A Community Literacy Plan for Cowichan

June 2008
A Community Literacy Plan
for Cowichan

Prepared by
Literacy Now Cowichan

June 2008
Special Thanks to:
Bernie Jones, Community Facilitator
Kim Martin, Report Layout & Graphics
Candace Spilsbury, Editor
Literacy is...

wonderful opportunities to explore and learn
- community resident

the greatest gift we can give our children
- community resident

Our Vision is...

literacy, as a life-long journey, will be enhanced in Cowichan
- Literacy Now Cowichan
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EXECUTIVE SUMMARY

The purpose of this project has been to develop a Community Literacy Plan for Cowichan. The planning group, Literacy Now Cowichan, has chosen to define literacy more broadly than just the ability to read and write. “Literacies” include reading, writing, numeracy, speaking and understanding; literacy is the overall communication skills that allow one to fully participate in community life. This community literacy plan will connect with School District 79's District K-12 Literacy Plan. Literacy Now Cowichan worked with funding support from BC 2010 Legacies Now.

The project began with a Launch meeting to seek community commitment and identify a leadership Task Group. The planning for this project alternated between tasks conducted by Literacy Now Cowichan Task Group, a Steering Committee and opportunities for broad community participation. Initial tasks consisted of preparing a community profile, creating an inventory of literacy programs and services, holding a series of 4 Open Houses and identifying assets and gaps to be addressed in the Plan. A draft Community Literacy Plan was developed for community response through questionnaires placed at 14 locations throughout Cowichan and at an Open House. Strong community response indicated that the Plan needed to be written in more specific, clear and simple language. The Steering Committee revised the plan and presented it to community focus groups for review. Based on this feedback, the plan was revised and adopted by Literacy Now Cowichan.

The Literacy Now Cowichan vision statement is:

        Literacy, as a lifelong journey, will be enhanced for everyone in Cowichan.

“Life-long journey” points out that literacy continues throughout one's life. “For everyone” means across all communities, among all cultural groups, and among all age groups.

Three goals have been established by Literacy Now Cowichan to achieve the vision:

            Goal 1: To coordinate and integrate literacy programs and services.
            Goal 2: To support literacy programs and services for those most in need.
            Goal 3: To encourage employer-supported literacy programs.
I. BACKGROUND OF THE PROJECT

A. Community Profile Summary

Geographic Location and Population
Cowichan is located on the west coast of Canada on Vancouver Island between the cities of Nanaimo and Victoria. For the purposes of this Plan, included in Cowichan are three municipalities and eight electoral Areas on the territory of 10 First Nations Bands. Cowichan has significant cultural diversity; the largest cultural groups are Aboriginal, Dutch, English, German and Indo-Canadian.

Community History
The Coast Salish people have occupied Cowichan for centuries; non-aboriginal settlers arrived in the late 1850s in South Cowichan. The Municipality of North Cowichan was established in 1873, the City of Duncan in 1912 and the Village of Lake Cowichan in 1944. The Cowichan Valley Regional District (CVRD) was incorporated in 1967. Today the Cowichan Valley Regional District serves four municipalities: North Cowichan, Duncan, Ladysmith, Lake Cowichan, and nine Electoral Areas.

Economy
The economic history of Cowichan has been dominated by forestry, mining and fishing. Although the forest industry has had significant struggles and job losses, it still provides 30% of the total local income; mining and fishing are no longer major industries in Cowichan. A broader diversity in business and industry, particularly in tourism and specialty agriculture has been built in the last twenty years. The current unemployment rate is 6.4%. 
**Education**

Education indicators in Cowichan give some evidence of the literacy levels in the community. Twenty-seven percent of the population over 20 does not have a high school graduation certificate. Of the 73% who have completed high school, 84% have gone on to receive some type of post secondary diploma, certificate or degree. In 2006/07 the average high school graduation rate for all secondary schools in Cowichan was 85.5 %. The Early Development Instrument (EDI) early learning research from the University of British Columbia shows that the highest proportion of vulnerability for children entering kindergarten is found on the Language and Cognitive Domain.

School District 79 has 17 elementary schools, three middle schools, four Secondary schools and one Alternate school, which includes four Alternate programs. There are 12 Independent schools and six First Nations schools in Cowichan; there are 11 group licensed early learning childcare centers and 15 pre-schools for children five years old and under. Malaspina University-College, Sprott Shaw College and Discovery College offer post-secondary education in Cowichan.
### B. Project Leadership

The Community Members listed below are involved in Literacy Now Cowichan. The Task Group met monthly and the Steering Committee met bimonthly; the Chair of Literacy Now Cowichan is Candace Spilsbury, Social Planning Cowichan.

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<tr>
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<th>Occupation/Literary Interest</th>
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<th>Task Group</th>
<th>Steering Committee</th>
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<td>Ann Andersen</td>
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<td>Sheryl Baugh-Allen</td>
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<td>David Bellis</td>
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<td>Ida Mills</td>
<td>Success by 6, Aboriginal Coordinator</td>
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II. THE PLANNING PROCESS

A. Literacy Now Cowichan Planning Process Overview

**STEPS** | **WHO’S INVOLVED**
--- | ---
1. Designing and organizing the planning project. | Steering Committee
2. Preparing Community Profile and literacy programs inventory, holding community Open Houses. | Broad Participation
3. Preparing a draft plan on the basis of all the information. | Steering Committee
4. Seeking community feedback on the draft plan. | Broad Participation
5. Revising and refining the plan on the basis of the feedback. | Steering Committee Task Group
6. Seeking community feedback on the draft plan from focus groups. | Broad Participation
7. Preparing the final plan. | Steering Committee Task Group

B. Literacy Now Cowichan Planning Process

The planning process to develop the Cowichan Community Literacy Plan was designed to be inclusive, comprehensive and respond to community needs. Effort was made to capture broad community input from all communities and age groups in Cowichan. The plan has undergone several revisions and will continue to be revised in the future; it is a “living document”, intended to be changed as needed.

The process included a Launch, forming a Task Group and a Steering Committee, contracting a Facilitator to hold Open Houses and draft the plan, seeking feedback from specific focus groups, and preparing the final plan. The Literacy Now Cowichan Task Group and Steering Committees provided direction and support to this process.

**Launch**
A launch was held on May 30th, 2007 following widespread advertising of the event. Sixty-one community members attended and 23 members expressed commitment to forming a Task Group for Literacy Now Cowichan.

**Committees**
The Task Group has met monthly, beginning in July 2007, and the Steering Committee bi-
monthly as the Plan has been developed. Opportunities for broader community participation were provided throughout the development of the Plan.

