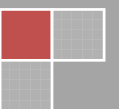


2009

2010

# WESTSHORE COMMUNITY LITERACY PLAN

EXPLORE, DISCOVER, ENJOY!





**WESTSHORE COMMUNITY LITERACY PLAN**  
*MUNICIPALITIES OF COLWOOD, HIGHLANDS,  
LANGFORD AND MECHOSIN*  
2009/ 2010

A collaborative effort of the Westshore Literacy Now Task Group,  
Community Partners and Supporters

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## **EXECUTIVE SUMMARY**

This community literacy plan includes the four municipalities of Colwood, Highlands, Langford and Metchosin, otherwise known as the Westshore. This region is located just west of Victoria, the capital city of British Columbia. These municipalities are very diverse and range from rural natural settings to bustling, developing city cores. The main town cores of Colwood and Langford offers the majority of services for the area, including recreation, libraries, commercial retail and small industry. The outlying areas of Metchosin and Highlands are rural/ residential and have little commercial development. The region designated in this plan has 13 elementary schools, 3 middle schools, as well as secondary schools and two post-secondary institutions.

The Westshore Literacy Now Initiative began with an Expression of Interest submitted by the School District 62 in December 2007. A decision was made to have the District divided into two areas, separated by their distinct characteristics. This led to a Sooke plan being created, followed by the Westshore Plan. Both plans would be incorporated into the creation of SD 62 District Literacy Plan. A Community Literacy Plan Coordinator was hired to continue facilitating the Literacy Now process and oversee the completion of a community literacy plan. The Westshore Literacy Now planning process began in December 2008 with a meeting of interested individuals and community representatives. This meeting established the Literacy Now task group and identified others who should be contacted. A “soft” Launch was held during January and February, where presentations were made to mayors and councils of the four municipalities, as well as the local Chamber of Commerce.

Over the following months, a community profile and a literacy asset inventory were developed. This information was then brought forward at a community meeting in May 2009. Strengths, needs and challenges in local literacy related programming and services were identified, as well as key areas of focus. This was then reviewed by focus groups, community cafes and meetings with various groups and organizations. Goals and objectives were established and resources, success statements and timelines produced. The draft plan was created and presented to the task group and community members for review. A final plan was then submitted to 2010 Legacies Now for approval.

## THE VISION

The task group worked through ideas of what literacy is and what the purpose and vision for this project would be. It was agreed that the definition from the International Adult Literacy Survey (IALS) would serve as a concrete definition of literacy and provide parameters to frame the scope of the project along with an additional piece to ensure our definition was inclusive of our groups ideas of literacy. The purpose followed what is expected out of the community planning process and the vision is a culmination of important ideas and values specific to this project and this community. The guiding principles extended from those of Literacy Now.

### DEFINITION OF LITERACY

The Westshore Literacy Now Task group recognizes that literacy is embedded in all aspects of life and is connected to health, employment, income, overall well-being and that being literate involves using print information in various contexts and for diverse purposes.

**IALS defines 'literacy' as a particular capacity and mode of behavior:** the ability to understand and employ printed information in daily activities, at home, at work and in the community - to achieve one's goals, and to develop one's knowledge and potential.  
[www.conferenceboardofcanada.com/workplaceliteracy/about-skills.asp](http://www.conferenceboardofcanada.com/workplaceliteracy/about-skills.asp)

### THE PURPOSE

To identify learning needs of the Westshore area and respond to these by collaborating with others to create literacy plan for the communities of Colwood, Highlands, Langford and Metchosin.

### THE VISION

*Explore, Discover, Enjoy!*

*“Westshore Literacy Now’s vision is:*

*To create a supportive community that promotes engaging opportunities for all and encourages exploration, discovery and enjoyment of life to the fullest.”*

## **GUIDING PRINCIPLES**

### **COLLABORATION**

Networking and cooperating with interested individuals, groups, programs, organizations, and businesses is essential.

It is important to foster and build partnerships in the community that support literacy and lifelong learning.

### **INNOVATION**

Existing programs are valued and innovative ways will be used to build on and create new literacy supports for the community.

### **RESPECT**

All perspectives are valued and all voices welcomed and respected.

### **ACCESS FOR ALL**

Opportunities will be provided for all community members to be included in the planning process and in community literacy programs.

An inclusive understanding of literacy will be incorporated.

### **CAPACITY AND STRENGTH BUILDING**

Literacy is seen as part of community capacity building, building on community strengths and programs without duplicating services.

### **SUSTAINABILITY**

Initiatives will be developed in a thoughtful and sustainable manner.

### **JOY**

People will be welcomed and involved in friendly, positive ways. Efforts and successes will be acknowledged and celebrated.

## **GLOSSARY OF TERMS**

CRD- Capital Regional District

ECDC- Early Childhood Development Committee

IALS- International Adult Literacy Survey

LOC- Literacy Outreach Coordinator

MCFD- Ministry of Child and Family Development

MFRC-Military Family Resource Centre

PHN- Public Health Nurse

RCMP- Royal Canadian Mounted Police

RLAG- Regional Literacy Advisory Group

RLC- Regional Literacy Coordinator

SD #62- School District #62- Sooke zone

VIHA- Vancouver Island Health Authority

# WESTSHORE COMMUNITY LITERACY PLAN

## THE PROCESS

The Westshore Literacy Now Initiative began with an Expression of Interest submitted by the School District 62 in December 2007. A decision was made to have the District divided into two areas, separated by their distinct characteristics. This led to a Sooke plan being created, followed by the Westshore Plan. Both plans would be incorporated into the creation of the District Literacy Plan. A Community Literacy Plan Coordinator was hired to continue facilitating the Literacy Now process and oversee the completion of a community literacy plan.

The Westshore Literacy Plan began in December 2008 with a meeting of interested individuals and community representation. This meeting established the Literacy Now task group and identified those who should also be contacted. A “soft” Launch was held during January and February, where presentations were made to all mayors and councils, as well as the local Chamber of Commerce. Local organizations, agencies and businesses were also contacted individually.

Monthly meetings were held every third Thursday of the month and consistently brought new members to the Literacy Now task group. During this time vision and mission statements were created. The group discussed the creation of the Literacy Inventory and created a comprehensive questionnaire. This questionnaire was sent out to over 100 local agencies/ organizations at the end of March to be completed and returned either by email, fax or conducted by phone.

Over the following month, the coordinator focused on gathering this information from community members, organizations and compiled data to create the Literacy Assets Inventory. This time was also devoted to begin collecting demographic and statistical information for the four municipalities designated in this plan.

In May 2009, community members met again to review and analyze all the community literacy information compiled. Meetings were held both during the day and in the evening to accommodate community member’s schedules. During these meetings, strengths, gaps, challenges and needs were identified for each age grouping. There

were opportunities to provide input and feedback and a chance to begin identifying areas of focus for the literacy plan.

Following this, the coordinator met with various groups in the community to gather feedback on the areas of focus identified. As well, two Community Cafes on Literacy were held in July to continue gather information and to reach out to gain input from a diversity of perspectives.

A draft plan was then created outlining objectives and strategies to reach the goals identified. This was reviewed by the task group in the fall with changes and additions made. The final draft was brought to the greater community for review during two informal review processes, at the library and local mall. A final plan was submitted to 2010 Legacies Now in December 2009.

