse Learning Network - Youth, Adults and Seniors

PROGRAM NAME	DESCRIPTION	TARGET GROUP	LOCATION(S)	CONTACT
Essential Skills Program	A project funded by the Office of Literacy and Essential Skills to deliver essential skills training to specific groups on the Sunshine Coast.	Adults, youth, immigrants, and aboriginal people with low literacy skills	Coastwide	Heather Gordon, Project Manager 604-885-7330 heathergordon@dccnet.com

School District No. 46 (Sunshine Coast) – Youth, Adults and Seniors

PROGRAM NAME	DESCRIPTION	TARGET GROUP	LOCATION(S)	CONTACT
COOP	A small, intensive school environment which integrates therapeutic intervention, social skills acquisition, conflict resolution and problem solving into every aspect of the educational program. A program of the Sunshine Coast Alternative School.	Grades 8 – 12	Gibsons	Carolyn Spence, Principal 604-885-0127 cspence@sd46.bc.ca
SPIDER – Students Participating in Distance Education Resources	An on-line learning program for home education. Offers courses leading toward high school graduation using the Internet. Provides teacher support and learning resources.	Kindergarten to adult	Online	Sally Thicke Principal 604-885-9523 spider@sd46.bc.ca
Sunshine Coast Alternative School	Provides learner-centered programs that assist children and youth in developing the knowledge, skills and attitudes necessary to build a healthy community. Welcomes individual differences within an atmosphere of mutual respect and cooperation. Ten self-contained programs located at different sites. These are district programs that take both school and self or family referrals. Students are referred to district programs by schools when students' education needs, emotional or behavioural difficulties prevent their home school from being able to provide an educational program. Students may self-refer when their educational needs require alternative paths from the regular school environment.	Children and youth	Sechelt and Gibsons	Carolyn Spence, Principal 604-885-0127 cspence@sd46.bc.ca
Pathfinders Program	Self-paced, independent learning environment. Uses a combination of on-line and paper-based courses.	Adults wishing to upgrade/graduate; students looking for alternative or accelerated program; out-of-school youth	Gibsons Sechelt	Carolyn Spence, Principal 604-885-0127 cspence@sd46.bc.ca

Sechelt Indian Band – Youth, Adults and Seniors

PROGRAM NAME	DESCRIPTION	TARGET GROUP	LOCATION(S)	CONTACT
Adult Education Department	Services for post-secondary education (on and off reserve). Copies of college and university calendars from across BC are available as well as labour market information and assistance with job search skills.	Sechelt Band members	SIB	Ashley Joe 604-885-6016
Cultural Program	Provides workshops about general history and art workshops both in the museum and in the classrooms, at various festivals and outreach work at summer camps. Mostly restricted to teaching SIB members with the exception of teaching art classes at Kinnickinnick Elementary School.	Sechelt Band members	SIB	Jessica Casey 604-885-6016
Sechelt Nation and First Nation Employment Society AHRDA	Services are in the caption area of Egmont to Port Mellon. The Sechelt Nation Employment Centre is part of the First Nations Employment Society, which represents 10 First Nations from Vancouver to the Sunshine Coast. Offers one-on-one employment counseling, job placement services, free internet access, free photocopying and fax, job posting board, resource area for career and job search, referral to community agencies, training programs and support services, funding for training for eligible clients, small business assistance.	All Aboriginal community members		Sue Perry 604-885-9404

Other Providers – Youth, Adults and Seniors

PROGRAM NAME	DESCRIPTION	TARGET GROUP	LOCATION(S)	CONTACT
Bladerunners – Nanaimo Youth Services Association	Connects motivated, job ready youth with work experience in different fields such as construction, childcare. Youth participate in four weeks of paid in-class skills enhancement, including certification training such as Food Safe and First Aid.	Youth 15 – 30, out of school and work. No EI attachment and little or no work experience.	Sechelt	Jason Scott, BladeRunners Project Leader 604-989-4494 scottj@nysa.bc.ca

Appendix A

School District No. 46 (Sunshine Coast)

2010 District Literacy Plan Update

Introduction

Representatives of School District No. 46 (Sunshine Coast) work in partnership with community literacy organizations and other stakeholders to reflect on the community's literacy levels, set goals in a *literacy plan*, and offer people a full and seamless array of services.