**Facilitator**
To create the Plan, the assistance of the Regional Coordinator for Literacy BC and a Facilitator hired by Literacy Now BC funding, guided the community involvement process.

The Facilitator began by preparing a community profile, compiling an inventory of literacy programs and services, and analyzing the assets and gaps. The primary source of information was gained from a series of community Open Houses held during January and February 2008 in Chemainus, Duncan, Lake Cowichan and Shawnigan Lake. Many useful comments about the meaning of literacy and its importance to the Cowichan communities were recorded. A draft plan was prepared by the Facilitator and Steering Committee.

**Community Feedback**
The draft Plan was presented to the community for feedback in several ways:

- questionnaires were placed at 14 sites throughout Cowichan;
- the questionnaire was posted on the website of Social Planning Cowichan;
- the questionnaire was emailed to approximately 100 organizations, agencies, and local government personnel;
- an Open House was held on March 31, 2008 to present the draft plan to the 30 people who attended.

Following feedback, the plan was revised by the Facilitator and Steering Committee and taken to the Task Group for review.

**Specific Feedback**
The Task Group determined that a process to gain feedback from specific groups in the community was essential to the plan. Members agreed to facilitate discussions on the Plan with groups related to the Early Years, the K-12 school program in the School District and in the community, Youth not in school, Adults and Seniors. The following focus groups were held in May and June, 2008:

- 0-6 Coalition
- Cowichan Community Center Corner Program (ages 12-20)
- Cowichan Tribes Ya Thuy Thut Training Program for Young Adults
- Cowichan Valley Basket Society (ages 16-70)
- Healthy Beginnings – Lake Cowichan, Duncan and Shawnigan Lake
- Hiiye’yu Lelum Skills to Employment Program (ages 16-35)
- Lake Cowichan District Seniors Association
- School District 79 Cowichan Valley Open Learning Cooperative
- School District 79 Lake Cowichan Alternate Program
- School District 79 Cowichan Adult Learning Centre
- School District 79 Literacy K-12 Committee
- School District 79 K-12 Literacy Contact Teachers
- Sikh Temple Seniors
- Valley Seniors Organization (ages 55-97)
Letters were also sent to all private schools (12) and Home School Associations to invite feedback on the Plan.

The Steering Committee incorporated the feedback into the final revision of the Plan.

**Final Plan**
The Task Group adopted the revised plan on June 23, 2008.
III. INVENTORY OF LITERACY ASSETS AND GAPS

LITERACY ASSETS
The literacy inventory contains 43 programs and services. Each includes a literacy component and some provide multiple programs and services although only listed once on the inventory. A tally by age group shows the following comparison of service levels:

<table>
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<th>Age Group</th>
<th>Service Level</th>
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<tr>
<td>Prenatal and Perinatal</td>
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<tr>
<td>Birth to 3 yrs.</td>
<td>25%</td>
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<tr>
<td>3-6 yrs</td>
<td>31%</td>
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<tr>
<td>Kindergarten to Grade 3</td>
<td>10%</td>
</tr>
<tr>
<td>Grades 4-7</td>
<td>11%</td>
</tr>
<tr>
<td>Grades 8-9</td>
<td>6%</td>
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<tr>
<td>Grades 10-12</td>
<td>6%</td>
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<tr>
<td>Young Adults</td>
<td>2%</td>
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<tr>
<td>Adults</td>
<td>5%</td>
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<tr>
<td>Seniors</td>
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Cowichan has significant literacy assets:
- Significant interest in literacy exists in Cowichan by organizations, agencies, churches, businesses and clubs;
- Numerous organizations and agencies in the community are focused on literacy such as: childcare centers, Success by 6, 0-6 Coalition, Early Childhood Educators of BC Cowichan Valley Branch, Cowichan Valley Intercultural and Immigrant Aid Society, School Districts, Independent schools, First Nations schools, Community Colleges and Malaspina Reading and Writing Center;
- Organizations and agencies in the community are willing to work together across institutional boundaries;
- An increased number of new literacy initiatives are being conducted by community organizations and agencies such as: School District 79, Vancouver Island Regional Library, non-profit agencies, Malaspina University-College, First Nations;
- Attention is being given to family literacy, including the role of parental skills in developing children’s literacy;
- Children’s programs are integrating literacy with other activities, increasing their attractiveness;
- Some programs have the organizational and financial support of large systems such as: Vancouver Island Regional Library, Vancouver Island Health Authority, the School District and Malaspina University-College;
- Seamless transition of literacy-supportive programs is available from early childhood to elementary education;
- The Community Literacy Plan will connect with School District 79’s District K-12 Literacy Plan;
- Literacy in native cultural languages is being supported by First Nations;
- Knowledgeable, experienced and dedicated staff and volunteers are promoting literacy;
- Outreach programs are beginning to be available in non-traditional places such as the Duncan Mall and Storefronts;
- Agencies regularly refer clients needing help with literacy to appropriate resources;
The Regional Coordinator of Literacy BC is a valuable resource to the community for information, networking and advice.

**LITERACY GAPS**

**General Community**
Identified general literacy gaps in Cowichan are:
- No central directory nor listing of literacy programs is available;
- Prior to Literacy Now Cowichan, there was no ongoing coordinating body for Literacy;
- Many programs are centralized in Duncan and not available in outlying communities;
- The lack of quality childcare is a significant barrier to the attendance of new parents at literacy programs and services;
- The lack of programs and services in the evening and on weekends is a barrier to working adults;
- The lack of transportation, especially in the evenings, is an attendance barrier at literacy programs and services;
- Some programs do not have sustainable and/or sufficient resources and depend on volunteers to operate them;
- Cultural integration into literacy programs and services is insufficient;
- School libraries have limited teacher-librarian time;
- A low level of awareness about the importance of literacy exists in the community but literacy special events draw support;
- The definition of literacy to most people is narrow and often viewed as a childhood issue only;
- More communication regarding literacy programs and services is needed.

**The Early Years**
In Cowichan there are more literacy programs for children 0-6 than for any other age group. There are learning opportunities available for parents and for children. Concerns center around sustaining current programs, having adequate quality childcare, having childcare available during literacy programs, increasing community awareness of the importance of early learning, transportation and better coordination of services between agencies.