### **PARTICIPANTS OF THE WESTSHORE LITERACY NOW PLANNING PROCESS**

Those involved in the Literacy Now initiative were continually updated on the process through whichever means were most suitable, i.e. email or phone. Meetings were held in locations that were wheelchair accessible and meeting times aimed to accommodate as many different schedules as possible.

<b>WESTSHORE LITERACY NOW TASK GROUP MEMBERS</b>
Andrea Brimmell- Juan de Fuca Library Manager
Brenda Storr- Camosun College
Carolyn Vincent- Early Success Advisor- School District 62
Claire Rettie-READ Society
Dianna Seaton- School District 62 Trustee
Doris London- Colwood Rotary Club
Frances Krusekopf- Vice Principal Staff Development- School District 62
Gabrielle Goudy- Community Member
Gillian Petrini- Sooke Community Literacy Plan Coordinator
Jane Hammond- Metchosin Community House/ Metchosin Municipal Representative
Lisa Hoskins- Children's Library Programmer- Juan de Fuca Library
Liz Wanzel- Literacy Victoria

Luba Panayotof-Schaan- Capital Families Association  
Marc Bissley- Camosun College  
Mary Nall- Highlands Municipal Representative  
Nadine Charles- Community Coordinator- Beecher Bay First Nation  
Stephen McHugh- Westshore Centre for Learning and Training  
Susan Chandler- Regional Literacy Coordinator  
Vivian Collyer- Sd62

**WESTSHORE LITERACY NOW COMMUNITY PARTNERS**

Bobby Neal- Westshore Parks and Recreation  
Darlene Manthorpe- Belmont Preschool  
Donna Buettner- Community Member  
Dori Blackie- Community Member  
James Wadsworth- BC Transit  
Jennifer Lucas- Capital Families Association  
Jim Cambridge- School District 62 Superintendent  
Nina Minhas- Community Member  
Scott Manning- School District 62  
Sharon Leonard- School District 62  
Tammy Moore- READ Society  
Wanda Le Roux- BC Transit

**WESTSHORE LITERACY NOW SUPPORTERS**

Andrea Harding- Boys and Girls Club  
Bob Belcher- SD 62  
Barbara Arden- Community Member  
Bonnie Stacy- SD62  
Bryan Johnson- SD62  
Cynthia Day- Colwood Councilor  
Dallas Dixon- Pacific Centre Family Association  
Darren Russell-SD62

Diana Clarke- READ Society  
Freda Morgan- SD62  
George Kruse- SD62  
Ingrid Vaughan- Westshore Chamber of Commerce  
Janice Booth- Worklink  
Julia Clifton- Hulitan Social Services Society  
Julia Sahota- SD62  
L. Magiera- SD62  
Nancy Watters- READ Society  
Pam Richmond- Principal of Aboriginal Ed  
Ramon McArthur- SD62  
Ross Wallace- RCMP  
Scott Branch- Military Family Resource Centre  
Scott Stinson- SD62  
Steven Ternert- Langford Municipality  
Teresa Stachowski- Lighthouse Christian Academy  
Windy Beadall- SD62



## Colwood

### Location and Description

Colwood is located 10km west of downtown Victoria and is bordered by the town of View Royal, the district of Langford to the north and west and the district of Metchosin to the south. This region is home to over 15,000 residents and although this is predominantly an urban area, there are still preserved natural settings, such as Esquimalt Lagoon. Colwood has a number of elementary and middle schools, as well as the Westshore Centre for Training and Learning and Royal Roads University, a nationally recognized public university. The area is also home to the Juan de Fuca Library, Westshore Parks and Recreation, world class sports facilities and various services and organizations. Today, Colwood is one of the fastest growing municipalities in the Greater Victoria area, with a population increase of 6.9% between 2001 and 2006.

### History

Colwood was first home to the Strait Salish First Nations, who had a settlement site at Esquimalt Lagoon. In 1843 the Hudson's Bay Company founded Fort Victoria, soon many businesses, including the Puget Sound Agricultural Company, grew around the fort. Colwood takes its name from the farm run by Captain Edward E. Langford for the Puget Sound Agricultural Company. Langford called the farm Colwood after his home in Sussex, England.

In 1860 Fisgard Lighthouse in Colwood was built at the mouth of Esquimalt Harbour and was one of the first lighthouses to be constructed on the west coast. By the 1860's and 1870's, the Colwood area became home to a sawmill, tannery and shoe factory. In the late 1800's, Fort Rodd Hill, now a historic site, was built as protection for the Naval Yards at Esquimalt

In 1906 James Dunsmuir, premier of British Columbia from 1900 to 1902, bought a large waterfront property on Esquimalt Lagoon. The home he built, known as Hatley Castle, was completed in 1909. The federal government purchased Hatley Park from the Dunsmuir estate in 1940 and converted the property into a naval training school. In

1995 the military college was turned over to the province and is now Royal Roads University, a public university offering diplomas, undergraduate and graduate degree programs.

For most of its history Colwood has been primarily a rural community, with the nearby naval facilities of Esquimalt and the military college playing a major role in its development. However, the increased population growth in the Greater Victoria area since the 1970s has significantly contributed to the development of Colwood.

### Economy

Colwood is a growing community both commercially and residential. The motto for Colwood is the “City with a View to the Future”. Colwood has recently announced its desire to define itself as an energy positive, green city that is open for business. There are currently new partnerships underway to bring in new business opportunities. In partnership with Royal Roads University, Colwood has created the Robert Bateman Centre, a learning centre which promotes environmental stewardship to both residents and visitors. There are other endeavors such as Essencia Village and the Coast Collective Gallery. Colwood also has a new city centre project in the works which aims to bring work/ live opportunities to the city. Many of those working in the area commute to Greater Victoria for employment.

### Social Setting

Colwood has a population today of 15, 470 with a projected population of 30,200 by 2026. The area is home to a younger population with the median age being 38.7. There is a higher proportion of family households in this area compared to nearby communities and higher than provincial percentage of married couples. 14% of parents are single parent families with the majority (10%) being female single parents. The vast majority of the population’s mother tongue is English, none of the population has French as a Mother Tongue and less than one percent speaks another language as their Mother Tongue. 3% of Colwood are of Aboriginal identity and 4% are of visible minority populations, the top three ethnicities being Chinese, South Asian and Black.

One third of the population of Colwood has received their high school diploma and another 35% has gone onto an apprentice, trades program or college which are both higher than provincial averages. 12% of those living in Colwood have received a university degree.

	<b>Colwood</b>	<b>BC</b>
<b>Population</b>	14,687	4,113,487
<b>Median Age</b>	38.7	40.8
<b>Living common-law</b>	1,015(9%)	279,875 (7%)
<b>Married (not separated)</b>	6,695 (57%)	1,730,480 (50%)
<b>Number of single parent families</b>	635 (14%)	175,160 (15%)
<b>Mother Tongue- English only</b>	13,500 (92%)	2,875,770 (71%)
<b>Aboriginal identity population</b>	445(3%)	196,070 (5%)
<b>Total visible minority pop.</b>	645(4%)	1,008,855 (25%)

## Highlands

### Location and Description

The District of Highlands is a rural area, sparsely populated with 2, 130 residents and located approx 20 minute drive from downtown Victoria. The district borders the municipality of Langford and rests on the eastern shore of Finlayson Arm. This region boasts beautiful expanses of wilderness, parks and serene beaches. Over one third of the Highlands District or 36% is protected by municipal, regional and provincial parkland, including three of the largest parks in the region, Gowlland Tod, Mt Work and Thetis Lake. In the Highlands one is immersed in rocky uplands and coastal forests and although, there is little commercial or retail, all the urban amenities are a short drive away. The Highlands has also seen substantial growth over the 2001 and 2006 period, increasing in population by 13.7% or approximately 400 people.