On the Sunshine Coast, the District Literacy Plan and the Community Literacy Plan are the same document. By creating a joint plan, the school district is making a **statement of commitment** to work with community partners to improve literacy at the local level – all part of ongoing community development. The Sunshine Coast Literacy Council directs the implementation of the literacy plan and three school district personnel work directly with the Council: Bob Benmore, District Numeracy Teacher; Bev Craig, District Literacy Teacher; and Kerry Mahlman, Principal, District Aboriginal Programs and Services and District Partnerships.

The plan describes the planning and implementation of literacy initiatives in the community – and how the school district connects with and partners in that process. Our school district wants to align strongly with community goals and strategies and connect to those when and where we can. Information has been gathered from principals and other sources in order to comment on work done within the school district related to the Literacy Plan and to look ahead to the work for 2010/2011.

As Literacy Plans are submitted over the years, they become a reflection on the work of the previous year and the work anticipated in the coming year. The next plan will be submitted to the Ministry of Education by July 15, 2010.

The following update will be embedded in the 2010 District Literacy Plan.

Reflections on the Year Past

Priorities and Objectives From 2009

Our 2009 District Literacy Plan listed eight strategies. Every strategy has been addressed in some way. Following is a description of the activities undertaken for each strategy.

Strategy 1: Merge the Sunshine Coast Literacy Advisory Council and the Literacy Now Task Force to create a new Sunshine Coast Literacy Council

that directs the implementation of the Community Literacy Plan over the next three years.

The goals in Strategy 1 have been achieved. A newly formed Sunshine Coast Literacy Council has directed the first year of implementation in 2009-10. The Council has met every month since September and has representation from a variety of agencies including School District No. 46, Capilano University, Sunshine Coast Community Services, Sunshine Coast Employment Centre, Sechelt Public Library, Gibsons Public Library, and Pender Harbour Community School. In addition, two community members, one representative of the aboriginal population on the Coast and one of the immigrant population have contributed to the Council. Sandy Middleton of Capilano University is the Literacy Outreach Coordinator.

The Council appointed a Chair and developed Terms of Reference that guide its activities (the Terms of Reference can be read at www.sunshinecoastliteracy.org). The Chair is Iris Loewen, retired Chief Librarian of Sechelt Public Library. Helen Prosser, the current Chief Librarian, will step into the role of Chair in September 2010.

Strategy 2: Build active partnerships among community organizations, First Nations, educational institutions, libraries, government agencies and the private sector to increase literacy programs, services and opportunities on the Sunshine Coast.

The Literacy Council has collaborated with several organizations to support existing literacy work or to facilitate new initiatives. This collaboration has been instrumental in strengthening literacy delivery in our community, in building partnerships with key organizations such as Community Services and the Sechelt Indian Band, and in creating new partnerships with non-profit organizations such as Gibsons Family Network, Habitat for Humanity, and the Community Resource Centre.

In 2009-10 the Literacy Council collaborated with:

- **Sunshine Coast Community Services Society:** The Council partnered with Community Services to support their work on several fronts including literacy supports for early years initiatives: the development of literacy kits by the Child Care Resource and Referral Program; Mother Goose training for family resource workers; and teaching aids for the pre-natal program Bellies and Babies. In addition, the Council supported a program that assists women as they navigate custody of and access to their children in the aftermath of abuse. The support/information group offers women a safe way to build their confidence and communication skills so that they can advocate for themselves within the justice and family court systems. The women obtain important information, learn about their options, and connect to other women in similar circumstances. They also receive assistance in interpreting and filling out forms.
- **Celebrating Authors, Books and Children (CABC):** The Council partnered with the CABC program (an initiative of the Festival of the Written Arts, School District No. 46, Sechelt Public Library and the Sunshine Coast Arts Council) to celebrate Family Literacy Week in January 2010. With support from the Literacy Council the CABC program brought writers Nicola Campbell and Ivan Coyote to schools on the Coast.