Identified literacy gaps are:
- Sufficient attention to speech and language development for children as initial literacy skills;
- Programs that are activity based for touch and tactile learning;
- Lack of qualified Early Childhood Educators (ECEs) in the community;
- Few family literacy programs and services exist that assist parents with low literacy skills to support and teach their children;
• Limited integration of cultural aspects in programs occurs, especially for aboriginal and new Canadian learners;
• Lack of incorporation of literacy into other programs such as recreation programs, community kitchens, etc.;
• A need for new, free programs such as summer programs in the park, open gym, open park days, summer Strong Start, recreation programs;
• A communication system to ensure awareness of literacy activities, programs, and services.

Kindergarten to Grade 12 Education

In Cowichan, the School District has been focused on literacy for the last decade. A District K-12 Literacy Plan has been in place since 2000 which details a complete assessment and curriculum strategies plan. Cowichan has a high number of First Nations schools and independent schools, each with a specific program focus and cliental; all schools focus on literacy. Concerns center around school readiness, aboriginal learner success, at risk students, dropouts, and graduation rates.

Identified literacy gaps are:
• Lack of sufficient support programs such as Learning Assistance, Life Skills, Support Rooms, and Alternate Education;
• Need for increased library availability for students including before and after school hours;
• Outreach programs and services to sites in the community;
• Stronger link between the Vancouver Island Regional Library (VIRL) services and schools;
• A communication system to ensure awareness of literacy programs and services;
• An after school tutoring program;
• Availability of literacy programs and services in the evenings;
• Cultural sensitivity and cultural integration into literacy programs and services.

Community Youth

There is a lack of literacy programs and services for youth. Concerns relate to programs and services tailored to topics that are interesting and beneficial to youth as well as centered at a convenient location and time. There is no tracking of youth who need literacy.

Identified literacy gaps are:
• Resources for youth to encourage reading and counting written at a basic level;
• Tailored literacy programs and services geared towards topics youth would be interested in,
for example literacy contests and music or computer related groups;

- A communication system to ensure literacy programs, services and events are known;
- Literacy through motivational, safe techniques, for example “Quote of the Week” and “Joke of the Day”;
- Increased family literacy events, for example “Family Literacy Nights” at the Duncan Mall;
- Pre-employment programs for youth focused on filling out forms, interviewing, etc.

**Adults**

There are few adult literacy programs available in Cowichan; those that exist are not well-known or easily accessible. Adult literacy programs and services in Cowichan must take into account the barriers to attendance: transportation, quality child care, child care at programs, nutritious food, and poverty. In addition, sensitivity and support to basic needs such as affordable housing, social issues, cultural integration, low skills and self-esteem is crucial.

Identified literacy gaps are:

- Literacy programs in the workplace where adults feel comfortable;
- Pre-employment programs to learn filling out forms, interviewing, resumes, etc.;
- Evening programs to accommodate working adults;
- Computer training and more access to computers in places like the library;
- A communication system to make sure literacy programs and services are known;
- More free family literacy events with recreation, food, and fun;
- A tutoring program after school and evenings.

**Seniors**

In Cowichan, there is a large support system for Seniors and Elders including numerous Seniors organizations, community centers, “Elder College”, and the Vancouver Island Regional Library (VIRL) services. This support system includes an array of services: physical activities classes, transportation, social inclusion networks, and cultural group meetings. Concerns are centered around health, affordable housing, increased transportation services, low income and, for some, low literacy skills. Seniors need a comfortable, safe environment, encouragement, confidentiality and group support to attend a literacy program.

Identified literacy gaps are:

- Computer training;
- Literacy programs for Seniors that are individual, private and confidential;
- Integration of literacy activities into other community programs for Seniors;
- Outreach literacy services for Seniors.
IV. THE COWICHAN PLAN

The Cowichan literacy plan was written based on four underlying assumptions. These are:
1. Programs and services will be relevant and attractive to those for whom they were intended;
2. Service providers will work to remove barriers to participation such as transportation, child care, and nutritious snacks;
3. Funding or sponsors will be found for proposed programs and services;
4. Outreach and service hubs will be considered in future plan revisions.

A. The Vision

Literacy, as a life-long journey, will be enhanced in Cowichan.

“Life-long journey” reflects literacy continues through one’s life. “For everyone” means across all communities, among all cultural groups and among all age groups.

B. Goals

Goal 1: To coordinate and integrate literacy programs and services
Goal 2: To support literacy programs and services for those most in need
Goal 3: To encourage employer-supported literacy programs

<table>
<thead>
<tr>
<th>GOAL 1: To coordinate and integrate literacy programs and services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
</tbody>
</table>
| **A. Foster collaboration** | • Build a strong communication system among agencies and organizations.  
• Support coordination of literacy programs and services  
• Support integration of literacy with other programs, services and initiatives  
• Continue to identify literacy initiatives needed and set priorities | • Literacy Now Cowichan  
• Service Providers | • September-December 2008  
• On-going |


**B. Communications strategy**

- Heighten community awareness and ownership of literacy
- Work with community groups to develop clear messages about literacy
- Select most effective communication tools
- Make presentations of the plan to local governments, the School District, and other entities, and seek formal endorsement of the plan
- Communicate and promote available literacy programs and services widely.

**C. Central place for literacy information**

- Designate a location for literacy information
- Collect information
- Share inventory of programs and services, activities, events
- Ensure comprehensive and current information

**D Sustainability of Plan**

- Identify funding sources
- Consider grant-writing assistance
- Promote community commitment and involvement

**E. Monitor Plan**

- Literacy Now Cowichan sub-committee to steer monitoring of implementation
- Set aside time at every Literacy Now Cowichan meeting to review progress & update plan as necessary
- Share results and celebrate successes with the community
- Continue to seek community feedback

<table>
<thead>
<tr>
<th><strong>Responsibilities:</strong></th>
<th>Literacy Now Cowichan; service providers; community organizations, agencies, businesses; Faith community.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicators of success:</strong></td>
<td>Increased partnerships; endorsements of the plan; greater community awareness, participation and commitment to literacy; literacy information centralized; funding secured; timelines achieved.</td>
</tr>
</tbody>
</table>
GOAL 2: To support literacy programs and services for those most in need.  