### History

With the establishment of Fort Victoria in the mid 1800's, early colonists were recruited by the Hudson Bay Company to work the farms around the Victoria area. In the 1880's hardy homesteaders moved to the isolated Highlands area to settle and farm. These self sufficient farmers often sold their wares in Victoria, a long horse and buggy ride away, and some residents began selling logs to supplement their income. By the late 1800's the area had become home to a number of families and a one room school house was built to for the children living nearby. The schoolhouse opened and closed a number of times based on changing enrollment and finally closed in 1941. It then became a billeting home for soldiers during WW11 and is now a well preserved piece of history used for community meetings and events located in Caleb Pike Heritage Park. Eventually many of the early farmers began to move and some sold their land to logging companies. Forestry became the main industry in the area, harvesting most of the old growth trees in the area until 1950's.

Since this time, the preservation of the natural beauty of this area has been a priority. After Victoria's hosting of the Commonwealth Games, local and provincial governments, as well as private companies, joined together to create the Commonwealth Nature

Legacy with the purpose of protecting the remaining green spaces in the Highlands that surround the ongoing sprawling of the city limits. The District of Highlands incorporated in 1993.

### Economy

The Highlands is predominately a rural residential area. There are very few jobs within the region. In the 2001 Statistics Canada, 89% of residents working commuted to jobs outside of the Highlands.

### Social Setting

Highlands has the smallest population out of the municipalities in this plan, with just over 2,000 residents. The area is home to a slightly older population with the median age being 42.7. Of those 15 and older, 57% are married and 14% live in common law relationships. There is a small population of single parent families of 7%, the lowest of all areas in this plan and slightly more of these singles parents are male. The area also has the highest gross income of all municipalities in this plan and approx \$20,000 higher than the provincial average.

English is the only Mother Tongue identified, French and other languages both represented 0% of the population. 3% are of Aboriginal identity and 2% are of visible minority populations, with the top three ethnicities being Chinese, South Asian, and Latin American.

One third of the population has received their high school diploma and another third has gone onto an apprentice, trades program or college. 21% of those living in the Highlands have received a university degree, diploma or certificate.

	<b>Highlands</b>	<b>BC</b>
<b>Population</b>	1,903	4,113,487
<b>Median Age</b>	42.6	40.8
<b>Living common-law</b>	215 (14%)	279,875 (7%)
<b>Married (not separated)</b>	900 (57%)	1,730,480 (50%)
<b>Number of single parent families</b>	40 (7%)	175,160 (15%)

<b>Mother Tongue- English only</b>	1,785 (94%)	2,875,770 (71%)
<b>Aboriginal identity population</b>	55 (3%)	196,070 (5%)
<b>Total visible minority pop.</b>	40 (2%)	1,008,855 (25%)

## Langford

### Location and Description

Langford is located between Colwood and the Malahat, and incorporates the head of Finlayson Arm and Mount Finlayson. It is the most populated municipality in this region, with a current population of over 22,000. This area continues to quickly develop and is one of the fastest growing communities. It has been rapidly transitioning from a suburban area to a major urban city of its own. Over the past few years, it has become home to a growing commercial/ retail industry, both big box shopping and small local businesses making it now the commercial hub for the Westshore region. Langford also offers many commercial amenities and recreation facilities, including the Bear Mountain Golf Club and Resort.

### History

This area was originally the home of the Coast Salish people, where they would hunt and gather both inland and by the shores of this region. In 1843, Fort Victoria was founded by the Hudson's Bay Company and soon settlements expanded to outlying areas. In 1851, Captain Edward Langford established one of four Hudson's Bay Company farms. The community of Langford is named after Captain Edward Langford, who became a prominent farmer after his arrival on the Hudson Bay's ship.

Langford was incorporated as a district municipality in December 1992.

### Economic Setting

Langford has experienced substantial growth over the last 15 years and has expanded from a suburban area to a major town core. In 2006 Canadian statistics, 20% of residents were new to the area, demonstrating a rapidly growing community. Many residents have moved to the area because of the more affordable housing prices. Langford has experienced remarkable changes in the economic climate. In 1992, there was 25% unemployment and large numbers were leaving the area.. In those times, logging and mining had basically disappeared, there was little economic support from outside the community, no street lights and no sidewalks. Changes began with the

invite to numerous big box stores to the area, as well as large scale commercial and residential development such as Bear Mountain. The city is now working on a downtown revitalization plan to create key central business district within Langford. Many of those living in the area commute to their work outside of the community but with the recent expansion of businesses and economic development there are more opportunities to work within the area.

Social Setting

Langford has the largest population of all the areas identified in the plan, with currently just fewer than 25,000 residents. The area is home to the youngest population of this region, with the median age being 38. There is a larger population of single parent families of 18%, higher than other areas in this plan and higher than the provincial average, and the majority of these parents are females (15%). According to 2006 statistics, Langford has the lowest gross income for families of the four municipalities and 21% of dwellings rented. In the community planning process, affordable housing has been recognized as a major issues and various community partnerships established to build affordable housing for families and seniors.

English is the first language of 90% of the population with 2% speaking French and 8% speaking another language as their Mother Tongue. 4% of those living in Langford are of Aboriginal identity and 1% are of visible minority populations (South Asian, Filipino, Southeast Asian).

One third of the population has received their high school diploma and another third has gone onto an apprentice, trades program or college. 12% of those living in Langford have received a university degree, diploma or certificate

	<b>Langford</b>	<b>BC</b>
<b>Population</b>	22,459	4,113,487
<b>Median Age</b>	38.0	40.8
<b>Living common-law</b>	1,875(10%)	279,875 (7%)
<b>Married (not separated)</b>	9,115 (50%)	1,730,480 (50%)
<b>Number of single parent families</b>	1,180(18%)	175,160 (15%)

<b>Mother Tongue- English only</b>	20,065 (90%)	2,875,770 (71%)
<b>Aboriginal identity population</b>	940 (4%)	196,070 (5%)
<b>Total visible minority pop.</b>	1,345(1%)	1,008,855 (25%)

## **Metchosin**

### Location and Description

Metchosin is located to the south of Colwood, approximately 20km from downtown Victoria. The area is home to acreages and beautiful rural landscape that line the coast of the Strait of Juan de Fuca. This is a predominantly rural area with a population of just under 5,000 on approximately 30 square miles of rural farmland and second-growth forests. Metchosin is a farming community which has much of the productive agricultural land in the Capital Regional District providing food for the local market. Metchosin is bordered by East Sooke and in that area home to the Scia'Neu First Nations.