- **Community Resource Centre:** The Council partnered with the Community Resource Centre on a project focusing on document use. The Resource Centre has created an instructional manual and on-line toolkit to simplify the process of understanding and completing key government forms such as applications for employment insurance, income assistance, disability benefits and others.
- **Sechelt Public Library:** The Council partnered with the Sechelt Public Library to support an outreach program by the Children's Librarian. She has offered storytime and playtime to groups of pre-schoolers at the Sechelt Indian Band and in Pender Harbour – two communities traditionally underserved by the library and identified as priorities in the Literacy Plan.
- **Sechelt Indian Band (SIB):** The Council partnered with SIB to create a film documentary that takes a bilingual approach to storytelling and that contributes to the revitalization of the She shashishalhem language. The film (not yet completed) will document the translation of a traditional story by Elders and illustration of the story by Sechelt youth.
- **Gibsons Family Network (GFN):** GFN represents families on the Sunshine Coast who have a family member with a developmental disability. The Council partnered with GFN to offer a health literacy course to 10 young people ranging in age from 19 to early 30's. The young people learned how to make healthy choices by cooking and eating healthy food. They also learned how to read food labels and became aware of all the ingredients in packaged foods.
- **Habitat for Humanity:** The Council partnered with Habitat for Humanity to support computer training for volunteers at the Habitat for Humanity ReStore. The training is helping volunteers increase their computer skills and contribute to the success of the ReStore. The Council has also explored with Habitat for Humanity ways to assist families with financial literacy related to owning a home.

In 2010 Family Literacy Week partners included:

- Capilano University
- CABC
- Chatelech-Sechelt Community School
- Childcare Resource and Referral Program
- Coast Reporter
- Gibsons Public Library
- Halfmoon Bay Community School
- Pender Harbour Community School
- Royal Canadian Mounted Police
- School District No. 46
- Sechelt Fire Department
- Sechelt Public Library
- Sunshine Coast Arts Council
- Sunshine Coast Community Services

Strategy 3: Promote community awareness of literacy on the Sunshine Coast and, in particular, of the priorities and actions identified in the Community Literacy Plan and the relationship of literacy to other social issues.

Several activities have raised public awareness of literacy, the Literacy Council, and th3 community partners:

- **The development of a literacy web site by the Literacy Council:** www.sunshinecoastliteracy.org offers information about the Literacy Council, the Literacy Plan, activities, projects, etc.
- **The development of a web site for aboriginal people created by a partnership among School District No. 46, the Sechelt Indian Band, and Capilano University:** www.allnationscoast.net offers information about learning opportunities for Aboriginal people living on the Sunshine Coast.
- **Family Literacy Week, January 2010:** The Literacy Council and partners sponsored and hosted a series of events during Family Literacy Week to promote awareness of family literacy and community literacy. Events included a pancake breakfast followed by storytime at the RCMP detachment and the Sechelt Firehall; a birthday party for all babies born in 2009 at Sechelt Public Library; a storytelling workshop for families; and author visits to schools as part of the CABC.
- **Coast Reporter Insert:** The Literacy Council published a four-page insert entitled “Literacy in Action” in the *Coast Reporter* May 21, 2010. The insert used the theme of “The New Literacies” to highlight Literacy Council activities, projects and partnerships in 2009-10.
- **June 1 Literacy Forum:** The Literacy Council hosted a community literacy forum on June 1 in Roberts Creek. The forum was well attended by a cross-section of the community. The Literacy Outreach Coordinator presented the Literacy Plan, the Assistant Superintendent of School District No. 46 spoke about the role of the district in the literacy planning and implementation process; and a panel representing partner agencies described their literacy work and its impact on people’s lives.
- **Canadian Multiculturalism Day:** The Literacy Council will host a “Day of Welcoming” on Canadian Multiculturalism Day, June 27, to celebrate diversity on the Sunshine Coast, congratulate new Canadians, and promote the 2009 Community Accord.
- **Preparation for newspaper ad on September 8, 2010:** A full-page newspaper ad is being prepared for publication on September 8 to celebrate International Literacy Day and to promote the Literacy Council’s fall activities.

Strategy 4: Support aboriginal people to achieve their educational, employment and social goals.