FAMILIES

<table>
<thead>
<tr>
<th>Objective</th>
<th>What happens first</th>
<th>Resources</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| A. Support and Encourage inter-generational literacy programs and activities | • Identify current needs-based programs and initiatives (ex. shelter, food, social events, family events) and integrate literacy  
• Identify “best practices” from other communities and within Cowichan  
• Identify sites for the delivery of family literacy programs, services, activities throughout Cowichan  
• Work towards implementing new programs and services for families. | • Literacy Now Cowichan  
• Vancouver Island Health Authority  
• Service providers  
• Funding for staff time for research | • On plan approval  
• On-going |
| B. Increase the number of families engaged in community programs and services | • Analyze scheduling and availability of programs and services for families.  
• Collect data on numbers engaged  
• Develop an action plan to increase engagement | • Literacy Now Cowichan  
• Funding for staff time for research and planning | • January – June 2009 |

**Responsibilities:** Literacy Now Cowichan; service providers

**Indicators of Success:** “Best Practices” information collected; data and action plan on engagement completed; number of families engaged in family literacy increased.
GOAL 2: To support literacy programs and services for those most in need.
THE EARLY YEARS (see also Families)

<table>
<thead>
<tr>
<th>Objective</th>
<th>What happens first</th>
<th>Resources</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| **A. Increase the accessibility of literacy activities** | • Continue to strengthen communication and to build relationships between all educational sites.  
• Identify and remove barriers to attendance  
• Strengthen involvement of the aboriginal community | • Literacy Now Cowichan  
• Vancouver Island Health Authority  
• School District/ First Nations Schools/ Independent Schools/Child care centers  
• Community organizations, agencies, businesses, clubs, churches | • January – June 2009 |
| **B. Promote the use of the Early Learning Framework (ELF) in programs and services** | • Build on good work of existing programs in the community  
• Meet with service providers to review Early Learning Framework and training needs. | • Ministry of Education  
• 0-6 Coalition  
• Early Childhood Educators of BC | • September – November 2008 |
| **C. Promote pre-literacy skills (speech and language)** | • Identify opportunities to integrate speech and language into other community-based services  
• Strengthen coordination of early learning programs and services | • Service providers  
• 0-6 Coalition  
• Vancouver Island Health Authority | • September – December 2008  
• On-going |
| **D. Increase School readiness** | • Analyze Early Development Instrument (EDI) and Understanding the Early Years (UEY) data to identify needs  
• Develop a long-term plan to address school readiness | • School District/ First Nations Schools/ Independent Schools/ Childcare Centers/ Preschools  
• Understanding the Early Years  
• 0-6 Coalition  
• Service Providers | • September 2008 – June 2009 |

**Responsibilities:** Literacy Now Cowichan; School District 79/Independent Schools/First Nations Schools; Service Providers

**Indicators of Success:** Increase number of children ready for school.
GOAL 2: To support Literacy programs and services for those most in need
KINDERGARTEN TO GRADE 12

<table>
<thead>
<tr>
<th>Objective</th>
<th>What happens first</th>
<th>Resources</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Improve student reading and writing skills</td>
<td>• Continue to support teacher instructional practices, differentiation of instruction. • Use assessment strategies to support classroom instruction</td>
<td>• School District 79: K-12 Literacy Committee, District K-12 Literacy Plan, District Specialist Teachers, ESL/ESD Teachers, Instructional Intelligence Planning Committee • Independent schools/First Nations Schools Teachers</td>
<td>• On-going</td>
</tr>
<tr>
<td>B. Increase the success of at-risk learners</td>
<td>• Continue to review needs of at-risk learners, including English as a Second Language/Dialect learners • Develop an action plan with goals and strategies to reduce number of at-risk students • Implement School District Alternate Education Task Force recommendations</td>
<td>• School District 79: Student Achievement, Learning Assistance, Aboriginal Education, Teachers and Librarians • Independent Schools/First Nations Schools • Parent Educators</td>
<td>• On-going • September 2008 - June 2009</td>
</tr>
<tr>
<td>C. Improve transition rates from middle school to secondary school</td>
<td>• Analyze transition and graduation rates data to identify who is at risk • Develop strategies to keep students in school • Develop strategies to reconnect with students who have left school</td>
<td>• School District 79 • Independent Schools/First Nations Schools</td>
<td>• September 2008 – June 2009</td>
</tr>
<tr>
<td>D. Improve grade to grade success rates within the Graduation Program</td>
<td>• Identify barriers to successful grade-to-grade transition • Develop strategies and interventions • Determine support needed for all students to be successful • Work with the community to develop support strategies</td>
<td>• School District 79 Fresh Start Program • Independent Schools/First Nations Schools • Interagency Reclaiming At-Risk Youth Grant</td>
<td>• January 2008 – June 2009</td>
</tr>
</tbody>
</table>

Responsibilities: School District 79; Independent Schools; First Nations schools

Indicators of success: Increased transition and graduation rates; increased achievement scores
## GOAL 2: To Support Literacy programs and services for those most in need
### COMMUNITY YOUTH (NOT IN SCHOOL)

<table>
<thead>
<tr>
<th>Objective</th>
<th>What happens first</th>
<th>Resources</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| **A. Provide flexible access to literacy programs and services** | • Determine number of youth in the community not in school  
• Determine kinds of programs and services to meet literacy needs  
• Include the needs of youth in outlying communities  
• Work towards implementing new programs and services for youth. | • Community Service providers  
• Criminal Justice System  
• Alternate Schools  
• Funding for staff time for planning and implementation | • On approval of plan |
| **B. Increase the number of youth who are engaged in programs and services** | • Communicate and promote available literacy programs and services for youth  
• Focus on reading, writing and numeracy initially  
• Determine an action plan to increase engagement | • Literacy Now Cowichan  
• Service providers  
• Funding for staff time for planning and implementation | • September 2008-June 2009 |

**Responsibilities:** Literacy Now Cowichan; service providers

**Indicators of success:** Programs and services available to meet needs; more youth engaged in literacy enhancement.
### GOAL 2: To support literacy programs and services for those most in need

**ADULTS (see also FAMILIES)**

<table>
<thead>
<tr>
<th>Objective</th>
<th>What happens first</th>
<th>Resources</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| **A. Increase outreach to Adults** | • Determine locations in Cowichan for outreach programs and services  
• Identify service providers as partners to develop programs and services  
• Identify adult literacy needs in outlying communities | • Literacy Now Cowichan  
• Regional Literacy Coordinator  
• Malaspina University-College | • January-June 2009 |
| **B. Increase programs and services for Adults** | • Research “best practices” for adults in other communities and in Cowichan  
• Develop an action plan to provide programs and services  
• Work with service providers on consideration of a free community-based adult volunteer tutoring program.  
• Continue to identify programs and services needed in Cowichan for adults.  
• Work with School District 79 as they expand their mandate of early learning to adults/seniors. | • Literacy Now Cowichan  
• Service Providers  
• Funding for staff time for research and planning  
• Regional Literacy Coordinator  
• School District 79  
• Vancouver Island Regional Library  
• Community organizations, agencies, businesses, clubs, churches | • January 2008-June 2009 |

**Responsibilities:** Literacy Now Cowichan; Service Providers, School District 79; Faith Community

**Indicators of success:** Increased number of adults in programs; programs and services available to meet needs; strong partnerships developed.
### GOAL 2: To Support literacy programs and services for those most in need.