The District of Metchosin is paradise for nature lovers and boasts miles of hiking trails, pristine beaches and marsh-like areas. There are many protected park areas within this region. Artists, carvers, potters and other artisans call this rural community home and there are also a number of small businesses, including a few stores, a restaurant and a school. All major amenities are located in the nearby municipalities. Metchosin is also the home of Lester B. Pearson College, one of the United World Colleges, and the Metchosin International Summer School of the Arts. William Head Penitentiary is also located within Metchosin.

### History

Metchosin was first inhabited by the Coast Salish peoples. The name Metchosin originated from the Straits Salish word, Smets-shosin, meaning "place of stinking fish" or "place smelling of fish oil," perhaps called this after a dead whale washing up on the beach.

In 1842 James Douglas was sent to find a suitable trading post on Vancouver Island. In his records he writes of his visit to Metchosin and speaks to the beauty of the place but the difficulties of setting up fort in the area due to the open exposure and poor anchorage. He writes that his recommendation would be to set up base at Camosack or Fort Camosun later to become Victoria.

The first settlement in Metchosin was Bilston Farm, established in 1854 by Thomas Blinkhorn. In 1860's, this area was further opened for farming in order to grow fresh produce for the exploding population of gold miners and settlers in the nearby Victoria region. The Metchosin Schoolhouse was opened in the spring of 1872 and is the first school building opened in British Columbia after confederation.

Metchosin, as it is now called, is based on James Douglas, a Hudson's Bay Company trader and later governor of Vancouver Island, reference to this area. Today Metchosin remains a smaller community and maintains a proud, rural pastoral feel.

### Economic Setting

Metchosin maintain its rural character and pastoral way of life and is the home of numerous farmers and agricultural business. Home businesses of every kind flourish in this area, from sausage shops to landscapers, artists, publishers and journalists are a few of the diverse endeavors. Metchosin has a few small retail establishments and is also the home of world class bed and breakfasts. Still many commute to the more urban areas for their employment.

### Social Setting

Metchosin has a smaller population of just under 5,000 residents. The area is home to the oldest population of this region, with the median age being 45.2 and 87.1% of the population over the age of 15.

English is the first language of 89% of the population with 2% speaking French and 10% speaking another language as their Mother Tongue. 2% of those living in Metchosin are of Aboriginal identity and 9% are of visible minority populations, the highest in the area. (South Asian, Filipino, Southeast Asian). As well, Metchosin has the highest immigrant population of the area at 16%.

One third of the population has received their high school diploma and another third has gone onto an apprentice, trades program or college. 22% of those living in Metchosin have received a university degree, diploma or certificate, the highest in the area and higher than provincial statistics (19%).

	<b>Metchosin</b>	<b>BC</b>
<b>Population</b>	4, 795	4,113,487
<b>Median Age</b>	45.2	40.8
<b>Living common-law</b>	325 (8%)	279,875 (7%)
<b>Married (not separated)</b>	2,335 (56%)	1,730,480 (50%)
<b>Number of single parent families</b>	110 (8%)	175,160 (15%)
<b>Mother Tongue- English only</b>	4,160 (89%)	2,875,770 (71%)
<b>Aboriginal identity population</b>	115(2%)	196,070 (5%)
<b>Total visible minority pop.</b>	800 (9%)	1,008,855 (25%)

# SUMMARY OF LITERACY ASSETS INVENTORY

## COMMUNITY MEETINGS

On Thursday, May 21st, 2009, two community meetings were held to begin identifying areas of focus for the community literacy plan for the Westshore area. These meetings were attended by 21 members of the Westshore Literacy Now task group, community partners and supporters. The community literacy assets inventory was reviewed, noting any assets missing, as well as identifying gaps and challenges. This was followed by finding needs for specific age groups and from these needs creating areas of focus. The following is an overview of the thoughts and ideas expressed in relation to the following age categories.

**Prenatal to Age 5- assets, challenges and gaps, needs, areas of focus**

**Elementary and Middle Years- assets, challenges and gaps, needs, areas of focus**

**Secondary and Young Adult- assets, challenges and gaps, needs, areas of focus**

**Adults- assets, challenges and gaps, needs, areas of focus**

**Areas of Focus for Community Literacy Plan**

## BIRTH TO AGE 5:

### **Assets and Opportunities:**

For parents to be there are prenatal classes offered outside of the community through Camosun College and various independent businesses. VIHA runs a Best Babies program which is a prenatal program for soon to be parents under the age of 25, facing high risk challenges in their lives, weekly themes include literacy. For the age group, Birth to Age 5, there are a number of resources and services offered within the Westshore Communities. When a baby is born, the Vancouver Island Health Authority, VIHA, in conjunction with the local library, provides a Books for Babies program which promotes reading to infants. Books and sometimes CD's are provided. This is brought to the families on the first home visit by the Public Health Nurse, PHN. Hearing screening for babies is done at the hospital or through the VIHA Westshore Health unit if missed. Ongoing and regular checkups for hearing and vision are provided by Westshore VIHA staff or referrals made through them.

For young children to preschool age, there are a number of literacy related programs found within the area. Capital Families Association offers a wide variety of programs to support literacy for children and families. There are a number of parent and tot groups, play groups, as well as drop in programs for children and their childcare providers which integrate literacy components. The centre also partners with other organizations and agencies to offer programming such as Mother Goose story time and the Triple P Parenting program, a new collaborative initiative between VIHA, Ministry of Child and Family Development (MCFD) and the School District, providing parenting workshops in the community. Belmont Preschool hosts monthly Books for Breakfast events. This program shares high quality books with children and their parents and provide each family a copy of the book to take home. School District 62 also provides a number of programs which encourage early literacy skills, such as PALS, Melodies and ABC's. The School District also offers four Strong Start programs, a free early learning drop in centre for children and caregivers, offered daily (M-F) at various centres in the community. There is also a SD62 Early Learning Initiatives committee which provides networking between School District 62 and community representatives. As well, the Kindergarten Learning Project (KLP), developed by the Ministry of Education design group, has recently created a continuum of learning which acts as a guide for educators on learning/ literacy development in the Kindergarten year, not a formal assessment. Hulitan Social Services Society offers an Early Learning Program for aboriginal families with children ages 3 to 5. There is a home support piece with this program where home support outreach workers visit homes once a month. This program aims to instill cultural pride while teaching school readiness and also teaches parents that they are a child's first and most important teacher. Pacific Centre Family Association offers Project Parent, an intensive 8 month parenting program for high risk families which aims to strengthen families through education, information, support and advocacy. The local library provides a weekly story times for various age groups. There is a baby, toddler and family story time, as well as an outreach program. The local recreation centre offers a number of programs incorporating literacy including the ABC Club, introduction to preschool and many other preschool programs involving circle/storytime. The Metchosin Community Association offers a parent and tot drop in program once a

week. The Military Family Resource Centre is located in Colwood and has a vast number of resources and services for military families.

The Westshore area has day care and preschool options available from infant to school age. There are licensed not required family day cares, group care facilities and preschools. However, there are approximately 722 spaces in the region and approx. 3,000 children under the age of five living with the area designated in this plan. More spaces are available in the family, preschool and group care facilities with few spaces offered for the under 36 month age bracket (PLAY).