The Literacy Council has renewed its commitment to working with aboriginal individuals, organizations, and communities. See “Adjustment to the 2009 Plan” page 3.

School District No. 46 has collaborated with aboriginal communities in several ways:

- **The Aboriginal Sharing Circle,** a monthly gathering of aboriginal people on the Sunshine Coast. Aboriginal people come together to share food and cultures. The Sharing Circle includes literacy activities – participants read to each other, including material they may find difficult. Other activities include exploring upgrading and career exploration options, and helping each other with information and support on a variety of topics.

- **Reading with the Bear**, a display and reading of aboriginal children's books during Family Literacy Week and, this past winter, at Pender Harbour Community School.
- **On Mother's Lap**, in collaboration with Gibsons Community School, evenings for parents to read aboriginal children's books with their children.
- www.allnationscoast.net, a web site about learning opportunities for aboriginal people on the Sunshine Coast, created through a partnership of School District No. 46, Sechelt Indian Band, and Capilano University.

Strategy 5: Support adults with low literacy skills to achieve their educational, employment and social goals.

Strategy 6: Support youth and young adults to achieve their educational, employment and social goals.

In 2009-10 the Literacy Council focused on building the capacity of our community to assist adults and youth who have limited reading skills. The Council recognized a need to strengthen knowledge and skills in teaching reading at the community level. Volunteers at Pender Harbour Community School and in the Community Access to Literacy and Learning (CALL) program at Capilano University work with adults and youth to improve reading skills. These volunteers require and appreciate continuous professional development in order to increase their expertise and help them to teach reading as effectively as possible.

To this end, the Literacy Council sponsored a two-day training workshop on an approach to teaching reading called "That Reading Thing." (www.thatreadingthing.com) A variety of people attended the training including the Literacy Outreach Coordinator, the Coordinator of the CALL program at Capilano University, three CALL tutors, three volunteers from Pender Harbour/Egmont, a representative of Gibsons Family Network, and the First Nations Liaison at Capilano University.

The training was excellent and offered a useful tool in working with adults and youth who may have difficulty decoding. A review workshop will be offered in September 2010 and ongoing support provided by the trainer and the Literacy Outreach Coordinator.

The training offered by the Literacy Council echoes reflections by a school principal about students who lag with reading development, most commonly those who struggle with comprehension and making meaning from text. The principal notes that these students need specific intervention in very small groups or one-to-one because their needs are individual. He advocates for a reading specialist to work intensively with these students to boost their reading skills and suggests that without targeted and effective instruction these students struggle with reading all through school. His comments underscore that reading difficulties require specific interventions for children, youth and adults and that helping people in all age groups become fluent readers is a critical literacy goal.

In 2009-10 we also began to look more closely at the issue of special needs among adults and youth with low literacy skills. We hosted a meeting of community agencies in April 2010 to identify the range of special needs that exist in tandem with low literacy among adults and youth on the Sunshine Coast such as addictions, mental health,

experiences of trauma and abuse and other issues. The meeting also focussed on the particular needs of adults and youth with developmental disabilities. The information gathered is being used to inform the Literacy Plan.

Finally, the Literacy Council supported projects – described under Strategy 2 – that contributed to the literacy development of children, youth, and adults through partnerships with CABC, Sechelt Public Library, Gibsons Family Network, the Community Resource Centre, Community Services, Habitat for Humanity, and the Sechelt Indian Band.

Strategy 7: Support immigrants to achieve their educational, employment and social goals.

The Literacy Council allocated resources towards continuing the work begun in 2009 by Capilano University and Chatelech-Sechelt Community School with funding from the Welcoming Communities initiative of the Ministry of Advanced Education and Labour Market Development. That work was highly successful in raising awareness of the immigrant population on the Sunshine Coast, involving the immigrant population in planning and participating in events and celebrations, creating a community accord that was signed by several organizations and community leaders, and building community partnerships. This work will now continue under the umbrella of the Literacy Council and it will also focus on referring immigrant adults and families to services in the community that can assist them with settlement and language needs. A first event – a “Day of Welcoming” – is being planned for June 27 in celebration of Canadian Multiculturalism Day.

