

# **A Community Literacy Plan for Greater Victoria School District 61**

**The Municipalities of Victoria, Esquimalt,  
View Royal, Oak Bay and South Saanich**

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Submitted by:

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To:

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### Attachments:

CLP Inventory of Literacy Programs and Services March 2009 (Excel)

Appendix 1: Community Engagement Strategy

Appendix 2: Community Engagement Strategy Report 1 (October 2008)

Appendix 3: Community Engagement Strategy Report 2 (February 2009)

Appendix 4: Victoria SD 61 Community Literacy Plan Consultation Results:  
Needs/Gaps/Potential Goals/Actions Report

## **Introduction / Executive Summary**

The purpose of the community literacy planning initiative was to engage the communities in School District 61 (Victoria, View Royal, Oak Bay, Esquimalt and South Saanich) in a process of identifying literacy assets and gaps and to create a community literacy plan to address the identified needs.

A Community Literacy Planning Steering Committee was formed in Spring 2008, to oversee the development of the community literacy plan. It was determined that School District 61 literacy planning funds and Literacy Now literacy planning funds would be pooled, in order to streamline the process of developing a community literacy plan. The funds were primarily used to contract a community literacy plan coordinator, engage the community in a consultation process and develop a 3 year community literacy plan.

Early in the planning process, a regional literacy roundtable meeting was held to inform the community about the Victoria SD 61 community literacy planning initiative and request participation on the Steering Committee and in community consultations.

In consultations with communities, 2 definitions of literacy were presented as a starting point for discussion. The first definition from the International Adult Literacy Survey is:

“Literacy is 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.”

The second definition from UNESCO is:

“Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.”

A Community Engagement Strategy (Appendix 1) was developed to engage community stakeholders in the literacy planning process. The goal of the engagement strategy was to determine literacy assets and needs and to make recommendations for literacy initiatives in the Victoria SD 61 area.

The community engagement process included a) one to one interviews with literacy organizations and groups b) focus groups with consumers of literacy services c) 2 community forums in Esquimalt and Fernwood and d) ongoing consultations with the literacy planning Steering Committee.

Based on a compilation of input from communities in the SD 61 area, the Vision for literacy is *“All citizens have access to literacy programs and services and lifelong learning opportunities, in order to fully participate in their communities and reach their potential”*.

Following the community consultations the Literacy Coordinator and the Steering Committee, worked to develop priority goals and actions for the community literacy plan.

In summary the following key areas were identified as priorities for the community literacy plan GOALS:

1. Increase awareness about literacy and people with low literacy skills, as well as literacy programs and service
2. Support adults who are in transition to work
3. Support initiatives that provide literacy skills in the workplace
4. Provide support for people with disabilities
5. Support aboriginal people
6. Structure literacy support for vulnerable populations, which include those living in poverty, those involved with the justice system, those with mental health issues, women in shelters, those who are homeless
7. Provide support for children and families
8. Support youth (15-19 years) who have dropped out of school, or who have completed high school but are unemployed, or who are enrolled in continuing education (19-24 years).

Throughout the consultation process, information on current literacy programs and services was gathered to create an Inventory of Programs and Services. This inventory will be updated on a regular basis throughout the implementation of the community literacy plan.

#### Next Steps

The implementation of the Goals and Actions in the Community Literacy Plan will begin in April 2009. The Steering Committee will work with the Literacy Outreach Coordinator to identify priority actions for Year 1 of implementation.

# The Community Literacy Planning Process

## Summary of Community Literacy Planning Activities

### 2006

In 2006 Camosun College held a meeting of literacy educators and service agencies to discuss regional literacy needs on south Vancouver Island. This group met throughout the summer to identify gaps and priorities and became the Regional Literacy Advisory Group (RLAG).

### 2007

In January British Columbia school districts were mandated by the Ministry of Education to create a community literacy plan, to be revised and submitted on an annual basis in July of each year.

In October the Ministry of Education provided a Vancouver Island School District orientation to the new district literacy planning process in Campbell River.

In December twelve (12) draft district literacy plans were submitted to the Ministry of Education and would be available as a resource to other school districts in January 2008.

### 2008

Victoria SD 61 received \$10,000 in provincial funding to create a community district literacy plan.

In January an orientation to literacy planning guidelines was provided to all provincial school districts in Vancouver BC.

In January Community and SD Literacy Planning Guideline booklets (2) were provided for community and school district literacy planning.

In February the Regional Literacy Coordinator (RLC) met with Eileen Eby, School District Principal with SD 61 to discuss potential processes for developing the literacy plan e.g. the Regional Literacy Advisory Group (RLAG) offered to work with SD 61 on this initiative.