### **Challenges and Gaps:**

- Upgrading of skills needed for Early Childhood Educators (ECE's), especially in private daycares
- Fetal Alcohol Syndrome, Attention Deficit Disorders create intense challenges for families
- Parents don't have or take the time to read to their children
- Lack of day care spaces
- Reaching the community- how to find and utilize available resources and services
- Transportation as barrier

### **Needs:**

- More information on early literacy for Early Childhood Educators (ECE's) and private facility day care providers
- Parent education on pre-literacy- particularly for high risk parents and those children not enrolled in daycares
- Outreach programs for high risk/ young parents
- Evening programs for working parents and their preschoolers
- Informal opportunities for "new" parents (pre-preschool) to meet each other, provide supportive network, positive role-modeling
- Sustainable funding and programming

### **Areas of Focus:**

Pre- literacy outreach into the community

Pre-literacy assessments

Stressing the importance of literacy in parenting courses- partnership between Public Health, ECE, School District

Information parent get togethers- increasing peer opportunities for positive role modeling

Evening programs for parents/ preschoolers

Upgrading of skills for Early Childhood Educators (ECE's), especially private daycares

Transportation

Sustainable funding and programming

## **ELEMENTARY (6-11) AND MIDDLE SCHOOL (12-15) YEARS**

### **Assets and Opportunities**

The School District #62 has 13 elementary schools and 3 middle schools. Many literacy supports are available through the schools, for both school staff and students, such as a curriculum and literacy advisor, teaching supports, reading recovery, deaf and hard of hearing programs, Homebound program (home instruction for certain circumstances), peer helpers, leadership programs, DARE- a drug awareness program offered in partnership with the RCMP. Schools also offer their own library which offers accessible resources for students and their families. As well, Parents Advisory Councils (PAC) are also within school and are comprised of a group of parents dedicated to assisting students and staff in various ways through fundraising, event planning, etc.

A positive parenting program, called Triple P, is a new collaborative initiative between VIHA, Ministry of Child and Family Development MCFD and the School District #62, providing parenting workshops in the community. Two independent schools exist in this region, Christian Lighthouse Academy for Kindergarten through Grade 12 and West-Mont School, a Montessori based program for Early Primary to Grade 8. There are also a number of families who chose to school their children from home and use various services such as the Victoria Home Learning Network.

Outside of the school setting, there is after school care at centres such as Kids Klub, Westshore Parks and Recreation, Boys and Girls Club and though numerous other daycares in the area.

Various clubs and organizations have programming for this age group. The Boys and Girls Club offers an afterschool care program with homework club, book reading, computers. They also provide girls only and boys only evening groups which cater to gender needs and offer group games, cooking, arts, etc. There is also a Torch/Keystone program for pre-teen to teens, which focuses on leadership, community development and life skills. Capital Families Association has a Youth Unity Project with published and originally written scripted materials for pre-teens and teens, includes theatre work and performances. Pacific Centre Family Association offers programming to reach the youth of the community through the COPE program- Community Outreach Prevention and Education and also offers such initiatives as email counseling. The Juan de Fuca library has a summer reading club and a reading buddies program, where teens mentor younger readers. Metchosin Community Association has a buddy program which offers help to young students with their homework, in partnership with students from Lester B Pearson International College. Scai' New has a new youth centre that recently opened and will be offering various opportunities for youth, including computer access. READ Society provides individualized children and youth learning support programs. There are also tutoring services available, such as Sylvan (soon to open) and Kumon Math and Reading Centre, within the area, provided at a cost. Westshore Parks and Recreation has a teen drop in centre during the week at their Centennial Centre. They also offer numerous classes and courses for youth including homework club, language development and skill building- first aid classes, lifeguard and instructor instruction, babysitting courses. The Military Family Resource Centre also has a number of resources and services for school aged youth of military families, such as homework help, youth leadership, teen council. There are also various churches that host youth group gatherings, outings and activities.

**Challenges and Gaps:**

- Reaching the community- how to find and utilize available resources and services
- No common language around literacy
- ESL
- Lack of at home support, parents lack of time with their children

- Literacy not highly valued by family? Society?
- Family stress
- Too much “screen” time
- Transportation as barrier

**Needs:**

- Community role models for literacy ie. Highlanders, Salmon Kings
- Learning that is relevant to students, increased use of technology
- Support for individual needs, support through summer and during transitions from school to school
- Reaching parents, grandparents/ caregivers to emphasis importance of literacy and encourage reading at home
- Homework clubs, literacy clubs, that are free of cost
- Crisis support/ lines/ places that are safe

**Areas of Focus:**

Putting materials in front of students that they relate, connect to

Using technology in teaching- ensuring teachers are comfortable and qualified

Continuity of services between all support systems

Reaching parents, grandparents/ caregivers to encourage reading at home, stress value of literacy

Transportation

Sustainable funding and programming

**SECONDARY/ YOUNG ADULT: AGES 16-19**

**Assets and Opportunities**

School District #62 offers a traditional secondary school program at Belmont Secondary and an alternative program at Pacific Secondary School. This program offers a flexible timetable, facilitates community outreach and offers workplace experience opportunities, allowing students to complete work on their own schedule. School District 62 also offers a virtual library. Recently, the School District has partnered with other community agencies, business, industry to create the Metchosin Trade School, offering project based learning through trade programs and courses. There are also a number of

families who chose to school their children from home and use various services such as the Victoria Home Learning Network.

West Shore Centre for Learning and Training has a wide variety of programs available to young adults, including upgrading and distance education. They are also participating as an E-book research study site for the University of Victoria. Current Grade 9 students are using e-books for reading and other literacy skill building activities.

Students report back to researchers on the strengths and weaknesses of the e-books. For young adults, the READ Society offers small group tutoring programs, Adult Basic Skills, Computer Literacy and ESL. There are also tutoring services available, such as Sylvan (soon to open) and Kumon Math and Reading Centre, within the area, provided at a cost. Royal Roads University is located in Colwood and is a public university offering various diploma, degree and graduate degree programs. Outside of the community, Camosun College has upgrading courses tuition free through the School of Access and offers young adult learners various courses and programs to prepare them for the workforce.

Youth in the community who have left school to go into the workforce can be assisted by Worklink. Worklink is a community organization which helps provide skill building and employment resources. Pacific Centre Family Association has an Employee Assistance Program which aims to help people experiencing difficulties which affect their work. They also offer programming to reach the youth of the community through the COPE program Community Outreach Prevention and Education and such initiatives as email counseling. The library is also available to young adults in the community and offers computer access and a wide variety of resources and materials for borrowing. Westshore Parks and Recreation offers a drop in youth centre at their Centennial location. They also have a variety of programming including language, farming and gardening skills, skill building courses- first aid, boating courses, workshops and seminars on realty, finances, healthy living. The Boys and Girls Club offers the Keystone program for ages 13 to 17 which focuses on leadership, community development and life skills such as resume and document writing. The Military Family Resource Centre also has a number of resources and services for those in the military

or belonging to military families. There are also various churches that host youth group gatherings, outings and activities.

There are also community programs available to support young parents, especially those who are high risk. A positive parenting program, called Triple P, is a new collaborative initiative between VIHA, Ministry of Child and Family Development (MCFD) and the School District #62, providing parenting workshops in the community. Capital Families Association offers various programs and services which reach out to young new parents and emphasizes the importance of building literacy skills. The Best Babies program, a prenatal program offered by VIHA, runs weekly for soon to be parents under the age of 25 who face high risk challenges in their lives, weekly themes include literacy. As well, Pacific Centre Family Association runs an intensive 8 month parenting program for high risk families which aims to strengthen the family through education, information, support and advocacy. .