Strategy 8: Develop creative solutions to reduce isolation and improve access and participation to literacy and learning opportunities in Pender Harbour and Egmont.

The Literacy Council has allocated resources to the Pender Harbour area to support literacy in that community. The Pender Harbour Community School, Pender Harbour Reading Room, and the Egmont Community Club have created a literacy steering committee and are working with other community partners to identify gaps, priorities, and solutions to advance literacy in their community.

This community development approach gives organizations in Pender Harbour/Egmont the opportunity to make their own decisions about how best to meet literacy needs in that area. The Pender Harbour/Egmont literacy steering committee works in consultation with the Literacy Outreach Coordinator and the Literacy Council.

Major impacts and outcomes

Major outcomes of the literacy work in 2009-10 are:

- **Increased awareness of and interest in the mandate and activities of the Literacy Council.** The Literacy Council has become better known and there is more interest among community members in being involved in some way. This growing interest was clearly evident at the literacy forum hosted by the Council in Roberts Creek in June 1. Indeed, participants at the forum suggested that the Literacy Council look for additional ways to share information and keep literacy in the public eye.
- **New understandings about literacy.** The public awareness activities of the Literacy Council have framed literacy in ways that resonate with people. The framework of “The New Literacies” makes literacy relevant to everyone in the community. This broader notion of literacy speaks to the tools we need to navigate our way through all areas of life with confidence and includes numeracy; using computers and other technologies fluently; communicating effectively with family, friends, and co-workers; understanding and using forms and other documents; analyzing and solving problems; making informed decisions; finding information; and thinking critically. The new literacies emphasize that we no longer think of literacy as a single discrete skill but as a range of *literacies* we need throughout our lives in different contexts.
- **New partnerships, strengthened partnerships.** Partnerships are at the heart of literacy work and, as described above, 2009-10 saw the development of new partnerships with a range of organizations and the strengthening of existing partnerships with key organizations.
- **Changes in people’s lives.** The projects supported by the Literacy Council in 2009-10 have touched people directly and had an impact on their lives, for example: kids in Pender Harbour and the Sechelt Indian Band have opened up to the world of books and are now encouraging their parents to visit the library; a group of young people in Gibsons have learned about nutrition and how to make healthy choices; a group of women who have experienced abuse have learned how to navigate the justice and family court systems and advocate for themselves in relation to issues of custody and access; a group of volunteers in the non-profit sector now have the computer skills they need to help their agency flourish. The impacts of literacy work often reach beyond what can be told but these and other stories of change are major outcomes of the work of literacy partners in 2009-10.

Factors contributing to success

A variety of factors contributed to success in 2009-10:

- The Literacy Council functioned well as a collaborative decision-making body.
- The Literacy Outreach Coordinator was there as a resource for the Literacy Council and the community. In addition, the Literacy Outreach Coordinator

position was enhanced by Capilano University which continued to fund a Regional Literacy Coordinator position in 2009-10 at the Sunshine Coast campus after the loss of provincial funding for that position in the summer of 2009.

- New partnerships were developed and existing partnerships were strengthened.
- Meaningful literacy work took place that impacted people's lives.

Changes in our community

Cuts to social services including literacy signal significant change. Many literacy-related services and programs were cut in 2009-10 including literacy grants to libraries, Regional Literacy Coordination, legal aid funding, and more. This debilitated funding environment has considerable ripple effects. It raises the issue of sustainability and how we as a community will ensure that people's literacy needs continue to be met as services and programs are lost.

Another significant change on the Sunshine Coast is a renewed consciousness that we are losing our youth. A decided demographic shift is taking place as youth leave the Coast in ever greater numbers. The loss of youth affects the workforce and it means fewer children to balance an ageing population.

Learnings

The work in 2009-10 demonstrated the need for continuous outreach and the importance of staying open to new possibilities. Although a comprehensive research process was undertaken in 2008-09 to describe literacy needs on the Sunshine Coast, in 2009-10 new needs were discovered, new partnerships were developed, and new approaches to literacy development were uncovered. Feedback from principals and other school district sources suggests new avenues to explore in 2010-11 such as parent education and digital literacy for adults and children.