**SENIOIRS (See also Families)**

<table>
<thead>
<tr>
<th>Objective</th>
<th>What happens first</th>
<th>Resources</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| A. Increase the independence of seniors through client-driven programs | • Identify “best practices” in providing programs and services for seniors  
• Work with seniors to determine programs and services needed | • Literacy Now Cowichan  
• Service Providers  
• Funding for staff time for Research | January-June 2009 |
| B. Increase outreach to seniors | • Identify locations of needed programs and services.  
• Develop an action plan to address outreach literacy services for seniors | • Literacy Now Cowichan  
• Service Providers  
• Funding for staff time for research | January-June 2009 |
| C. Use seniors to mentor others | • Research models of volunteer mentoring programs for seniors  
• Develop a volunteer mentoring program that includes outlying regions | • Literacy Now Cowichan  
• Seniors Organizations  
• Service Providers  
• Funding for staff time for research and planning | January-June 2009 |
| D. Support integration of literacy into other services | • Identify community based seniors programs and initiatives and incorporate literacy  
• Identify “best practices” in providing programs and services for seniors. | • Literacy Now Cowichan  
• Service Providers  
• Seniors Organizations  
• Funding for staff time for research | January-June 2009 |
| E. Computer Literacy | • Identify locations for training opportunities  
• Research models of “best practices”  
• Work toward creating new programs for seniors | • Literacy Now Cowichan  
• Seniors Organizations  
• Service Providers  
• Funding for staff time for research and planning | September 2008-June 2009 |

**Responsibilities:** Literacy Now Cowichan, Service Providers; Seniors Organizations; Faith Community

**Indicators of Success:** Outreach Services Plan developed; research on “Best Practices” completed; volunteer mentoring program in place; action plan for seniors literacy developed
### GOAL 3. To encourage employer-supported literacy programs

<table>
<thead>
<tr>
<th>Objective</th>
<th>What happens first</th>
<th>Resources</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| **A. Build relationships with employers** | • Literacy Now Cowichan and Regional Literacy Coordinator will contact and initiate meetings | • Literacy Now Cowichan  
• Chamber of Commerce  
• Malaspina University-College  
• Office of Literacy and Essential Skills  
• Regional Literacy Coordinator  
• Unions | • September 2008 |
| **B. Determine areas of need** | • Literacy Now Cowichan and Regional Literacy Coordinator will have employers and employees work together to discover their needs (ex. completion of forms)  
• Prepare memorandums of understanding between employers and Literacy Now Cowichan | • Literacy Now Cowichan  
• Regional Literacy Coordinator  
• Malaspina University-College | • January-March 2009 |
| **C. Help with producing and designing a responsive program available for all** | • Write Curriculum and discuss with employers/employees and partners | • Literacy Now Cowichan  
• Malaspina University-College  
• Funding for staff to write curriculum and implement program | • April 2009  
• On-going |
| **D. Implement Workplace Literacy Program** | • Determine monitoring and assessment tool  
• Integrate monitoring and assessment into workplace program | • Regional Literacy Coordinator  
• Funding for staff to implement the program | • April 2009 |

**Responsibilities:** Literacy Now Cowichan; Regional Literacy Coordinator; business community; Literacy Now Cowichan working together with willing employers

**Indicators of Success:** List of good prospects prepared; ongoing Literacy Now Cowichan-employer contact occurring; greater employer participation in Literacy Now Cowichan; commitments by businesses to allow literacy programs in the workplace or otherwise support programs
C. The Budget

Year One

Web Hub development  $10,000
Coordination          $25,000
Literacy Services & Programs  $5,000
**TOTAL:**               $40,000

Year Two

Web Hub maintenance    $1,000
Coordination           $30,000
Literacy Services & Programs  $9,000
**TOTAL:**               $40,000

Year Three

Web Hub maintenance    $1,000
Coordination           $30,000
Literacy Services & Programs  $9,000
**TOTAL:**               $40,000

The Steward for the Cowichan Community Literacy Plan is School District 79. The Chair of Literacy Now Cowichan will be responsible for the approval and dispersal of the funds as per the approved budget.
D. The Future

The development of the Community Literacy Plan has mobilized the community around literacy and empowered Literacy Now Cowichan to take a leadership role in the community literacy planning process. Alliances and partnerships have formed and are continuing to expand. It has become apparent that staff time is essential to implement the Literacy Now Cowichan Community Literacy Plan; resources to hire a Literacy Coordinator is integral to its success. The work of Literacy Now Cowichan has only just begun.

“Literacy is important to babies because age 0-3 is when children learn about how the world works for them. This is when they develop the language skills that they will use for life.”
- focus group participant

“Literacy is important to teenagers because it helps them better understand themselves and where they fit in the world.”
- Cowichan resident

“Literacy is important to parents because a child needs to rely on parents for help, at all ages. Parents need to read and understand written words to help a child in homework, sports, etc. Parents feel they can contribute to a child’s learning.”
- Cowichan resident
“Literacy is important to seniors because it provides a link to the wider world when physical limitations reduce traveling and mobility.”
- focus group participant

“Literacy is important to First Nations because education is a must. First Nations children need to have a sense of Hul’qumi’num and English. Literacy is the key to success for First Nations of all ages.”
- Cowichan resident

“Literacy is important to immigrants because immigrants need to support their children in school, to communicate with schools and other supports and resources.”
- Cowichan resident
V. APPENDICES

Appendix A. Community Profile

Geographic Location
Cowichan (Quw’utsun’) means, ‘land warmed by the sun’ in the First Nations Coast Salish language and is referred to as “The Warm Land.” Nestled between the cities of Nanaimo and Victoria on Vancouver Island, Cowichan is located on Canada’s West Coast in the province of B.C. For the purpose of this plan, the many communities that make up Cowichan are included in three municipalities and eight electoral areas.

Key Communities, progressing from South to North within Cowichan are:
- South Cowichan – Cobble Hill, Cowichan Station, Glenora, Malahat, Mill Bay, Sahtlam and Shawnigan Lake
- Cowichan Bay
- City of Duncan
- Cowichan Lake – Cowichan Lake South, Honeymoon Bay, Lake Cowichan, Meade, Mesachie Lake, Skutz Falls and Youbou.
- North Cowichan – Genoa Bay, Maple Bay, Crofton and Chemainus.