### **Challenges and Gaps:**

- Making literacy relevant to their lives- use of technology, many are working young adults
- Teenage pregnancy- no daycares opportunities at schools
- Limited or no direct teacher contact with students who learn through distance education
- Is literacy valued at home? By society?
- How to overcome challenges/ feelings of failure for those who have low literacy skills
- Ensure everyone has access to libraries
- Assessment for learning not assessment of learning- getting teachers and parents on board
- Transportation as barrier

### **Needs:**

- Help with homework
- Better transportation services or bringing services to people i.e. tutoring, libraries, upgrading etc.
- Pacific Secondary needs a larger site/ currently in poor location

- Gathering places for youth i.e. youth centre, approved tagging sites
- Local role models
- Ensure everyone has access to libraries
- Increased opportunity to build communication skills
- More counseling for mental health issues

### **Areas of Focus:**

Using technology in teaching/ making learning relevant

Places for youth to hang out

Outreach services- tutoring, upgrading, books, resources

Focus on importance of oral language

Ensure everyone has access to libraries

Link with community members for “Community Service” component of curriculum

Transportation

Sustainable funding and programming

### **ADULT: AGES 20-64**

#### **Assets and Opportunities**

For those adults seeking learning assistance or upgrading, there are a number of services located in the Western communities. Westshore Centre for Learning and Training offers upgrading and adult educational courses. The READ Society offers Adult Basic Skills, Computer Literacy and ESL. Royal Roads University is located in Colwood and is a public university offering various diplomas, degree and graduate degree programs. The Military Family Resource Centre also has a number of resources and services for military families. Outside of the area, Camosun College has upgrading courses tuition free and through the School of Access and offers young adult learners various courses and programs to prepare them for the workforce. Literacy Victoria provides a Learners’ Network (one to one tutoring), Learning Webs (on-line learning, First Nations tutor program for Beecher Bay), communicating services to clients-through library, care providers, schools, media.

For those seeking employment, Worklink is a community organization which helps provide skill building and employment resources. Pacific Centre Family Association

also has an Employee Assistance Program which aims to help people experiencing difficulties which affect their work. The library provides computers, book lending etc. as well as basic computer and internet skills. Westshore Parks and Recreation offers a variety of programming including language, farming and gardening skills, skill building courses- first aid, boating courses, workshops and seminars on realty, finances, healthy living. Metchosin Community Association is currently running a book club that meets regularly to discuss a chosen book. The Military Family Resource Centre also has a number of resources and services for military families.

For parents, there is a positive parenting program, called Triple P, a new collaborative initiative between VIHA, Ministry of Child and Family Development (MCFD) and the School District #62, providing parenting workshops in the community. Capital Families Association offers various programs and services which reach out to young new parents and emphasizes the importance of building literacy skills. The Best Babies program, a prenatal program offered by VIHA, runs weekly for soon to be parents under the age of 25 who face high risk challenges in their lives, weekly themes, including literacy. Pacific Centre Family Association runs an intensive 8 month parenting program for high risk families which aims to strengthen the family through education, information, support and advocacy.

### **Challenges and Gaps:**

- Costs- tuition, childcare, assessments, upgrading, housing, transportation
- Lack of childcare
- Reaching the community- how to find and utilize available resources and services
- Short term funding
- Stigma of having literacy challenges
- Tasks such as filling out forms, applications
- Lack of stable housing
- Mental Health and Addictions
- Domestic Violence
- Transportation as barrier

**Needs:**

- Oral information needed for literacy resources
- Partnerships with small business to upgrade skills of employees
- Knowledge of benefits of life long learning
- Community advocates to give support i.e. literacy phone line

**Areas of Focus:**

Partnerships to upgrade skills of employees

Central Resource of information for referrals/ coordinated support system

Enlarge point of contact for spreading information - pharmacy, food bank, churches, recreation centre, malls

Transportation

Sustainable funding and programming

**SENIORS: 65+****Assets and Opportunities**

The Juan de Fuca Seniors Centre is a well used resource for the senior population and is open to anyone in the community and Greater Victoria over the age of 55. The Centre is a place for seniors to come and connect with others in their community and participate in a wealth of programs such as a Readers Group, an Advanced Writing Group, Public Speaking Group and a variety of recreational, art, games, language programming. Meals are served daily and coffee/ tea is always available. Although the seniors centre has no computers, the local library near by offers computer access and computer literacy classes, teaching computer and internet basics. Westshore Parks and Recreation also has a variety of programming available to Senior's including language, farming and gardening skills, skill building courses- first aid, boating courses, workshops and seminars on realty, finances, healthy living. Metchosin Community Association is currently running a book club that meets regularly to discuss a chosen book. Royal Roads is a public university offering various diploma, degree and graduate degree programs. Outside of the community, Camosun College and Literacy Victoria have programs available to the senior population.

### **Challenges and Gaps:**

- Costs
- Reaching the community- how to find and utilize available resources and services
- Stigma of having literacy challenges
- Tasks such as filling out forms, applications
- Transportation as barrier

### **Needs:**

- Oral information for literacy resources
- Community advocates to give support i.e. literacy phone line

### **Areas of Focus:**

Central Resource of information for referrals/ coordinated support system

Enlarge point of contact for spreading information - pharmacy, food bank, churches, recreation centre

Transportation

Sustainable funding and programming

## **COMMUNITY**

### **Assets and Opportunities**

In addition to the assets previously listed, there are a number of other agencies and organizations throughout the community which support literacy development, both directly and indirectly. They can be found in all sectors of community life, such as community organizations, social services, arts and culture, education, environment, business, faith organizations, media.

The local Rotary Club has a literacy aspect and supports educational initiatives. Lions groups and the Legion also offer support to learning projects and programs. Citizens Advisory Committee to William Head Penitentiary connects the community with the penitentiary in positive ways, there is a theatre group and a library. St Vincent de Paul Thrift Store supports those in need, as does the Goldstream Community Food Bank Society. The Métis Community Association serves all those of Métis decent in the area and beyond, they have a library and offer many cultural gatherings and story telling.

Annie's Place is a safe home, for women suffering violence, they offer many resources and services, including a library and skills building.

The Westshore is home to a thriving arts and culture community and hosts many collectives such as the Juan de Fuca Arts and Craft Guild, Metchosin International Summer School of the Arts, Westshore Arts Council which oversees the Metchosin Arts and Cultural Centre and the Coast Collective

Many museums and historical sites are located in the Westshore area including, the Metchosin School Museum, Hatley Castle Museum, Metchosin Farmers Institute Museum (they also host various community fairs and events), Fisgard Lighthouse.

These museums cater to the public and school groups and provide interpretive tours and signs.

There are many community education programs in the community including Spirit of BC, Friends of Pearson College and VIHA. Friends of Pearson College work to connect international students from the Lester B. Pearson International College with community organizations to share cultural experiences, mentoring etc. VIHA regularly makes presentations to school groups on health care issues. As well, there are many environmentally focused programs with literacy aspects to them available for both public and school groups. CRD parks provide numerous interpretive signs within their parks and their Nature House has a library with a host of books for children and adults. Goldstream Nature House also has many programs available and uses books and interpretive signs to teach about the environment. Metchosin also has a Garden Club which meets regularly. There are many other clubs which meet regularly including the Cadets, 4H, Metchosin Pony Club and numerous other recreational and sporting groups.