The work in 2009-10 also demonstrated the need for a variety of communication strategies to keep literacy in the public eye. At the same time it is critical to bring people together face-to-face because of the energy, connections, and sharing of information that happens when people are in the same room.

Finally, there is a need to develop more effective ways to channel and utilize the energy, enthusiasm, expertise, and commitment of community members who want to contribute to literacy on the Sunshine Coast.

Reflecting on the Year Ahead

Adjustments to the 2009 Plan

In 2010-11 we will build on the previous year's achievements and continue to work on the following strategies:

1. Build active partnerships among community organizations, First Nations, educational institutions, libraries, government agencies and the private sector to increase literacy programs, services, and opportunities on the Sunshine Coast. *Continue to look for new partners particularly in the business sector.*
2. Promote community awareness of literacy on the Sunshine Coast and, in particular, of the priorities and actions identified in the Community Literacy Plan and the relationship of literacy to other social issues. *Continue our public awareness activities including new initiatives, for example, International Literacy Day ad, local cable television, mall displays.*
3. Support Aboriginal people to achieve their educational, employment and social goals. *Make a renewed commitment to engage and bridge with Aboriginal people more in both Literacy Council activities and in the day-to-day activities in our schools and community learning programs (including Capilano University). We will work on the concept of an "elder in residence" in a number of locations like libraries, schools, and adult/post-secondary learning programs.*
4. Support adults with low literacy skills to achieve their educational, employment and social goals. *Continue to build expertise and experience in teaching reading and writing to adults with low literacy skills. Look for new opportunities to embed literacy development in other contexts.*
5. Support youth and young adults to achieve their educational, employment and social goals. *Continue to build expertise and experience in teaching reading and writing to youth and young adults with low literacy skills. Look for new opportunities to embed literacy development in other contexts.*
6. Support immigrants to achieve their educational, employment and social goals. *Continue to work with the immigrant community to assist immigrants to get involved in the community and feel a sense of belonging, to connect to community services and programs to meet their settlement and language needs, and to celebrate our diversity on the Sunshine Coast.*
7. Develop creative solutions to reduce isolation and improve access to and participation in literacy and learning opportunities in Pender Harbour and Egmont. *Continue to work with the Pender Harbour/Egmont literacy steering committee.*

The 2010-11 Literacy Plan also contains two new strategies reflecting priorities identified this past year:

8. Sponsor two events in 2010/2011 to explore/promote opportunities for local secondary schools and partner post-secondary institutions to dialogue (including services for ABE/upgrading, special needs, ESL and Aboriginal students). Topics will include: numeracy skills, oral communication skills, writing process and standards, reading levels, knowledge of literature, etc.

9. Dialogue, collaborate, plan and coordinate – as a cadre of community services concerned with literacy – to create a continuum of programs and services to develop inclusive and formal learning opportunities – including literacy and numeracy – for youth and adults with special needs and developmental disabilities.

Measuring progress

The Literacy Plan includes a detailed action plan against which progress is measured. The Literacy Council meets regularly to discuss and reflect on progress and make adjustments to the plan as required.

In addition, the Literacy Council and partner agencies recognize the power of stories in demonstrating change. Stories can open hearts and minds, generate new perspectives and ideas, and unite people towards a common purpose. In 2010-11 the Literacy Council will explore different ways to bring stories of literacy and stories of change to the community using both face-to-face and digital forums.

Appendix B

School District No. 46 (Sunshine Coast)

District Literacy Plan 2009 Update

Overview

At the direction of the Ministry of Education through the British Columbia School Act (81.1) and ReadNowBC, school districts have taken on the challenge of helping communities assess and build local literacy among students and the larger population.

It is expected that school districts will develop working relationships within the community concerning literacy and the potential for positive change is great.

Representatives of School District No. 46 have and will continue to work with community literacy organizations and other stakeholders through the Sunshine Coast Literacy Council to reflect on the community's literacy levels, set goals and help to offer people a full and seamless array of services.

The Province of British Columbia is supporting school districts as they work in partnership with their communities to create literacy plans.

What is a District Literacy Plan?