Cowichan lies within the territory of 10 First Nations Bands:
- Cowichan Tribes (Somena, Koksilah, Comeakin, Quamichan, Clemclemluts, Cowichan Bay and Khenipsen), Halalt, Theik, Lyackson, Tsussie, Kuper Island, Malahat, Malachin, Chemainus Bay, Lake Cowichan.

Community History
Cowichan is a culturally diverse land with a rich First Nations history. The Coast Salish people have occupied Cowichan for centuries; archaeological evidence dates First Nations people have lived on the land for 4,500 years but historical memories say since time immemorial. Deep traditions and strong cultural beliefs passed down by the Elders tell us that the first people of the Quw’utsun’ people "Fell from the skies" inhabiting the rich lands of Cowichan.
From the first inhabitants, the First Nations peoples, to its Chinese immigrants, the Sikhs and the Hindus who arrived from India, and the European settlers, the British, the Dutch and the German have all been influential in forming the cultural richness of Cowichan.

The non-aboriginal settlers arrived in the late 1850s in South Cowichan. North Cowichan was established in 1873. In 1886, Duncan developed around the new railway station; in 1985 the City of Duncan was named the “City of Totems” when it was decided to erect original totem poles honouring the city’s First Nations Heritage. Duncan is now the commercial center of Cowichan. Cowichan Lake’s settlement history began in 1883 when logging became a key industry; the Village of Lake Cowichan became official in 1944.

The regional district system was created in 1965 and the Cowichan Valley Regional District was incorporated in 1967. Today the Cowichan Valley Regional District serves four municipalities and nine Electoral Areas.

**Demographics**

The present population in Cowichan totals 65,000 and is projected to be 100,000 by 2020, making it one of the fastest growing areas in BC. In general, Cowichan’s population is both younger and older than the overall BC Population. The area is losing the 20-40 age group while gaining the 40+ age group. The number of people who reside on First Nations reserves is 3,708; Cowichan Tribes is the largest Band in BC with a population that recently went over the 4,000 mark, including members living on and off reserves.

The diversity is forever changing but Cowichan is considered truly multi-cultural. Presently, the largest cultural groups are Aboriginal, Dutch, English, German and Indo-Canadian.

**Economy**

The economic history of Cowichan has been dominated by forestry, mining and fishing. The forest industry still is very important, providing 30% of the total income but a broader diversity in business and industry has been built in the last twenty years. Annual retail sales have grown to a figure reaching $19.9 million in 2005. Tourism and specialty agriculture production has grown each year. The largest source of employment in Cowichan is in sales and service occupations at 25.9%, followed by trades, transport and equipment operators and related occupations at 15.5% and finance and administration occupations at 14.1%. The current unemployment rate is 6.4% (source: Stats-Can 2006 Census).

**Education**

Education indicators in Cowichan give some evidence of the literacy levels in the community. Twenty-seven percent of the population over 20 does not have a high school graduation certificate. Of the 73% who have completed high school, 84% have gone on to receive some type of post secondary diploma, certificate or degree. In 2006/07 the average high school graduation rate for all secondary schools in Cowichan was 85.5%

The Early Development Instrument (EDI) early learning research from the University of British Columbia shows that the highest proportion of vulnerability for children entering kindergarten is found on the Language and Cognitive Domain. Cowichan is the eleventh most vulnerable community in the province on Language and Cognitive Development. The EDI results indicate considerable disparity or difference between neighbourhoods; the highest proportion of vulnerability is in Duncan (32.6%).
School District 79 has 17 elementary schools, three middle schools, four Secondary schools and one Alternate school, which includes four Alternate programs. There are 12 Independent schools and six First Nations schools in Cowichan; there are 11 group licensed early learning childcare centers for children under five years old and 15 pre-schools. Malaspina University/College, Sprott Shaw College and Discovery College offer post-secondary education in Cowichan.

Sources
The data used for this community profile are from the websites of:
- BC Census 2006
- Cowichan Valley Regional District (CVRD)
- School District 79
- Hul’qumi’num Treaty Group
- Cowichan Tribes

The 10 aboriginal communities within the Cowichan boundaries are included in this data.
Appendix B. Inventory of Literacy Programs and Services

Abbreviations used in this table:
VIRL: Vancouver Island Regional Library
MCFD: Ministry of Children and Family Development
VIHA: Vancouver Island Health Authority
SD79: School District 79