The Westshore Chamber of Commerce serves the business community and aims to promote a healthy and vibrant business/ working community. As well, the community has two book stores, one larger chain bookstore, the other a smaller independently owned consignment store.

The local papers include the Metchosin Muse and Goldstream Gazette, both of which focus on local issues and advertising.

There are many faith groups in the area, including 8 local churches. Most do not offer specific literacy services but they do provide regular services, Sunday Schools and community gatherings.

Many of the local organizations and service agencies mentioned in this summary rely on the support of community volunteers. Although the Westshore does not have a volunteer bureau, there is one in Victoria called Volunteer Victoria who have been very successful in meeting the volunteer needs of this community. Another local asset is the number of retired teachers in the area who have years of experience and expertise.

There is an Association of Retired Teachers.

As well, there was a Regional Literacy Coordinator (RLC) who helped support the planning and implementation process of the community literacy plans. This Coordinator facilitated the Regional Literacy Advisory Group (RLAG), a group of community representatives who meet quarterly to discuss regional literacy issues for the South Island. Literacy BC is a provincial service which provides resources at no cost to communities, such as books, speakers, and a website. Legacies 2010 is another provincial service which provides numerous literacy resources and funds the community literacy planning process.

### **Challenges and Gaps:**

- Reaching the community- how to find and utilize available resources and services
- Is literacy valued by the community?
- Stigma of having literacy challenges
- Transportation as barrier

### **Needs:**

- Oral information needed for resources
- A learn line- system providing telephone consultation re: literacy needs, private or confidential, staffed, coaching callers re: resources, follow up and documentation of progress
- Increased accessibility to programs through more efficient transportation- people to services of services to people

**Areas of Focus:**

Central Resource of information for referrals/ coordinated support system

Enlarge point of contact for spreading information - pharmacy, food bank, churches, recreation centre

Transportation

Sustainable funding and programming

## WESTSHORE COMMUNITY LITERACY PLAN

<b>Goal #1: To engage in strategies to support literacy initiatives for target audiences</b>	
<b>Objective #1.1:</b> <i>to offer workshop/ in-service (in partnership with Chamber of Commerce, READ Society, Literacy Victoria) to local employers, businesses on understanding literacy issues in the workplace, the economic impact on business, how to recognize these issues and resources available</i>	
<b>Strategies</b> <ul style="list-style-type: none"> <li>• Work in partnership with Chamber of Commerce to outline workshop/ in-service requirements</li> <li>• Partner with local literacy agency to create and implement workshop</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>• “Workplace Literacy- Bridging Employer and Employee Needs in BC’s Capital Region”- READ Society</li> <li>• <a href="http://www.readsociety.bc.ca">www.readsociety.bc.ca</a> for other relevant documents</li> <li>• Chamber of Commerce</li> <li>• READ Society</li> <li>• Literacy Victoria</li> <li>• Rotary Club</li> <li>• Local Unions</li> </ul>
<b>Outcome:</b> workshop/ in-service offered to Westshore business community	
<b>Timeframe:</b> long term	
<b>Objective #1.2:</b> <i>to work with local youth and youth practitioners to identify strategies for supporting local youth and literacy</i>	
<b>Strategies</b> <ul style="list-style-type: none"> <li>• Meet with youth practitioners at monthly meeting to present plan</li> <li>• Meet with SD 62 staff and principals</li> <li>• Visit Centennial Centre youth centre to talk to staff and youth about their needs during teen drop in times</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>• LOC</li> <li>• Westshore Parks and Recreation- Centennial Centre youth drop in centre- Bobbi Neal</li> <li>• Westshore Centre for Learning and Training</li> <li>• SD 62</li> <li>• Pacific Centre</li> <li>• Skate Park members</li> <li>• Westshore RCMP</li> <li>• Local churches and their associated youth groups</li> </ul>
<b>Outcome:</b> identify specific initiative(s) to support youth and literacy in the Westshore community	
<b>Timeframe:</b> long term	
<b>Objective #1.3:</b> <i>to increase literacy related outreach programming and services offered to Scai’Neu community</i>	
<b>Strategies</b> <ul style="list-style-type: none"> <li>• Meet with daycare leaders, youth centre teens and staff, parents,</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>• LOC</li> <li>• Volunteer Advisory Group</li> </ul>

<p>adults to determine key programs needed in the community</p> <ul style="list-style-type: none"> <li>• Find out what programming and services could be extended to this community through outreach</li> <li>• Potential to survey community with list of potential programs that could be offered</li> <li>• Identify ways to bring resources, such as books etc, to these areas</li> </ul>	<ul style="list-style-type: none"> <li>• Juan de Fuca Library</li> <li>• SD 62- Aboriginal Coordinator</li> <li>• SD 62- Strong Start program</li> <li>• Westshore Parks and Recreation</li> <li>• Big Brothers Big Sisters</li> <li>• Literacy Victoria</li> <li>• READ Society</li> </ul>
<b>Outcome:</b> implement additional outreach program to Scai'Neu community	
<b>Timeframe:</b> ongoing	
<b>Objective #3. 2:</b> Partner with Seniors Centre to help meet literacy needs of immigrant senior population in the community	
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Meet with Seniors Centre members and find out ways to reach out to immigrant senior population</li> <li>• Potential of initiatives such as conversation club for immigrant seniors, open house, language, ESL classes</li> <li>• Computer classes</li> <li>• Books available for seniors and ones for children in their family</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• LOC</li> <li>• Volunteer Advisory Committee</li> <li>• Seniors Centre</li> </ul>
<b>Outcome:</b> meet with Senior Centre members to discuss viable options for reaching senior immigrant population of the Westshore Community	
<b>Timeframe:</b> ongoing	

<b>Goal #2: To engage in determined communications actions to help increase community awareness around literacy issues and related resources available</b>	
<b>Objective #2.1:</b> update Literacy BC database with Westshore inventory or programs and services	
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• in conjunction with SD62, use allocated resources to update the Literacy BC database with Westshore programs and services</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Literacy Now funding</li> <li>• Designated person to complete database</li> </ul>
<b>Outcome:</b> completion of Literacy BC database update	
<b>Timeframe:</b> short term	
<b>Objective #2.2:</b> create and maintain a Westshore Literacy website	
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Identify name and logo</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Dori Blackie- Task group member</li> </ul>