A *District Literacy Plan* is, in fact, a *Community Literacy Plan*. It is a statement of commitment by a school district to work with community partners to improve literacy locally – all part of ongoing community development. It outlines the state of planning and implementing literacy programs in the community – and how the school district connects with or partners with that. As *Literacy Plans* are submitted, the annual *District Literacy Plan* becomes a reflection on the work of the previous year and comments on work anticipated in the coming year.

Our District Literacy Plan for 2009

The first *Community Literacy Plan* and *District Literacy Plan* of this format were submitted to the Ministry as separate documents but together July 15, 2008 and an updated *Community Literacy Plan* was submitted in February, 2009. This latest February edition has been sent to each Board of Education member by e-mail.

The next plan is due July 15, 2009. Direction from the Superintendent of Literacy & Lifelong Learning is that, if the *Community Literacy Plan* has just been completed in the 2008-2009 year, then that document will be submitted as the *District Literacy Plan* for 2009. On July 8 the School District 46 *District Literacy Plan* will be submitted as an appendix to the *Community Literacy Plan*. We want to align strongly with the community vision and strategies and connect our district work to those when and where we can. The *District Literacy Plan*, then, will be a statement of partnership, a confirmation of the stage of current literacy planning in the community, and a

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confirmation of the connections being made between school and program initiatives and community initiatives.

Statement of Commitment to Partnership for Literacy

Partnerships have long been a part of the history of innovation and strong community involvement of School District No. 46. The key to past success and the guarantee of positive experiences in the future is an openness to opportunity based on the goals and characteristics of the partners involved. Literacy planning and implementation is a community-wide process that includes the school district as one of many partners. School District No. 46 (Sunshine Coast) is committed to working with community partners concerning literacy.

Stage of Literacy Planning in the Community

The District and Community together are in stage two - at different stages of planning depending on the strategy or the specific community concerned. In general, collaboration between district schools or programs and community initiatives is at the implementation stage. We are ready to take the actions.

Reflecting on Where We Are Now

In process of development for the September 2009 start up of the Sunshine Coast Literacy Council are:

- An Implementation Plan
- A Communication Plan
- A Web Site Plan
- A Timeline/Annual Calendar Decisions and Events
- A process to select a confirmed Chair of the Sunshine Coast Literacy Council

Making Connections

A number of the action plan strategies in the Community Literacy Plan connect to or are supported by the situation or literacy activities within school communities or within district program(s) / services.

Looking Forward

The plan for 2009/2010 is for the district to continue to collaborate with and as part of the community regarding the Vision and the Strategies (including the refining of the strategic statements and indicators of success) and the implementation of relevant actions.

The personnel who will maintain a formal relationship with the Sunshine Coast Literacy Council will be the:

- Superintendent of Schools
- Assistant Superintendent of Schools
- District Literacy Resource Teacher
- District Numeracy Resource Teacher
- Principal of District Aboriginal Programs and Services

Vision Statement

All residents of the Sunshine Coast have access to a diverse continuum of opportunities to develop literacy across the lifespan, to achieve their educational and work aspirations, and to realize their potential.

Action Plan

Strategy 1: Merge the Sunshine Coast Literacy Advisory Council and the Literacy Now Task Force to create a new Sunshine Coast Literacy Council that directs the implementation of the Community Literacy Plan over the next three years.

Strategy 2: Build active partnerships among community organizations, First Nations, educational institutions, libraries, government agencies and the private sector to increase literacy programs, services, and opportunities on the Sunshine Coast.

Strategy 3: Promote community awareness of literacy on the Sunshine Coast and, in particular, of the priorities and actions identified in the Community Literacy Plan and the relationship of literacy to other social issues.

Strategy 4: Support Aboriginal people to achieve their educational, employment and social goals.

Strategy 5: Support adults with low literacy skills to achieve their educational, employment and social goals.

Strategy 6: Support immigrants to achieve their educational, employment and social goals.

Strategy 7: Support youth and young adults to achieve their educational employment and social goals.

Strategy 8: Develop creative solutions to reduce isolation and improve access and participation to literacy and learning opportunities in Pender Harbour and Egmont.

Appendix C

Secondary Resources

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