<table>
<thead>
<tr>
<th>PROGRAM TITLE &amp; AGENCY</th>
<th>BASIC, OVERALL DESCRIPTION</th>
<th>LITERACY ASPECT</th>
<th>AGE GROUP TARGETED</th>
<th>GEOG. AREA SERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>House of Friendship’s Healthy Children, Healthy Futures</td>
<td>Development of family well being &amp; positive parenting practices</td>
<td>Introduces children to the joys of reading via singing, moving, and interacting with puppets.</td>
<td>Children prenatal to 6 &amp; their parents &amp; care givers</td>
<td>At two Duncan schools</td>
</tr>
<tr>
<td>Baby Times/Toddler Time (VIRL)</td>
<td></td>
<td></td>
<td>Newborn to 14 months</td>
<td>Cowichan &amp; S. Cowichan branches</td>
</tr>
<tr>
<td>Cowichan Valley Child Care Resource &amp; Referral Program</td>
<td>Offer free or low cost workshops open to public &amp; resource materials to registered care providers</td>
<td>Content includes activities that encourage literacy</td>
<td>1-5</td>
<td></td>
</tr>
<tr>
<td>Healthy Beginnings (MCFD &amp; VIHA)</td>
<td>Drop-in parent group</td>
<td>Starts with aspects of Mother Goose</td>
<td>0-3</td>
<td>SD79 boundaries</td>
</tr>
<tr>
<td>Books for Babes (VIHA, SD79, VIRL)</td>
<td>Literacy package presented to moms of each newborn; distribution points are health units &amp; libraries</td>
<td>Literacy package provided</td>
<td>Parents of newborns</td>
<td></td>
</tr>
<tr>
<td>Little Eagles Stay and Play (MCFD/VIHA)</td>
<td>Parents dropping kids off at preschool or kindergarten invited to stay, have coffee, &amp; learn literacy activities via play with their kids, once a week</td>
<td>Focus is on imparting literacy-development skills to parents</td>
<td>Children 0-3 years</td>
<td>Parents of Chemainus Community School preschool &amp; kindergarten</td>
</tr>
<tr>
<td>PROGRAM TITLE &amp; AGENCY</td>
<td>BASIC, OVERALL DESCRIPTION</td>
<td>LITERACY ASPECT</td>
<td>AGE GROUP TARGETED</td>
<td>GEOG. AREA SERVED</td>
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</tr>
<tr>
<td>'Iiyus Siiye 'yu (Happy Friends Program)</td>
<td>Once a week hour program for parents &amp; tots, at Duncan Mall, aimed at preserving Hul’q’umi’num language &amp; bridging cultures</td>
<td>Music, movement &amp; stores used to introduce Hul’q’umi’num; average 5-6 parents &amp; 8 children. CD being prepared</td>
<td>Birth to preschool</td>
<td></td>
</tr>
<tr>
<td>Preschools: Eagle Wings at Chemainus Ele.; Parkside Academy at Tansor Elem.; We’re All Sharing Together at Drinkwater Elem.; Maple Bay; Queen Margaret’s; Shawnigan Lake &amp; Cobble Hill Montessori</td>
<td>Preschools provide foundation for developing school readiness--socially, emotionally, intellectually and physically</td>
<td>Focus on literacy and school readiness in 2½-hour program</td>
<td>Children 3-5 years generally</td>
<td></td>
</tr>
<tr>
<td>Parents As Literacy Supporters (PALS) (SD79)</td>
<td>Program of activities to help parents see how they can support classroom learning.</td>
<td></td>
<td>Children 0-6</td>
<td>At eight schools with more at-risk students</td>
</tr>
<tr>
<td>Success by Six (MCFD, United Way, Credit Unions)</td>
<td>Build capacity of children &amp; families so kids fare better once in school</td>
<td>Includes early learning &amp; literacy</td>
<td>Children &lt; 6 &amp; their families</td>
<td></td>
</tr>
<tr>
<td>Treasure Box (House of Friendship)</td>
<td>Free, fun way to get children and parent/caregiver ready for school</td>
<td></td>
<td>Children 0-5</td>
<td></td>
</tr>
<tr>
<td>Whales’ Tales (MCFD, VIHA, SD79 &amp; Duncan Mall)</td>
<td>Two mornings/week drop-in program in Duncan Mall.</td>
<td>Stories, craft, songs, story telling</td>
<td>Children 0-6</td>
<td>Open to the public</td>
</tr>
<tr>
<td>SD79 StrongStart Early Learning Ctr (SD79)</td>
<td>Free, drop-in program to support success as child transitions to school</td>
<td></td>
<td>Children &lt;5 &amp; parents or caregiver</td>
<td>Available at Koksilah &amp; Alexander Elementary Schools</td>
</tr>
<tr>
<td>PROGRAM TITLE &amp; AGENCY</td>
<td>BASIC, OVERALL DESCRIPTION</td>
<td>LITERACY ASPECT</td>
<td>AGE GROUP TARGETED</td>
<td>GEOG. AREA SERVED</td>
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<tr>
<td>Wee Lakers (SD79 &amp; Cowichan Village Market)</td>
<td>Once/week, same as Whales’ Tales</td>
<td>Stories, craft, songs, story telling</td>
<td>Children 0-6</td>
<td>Open to the public</td>
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<tr>
<td>Lelum’uy’lh Child Development Centre (Cowichan Tribes)</td>
<td>Program with wide variety of activities and services to the children 0 to 4: an Infant/Toddler Care, Day Care, Pre-School, and Special Needs service all rolled into one; and incorporates Cowichan teachings into music, art, storytelling, taught in both Hul’qumi’num and English.</td>
<td>Communications is central thrust.</td>
<td>Children 0-4, Tribe members</td>
<td></td>
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<tr>
<td>Childcare Centres: Growing Together, Arcadian, Parkside Academy; Queen of Angels; Kaatza in Lake Cowichan</td>
<td>Group licensed centres focus on early learning</td>
<td></td>
<td>Growing Together: 0-3; Queen of Angels: 3-5; others 0-5</td>
<td></td>
</tr>
<tr>
<td>Ready, Set, Learn (SD79)</td>
<td>One-stop resource “fair”: booths from various health, education, etc. agencies</td>
<td>Literacy is one component</td>
<td>Children 0-6 years</td>
<td>Open to the public</td>
</tr>
<tr>
<td>Vancouver Island Regional Library website</td>
<td>VIRL maintains website with various kinds of information</td>
<td>Contains information on how to help child develop literacy skills</td>
<td>Early childhood</td>
<td>Anyone with internet access</td>
</tr>
<tr>
<td>Literacy Kits (VIRL)</td>
<td>Provides parents &amp; caregivers with kit containing 10-15 items including books, puppets, CDs, DVDs, as well as an early literacy resource handbook full of fun activities. There are a variety of themes.</td>
<td></td>
<td>Preschoolers</td>
<td>Chemainus branch has kits available</td>
</tr>
<tr>
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<tr>
<td>Quw’utsun Smuneem (Cowichan children) Elementary School (Cowichan Tribes)</td>
<td>K-2 elementary school, eventually to go to Grade 6. Cowichan teachings and the Hul’qumi’num language are integral part of the curriculum. Each class gets a half-day per week in Hul’qumi’num instruction, plus the language is incorporated into the rest of the curriculum.</td>
<td>Particular focus is being placed on literacy, with the goal that 100% of the students will read with complete comprehension by Grade three.</td>
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<tr>
<td>Fun Family Literacy Nights (Chemainus Community School Association, SD79 &amp; Duncan Mall)</td>
<td>Program for parents &amp; kids done 7-8 times/year on Friday evening in Duncan Mall. Help parents see literacy is not just reading &amp; there are activities they can do to help foster literacy. Try to use secondary school students as aides</td>
<td>Variety of exercises parents &amp; kids do together around a theme which promote literacy. Kids get to take home a book</td>
<td>Children 18 months - 8 years</td>
<td>Open to the public</td>
</tr>
<tr>
<td>Nobody’s Perfect (House of Friendship)</td>
<td>Parenting program</td>
<td>Positive practices for parents conveyed</td>
<td>Parents of children 2-10</td>
<td></td>
</tr>
<tr>
<td>Cowichan Family Life Association</td>
<td>Provides support &amp; counselling services to individuals &amp; families in the Cowichan Region</td>
<td>Early literacy included in Special Services to Children Program</td>
<td>Adults &amp; families w/ children 0-12</td>
<td>All CVRD</td>
</tr>
<tr>
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<tr>
<td>Story Times (VIRL)</td>
<td>Provides half hour of stories, songs, rhymes, puppets and occasionally crafts designed to encourage a child's interest in literacy</td>
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<td>Ages 3-5</td>
<td>All four Cowichan branches</td>
</tr>
<tr>
<td>Play &amp; Learn (SD79 &amp; Chemainus Community School Association)</td>
<td>Eight-week program of learn-play activities to show parents how to support kids when they enter kindergarten</td>
<td>Various aspects of literacy included (language, math, reading, etc.). Kids get to take home a book</td>
<td>Children 3-4 years</td>
<td>At six schools</td>
</tr>
<tr>
<td>Roots of Empathy</td>
<td>Foster development of positive social &amp; emotional behaviours in critical early years</td>
<td>Includes development of positive attitude toward literacy through Literacy Coaches who read to &amp; discuss books w/ kids; also promotes emotional literacy</td>
<td>Children 3-14</td>
<td>SD79 boundaries</td>
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<tr>
<td>Baby Sign Language, Little Learners classes &amp; Preschool. (Shawnigan Lake Community Centre)</td>
<td>Community Centre offers about 20 courses aimed at children and their parents</td>
<td>These courses emphasize communication through variety of fun activities.</td>
<td>Ages for each class vary, but are mostly preschool</td>
<td>Shawnigan Lake region, but open to all</td>
</tr>
<tr>
<td>Alternate Schools (SD79)</td>
<td>Provide alternative to the regular school programs by offering an opportunity to experience success in a safe, nurturing, environment that emphasizes social and academic development</td>
<td>Literacy upgrades through specialized curriculum</td>
<td>Open</td>
<td>First Nation students from five nations</td>
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<tr>
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<tr>
<td>Stu&quot;ate Lelum Secondary School (Chemainus First Nation)</td>
<td>Offers full set of courses for Grades 8-12 to satisfy Dogwood Diploma requirements. Specializes in integrating students into workplace</td>
<td>Curriculum features targeted instruction.</td>
<td></td>
<td>Duncan to Nanaimo</td>
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<tr>
<td>Tutoring (Halalt First Nation)</td>
<td>Provides after-school tutoring</td>
<td></td>
<td>Open</td>
<td>Halalt First Nation students</td>
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<tr>
<td>After school homework (Hulhetun Health Society)</td>
<td>After school homework program for students to get help or catch up on homework</td>
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<tr>
<td>kidZcomputers (Chemainus Community School Association)</td>
<td>Once/week session where computer expert helps students in computer lab</td>
<td>Literacy issues addressed as kids work on computers</td>
<td>Children grades 3-7</td>
<td>Students at Chemainus Elementary Community School</td>
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<tr>
<td>kidZhomework&amp; hobbies (Chemainus Elementary Community School)</td>
<td>Adult tutor &amp; secondary school student aides provide 1-1 tutoring, followed by snack &amp; gym time, 2 days/week</td>
<td>Literacy is a key part of the tutoring</td>
<td>Children grades 4-7</td>
<td>Students at Chemainus Elementary Community School</td>
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<tr>
<td>Red Cedar Book Awards (VIRL)</td>
<td>Readers can join in book discussions and vote for their favourite BC author each year.</td>
<td>Children read quality BC literature</td>
<td>Grades 4-7</td>
<td>Participating branches/schools vary from year to year</td>
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<tr>
<td>Summer Teen Reading Club &amp; Read to Me (VIRL)</td>
<td>Summer programs to keep kids reading while school is out every summer.</td>
<td>Provides reading lists, reading records, prizes and incentives for reading. Most branches offer special in-library programs for the readers all summer long. Online summer book club for teens features forums, book discussions, reviews, prizes</td>
<td>Kindergarten - Grade 7 (Preschoolers can join the Read to Me club with parents)</td>
<td>All branches participate</td>
</tr>
<tr>
<td>Dictionary Project (Cowichan Tribes)</td>
<td>Promotion of Hul'qumi'num language via language classes, introducing language in schools, &amp; placement of teaching assistants in schools with high First Nation enrollment</td>
<td>Advancing literacy in a second language</td>
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<tr>
<td>Adult &amp; Continuing Education - Duncan &amp; Chemainus</td>
<td>Offer English &amp; Math upgrading, and helpful computer programs, literacy training for adults who have not completed K-12 education</td>
<td>Provides second chance for success to students at all literacy levels to enhance their skills &amp; is based on provincially prescribed curriculum learning outcomes</td>
<td>age 19 +</td>
<td>School District 79</td>
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<tr>
<td>Yuthuythut Adult Training Centre (Cowichan Tribes)</td>
<td>10-month program for adults in variety of subject matters; can take up to years to complete. Includes work experience</td>
<td>Recent emphasis has been on improving literacy</td>
<td>Adults over 18</td>
<td>All Cowichan tribes’ members &amp; extended families</td>
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</tbody>
</table>
## PROGRAM TITLE & AGENCY