<ul style="list-style-type: none"> <li>• Website to information and background on Westshore Literacy now</li> <li>• have links to literacy agencies and relevant, current information, possible chat area</li> <li>• Plan to ensure website is regularly updated</li> <li>• Advertise and market website address within community</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Outreach Coordinator</li> <li>• Volunteer Advisory Committee</li> <li>• Literacy Now funding</li> <li>• Community volunteers (i.e. students)</li> </ul>
<b>Outcome::</b> creation of Westshore Literacy website	
<b>Timeframe:</b> short term	
<b>Objective #2.3:</b> <i>create Community Literacy celebrations</i>	
<b>Strategies</b> <ul style="list-style-type: none"> <li>• Create sub committee for literacy events</li> <li>• Research various events such as Vancouver's Word on the Street</li> <li>• Find big and small ways to make literacy prominent in the community</li> <li>• Tie in with existing events</li> <li>• Enlist support of local heroes to promote literacy</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>• LOC</li> <li>• Sub committee</li> <li>• <a href="http://www.wordonthestreet.ca">www.wordonthestreet.ca</a></li> <li>• Literacy BC</li> </ul>
<b>Outcome::</b> initiate event or become part of existing events in the Westshore community	
<b>Timeframe:</b> ongoing	
<b>Objective #2.4:</b> <i>partner with Goldstream Gazette to profile literacy issues regularly in the paper</i>	
<b>Strategies</b> <ul style="list-style-type: none"> <li>• follow objectives as outlined in marketing plan to raise awareness of literacy issues</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>• LOC</li> <li>• Amy Dove</li> <li>• Sooke Region LOC- Mylene Brousseau</li> </ul>
<b>Outcome::</b> regular coverage of literacy issues in local paper	
<b>Timeframe:</b> ongoing	

### **Goal #3: To support accessibility to and financial sustainability of local literacy initiatives**

**Objective #3.1:** *Partner with BC Transit to work on increasing access to transit services and transit service information to Westshore community residents*

<b>Strategies</b> <ul style="list-style-type: none"> <li>• Work with BC Transit to post clear information on how to reach BC Transit and scheduling info</li> <li>• Help disperse info on bus ticket</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>• LOC</li> <li>• BC Transit- James Wadsworth, Wanda Le Roux</li> </ul>
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discounts and passes <ul style="list-style-type: none"> <li>• Work with community partners to bring efficient and effective transit solutions to the area</li> </ul>	
<b>Outcome:</b> maintain ongoing communication with BC Transit staff to work on increasing access to transit services and transit service information	
<b>Timeframe:</b> ongoing	
<b>Objective #5.1:</b> <i>To offer support to local literacy agencies and organizations to assist in finding funding sources for continued programming</i>	
<b>Strategies</b> <ul style="list-style-type: none"> <li>• Create list of relevant funding sources</li> <li>• Identify which ones are suitable for application</li> <li>• Assist where needed</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>• LOC</li> <li>• Literacy BC</li> <li>• 2010 Legacies Now</li> <li>• Local literacy agencies and organizations</li> </ul>
<b>Outcome:</b> to offer support to local literacy agencies and organizations to assist with finding funding sources	
<b>Timeframe:</b> ongoing	

<b>Goal #4: To increase family literacy and early learning opportunities through building of community partnerships and networking</b>	
<b>Objective #4.1:</b> <i>Participate in and support facilitation of quarterly Early Childhood Development Committee meetings</i>	
<b>Strategies</b> <ul style="list-style-type: none"> <li>• Understand background of committee and local agencies/ organizations that attend</li> <li>• Support facilitation of quarterly meetings</li> <li>• Foster partnerships and networking opportunities</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>• LOC</li> <li>• EDCD</li> <li>• SD 62</li> <li>• Capital Families</li> </ul>
<b>Outcome:</b> regular participation in and assistance facilitating quarterly meetings of ECDS	
<b>Timeframe:</b> ongoing	
<b>Objective #4.2:</b> <i>Partner with Sooke Childcare Resources and Referrals to support literacy workshops and resources available for Westshore childcare providers</i>	
<b>Strategies</b> <ul style="list-style-type: none"> <li>• Regularly connect with Daphne Raymond- SFRS</li> <li>• Identify ways that Westshore Literacy Now can help support literacy training for childcare providers in community- through workshops, book donations, etc.</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>• LOC</li> <li>• Volunteer Advisory Committee</li> <li>• CCRR</li> <li>• EDCD</li> </ul>
<b>Outcome:</b> maintain ongoing communication with CCRR in regards to literacy workshops	

offered and literacy resource needs of Westshore childcare providers	
<b>Timeframe:</b> ongoing	
<b>Objective #4.3:</b> Partner with Books for Breakfast program to support continued programming	
<b>Strategies</b> <ul style="list-style-type: none"> <li>Meet with director of Books for Breakfast to identify specific needs of the program</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>LOC</li> <li>Darlene Manthorpe and Books for Breakfast staff</li> </ul>
<b>Outcome:</b> meet with Darlene and staff to identify specific ways to support programming for this year	
<b>Timeframe:</b> short term	
<b>Objective #4.4:</b> partner with VIHA to bring books into immunization areas	
<b>Strategies</b> <ul style="list-style-type: none"> <li>Find out if books are available in immunization and areas where children are</li> <li>Speak with PHN regarding books in this space</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>LOC</li> <li>VIHA</li> <li>EDCD</li> </ul>
<b>Outcome:</b> meet with VIHA Public Health Nurses to assess ways to bring books into VIHA's regular services	
<b>Timeframe:</b> short term	

<b>Goal #5: To coordinate the implementation of the Westshore Community Literacy Plan and facilitate local literacy volunteer opportunities</b>	
<b>Objective #4.1:</b> To hire a Literacy Outreach Coordinator to oversee implementation and evaluation of literacy plan.	
<b>Strategies</b> <ul style="list-style-type: none"> <li>Establish head agency to oversee coordinator and who coordinator will report to</li> <li>Establish steering committee</li> <li>Create detailed job description</li> <li>Develop hours and details of contract</li> <li>Post ad- local papers, websites, etc.</li> <li>Interview and select appropriate candidate</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>Local community agency</li> <li>Westshore Community Literacy Plan Coordinator</li> <li>2010Legacies Now- online resource for job description and details</li> </ul>
<b>Outcome:</b> when Literacy Coordinator position has been filled	
<b>Timeframe:</b> Short term	
<b>Objective #4.2:</b> To develop Volunteer Advisory committee to support literacy coordinator	
<b>Strategies</b> <ul style="list-style-type: none"> <li>ask those already involved in Westshore Literacy Now initiative</li> <li>create expectations/ guidelines for membership</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>Westshore Literacy Now task group, community partners, supporters</li> </ul>

<b>Outcome:</b> when Volunteer Advisory committee has been formed to support Literacy Outreach Coordinator	
<b>Timeframe:</b> Short term	
<b>Objective #4.3:</b> <i>To facilitate local literacy volunteer opportunities in partnership with existing agencies</i>	
<b>Strategies</b> <ul style="list-style-type: none"> <li>• Create list of existing agencies offering local literacy opportunities in the Westshore and their specifics volunteer needs ie. costs, location-on site and/ or outreach, times</li> <li>• Promote literacy volunteering on website and through communication actions</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>• LOC</li> <li>• Literacy BC</li> <li>• Literacy Victoria</li> <li>• READ Society</li> <li>• Capital Families</li> <li>• SD 62</li> <li>• CCRR</li> <li>• Big Brother Big Sisters</li> <li>• Boys and Girls Club</li> <li>• Inspiring Neighbours programs</li> <li>• Literacy BC</li> <li>• 2010 Legacies Now</li> <li>• Volunteer Victoria</li> </ul>
<b>Outcome:</b> direct community volunteers to agencies offering literacy services in the area	
<b>Timeframe:</b> ongoing	