### BASIC, OVERALL DESCRIPTION

**Reading & Writing Centre (Malaspina)**
Centre, in downtown Duncan storefront, works to build self-confidence in students & awareness of learning patterns & successful strategies for full participation in the community.

**Teaches reading, writing, math in a group setting. Courses are at fundamental literacy level & can prepare students for Grade 11 & 12 upgrading courses.**

**Age 17 + or out of school a year**

**No limitations**

### OTHER RELEVANT PROGRAMS, SERVICES, INITIATIVES NOT OFFERING LITERACY TRAINING PER SE

**Cowichan Valley Intercultural and Immigrant Aid Society**
Offer ESL and refers those needing literacy to other agencies.

**Do not offer literacy training of their own**

**Understanding the Early Years**
Local component of national initiative to get better info to communities to use of creating programs for children.

**Not set up to offer literacy programs itself**

**Coast Salish Employment & Training Society**
In process of assessing needs for literacy as part of 14-member First Nation effort. No active program at this time.
Appendix C.  Timelines

The following timeline summarizes the planning process for the seven month sequence of activities:

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<td>Assemble community profile</td>
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<td>Assemble inventory</td>
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<td>Open houses</td>
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<td>Jan 23, 24</td>
<td>Feb 5, 18</td>
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<td>Prepare draft plan</td>
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<td>Feb 18 - Mar 20</td>
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<td>Community Feedback</td>
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<td>Mar 21-31</td>
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<td>Refine Plan</td>
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<td>Community Specific Feedback</td>
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<td>Finalize Plan</td>
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<td>✓</td>
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