In March SD 61 and RLAG met to discuss working together, including applying for funds from Literacy Now to augment the SD 61 funding. A proposal with a budget was written, reviewed and submitted to Literacy Now by RLAG, which includes Eileen Eby for the purpose of the literacy planning initiative. The funding request was for \$20,000. The request was submitted by Literacy Victoria, as they will steward the funds.

In February, March and May the RLC held 3 regional literacy roundtable meetings. One of the primary purposes of the meetings was to inform the community about the Victoria SD 61 community planning initiative and request a) participation on the Steering

Committee and/ or b) availability for tasks and resources for the initiative. Leona Gadsby of 2010 Legacies Now and Diana Twiss of Literacy BC attended the first meeting to provide further detail and answer questions about the literacy plans. These meetings served as a launch for the literacy planning initiative.

In April the RLC attended a SD Public Education and Policy meeting to discuss the role of the RLC and the literacy planning initiative and to request participation in the process e.g. participation on the steering committee and/or acting as a resource in another capacity.

In April RLAG and SD 61 met to discuss a process for working together including a) pooling funds and b) contracting a literacy planning coordinator. Subsequently, terms of a literacy coordinator contract, including deliverables and timelines, was completed.

In May a Community Literacy Planning Steering Committee was formed and included members of RLAG and 2 other community members. The steering committee was open to new members.

In May funding was secured from Literacy Now for community literacy planning. Literacy Victoria is the steward of the funds.

In May the Steering Committee and contractor met to review terms of contract and deliverables, timelines and fees.

In June the contractor prepared:

- a) A review of the literacy planning process to date
- b) A community profile template
- c) A data source list for the community profile
- d) A literacy asset inventory template
- e) An inventory data source list

In June SD 61 prepared a report on the community literacy planning process for the Ministry of Education.

In July a Community Engagement Strategy (Appendix 1) was developed with strategies to engage community stakeholders in the literacy planning process. The goal of the engagement strategy was to determine literacy assets, needs and to make recommendations for literacy initiatives in the Victoria SD 61 area.

In July the Community Profiles for Victoria, Esquimalt, View Royal and Oak Bay were completed.

From August – December a process to gather information for an inventory of literacy programs and services was implemented.

From September – December the community engagement process was implemented including focus groups, individual consultations and two community forums.

In October Community Engagement Report #1 (Appendix 2) was submitted by the Coordinator to the Steering Committee.

In December a report on the findings resulting from the community engagement process was submitted by the Coordinator to the Steering Committee.

In December a meeting was held with member of RLAG and Leona Gadsby, 2010 Legacies Now/Literacy Now to review the Victoria SD61 Community Literacy Plan Consultation Results, for the purpose of creating the Community Literacy Plan goals.

## **2009**

In January and February a draft Community Literacy Plan Goals and Actions document was drafted and reviewed by the Steering Committee. The revised document was reviewed by the Steering Committee and the Coordinator in a meeting facilitated by Leona Gadsby, 2010 Legacies Now/Literacy. The Goals and Actions were edited and approved at this meeting.

In February the Coordinator submitted Community Engagement Report #2 (Appendix 3) to the Steering Committee.

In February the Coordinator prepared the first draft of the Community Literacy Plan and submitted it to the Steering Committee.

In March the final Community Literacy Plan was approved and submitted to Literacy Now.

Throughout the period of the project, the Steering Committee has met regularly in person and/or via email or phone, to consult on the progress of the literacy planning process.

## **Community Engagement Strategy**

The GOAL of the engagement strategy was to determine literacy assets, needs and to make recommendations for literacy initiatives in the Victoria SD 61 area.

The GUIDING PRINCIPLE for the strategy was to build rapport, engagement and commitment with individuals and groups through one to one meetings, phone interviews, small focus groups and community meetings.

The key strategies included:

1. Determine resources for the community engagement process, including SD 61, RLAG, Literacy Now and service providers.
2. Distribute a letter and questionnaire requesting information on literacy programs and services in the Victoria SD 61 community, for the purpose of creating an inventory of literacy programs and services.
3. Conduct individual and focus group interviews, in 4 municipalities in SD 61
4. Facilitate community forums in James Bay, Fernwood and Esquimalt.

The intended outcomes of the engagement process were to a) identify literacy assets and gaps and b) make recommendations for literacy resources and initiatives (GOALS and ACTIVITIES).

### **Results of Community Engagement Strategy Processes**

Two Community Engagement Reports were written to document the outcomes of the strategies used to gather information and input from the community. The first engagement report was completed in October 2008 and the second engagement report was completed in February 2009...

#### **Overview of Results**

##### **Inventory of Programs and Services**

By the time of completion of Community Engagement Report #2 (Feb. 2009), there was a 45% return rate on the literacy programs and services inventory questionnaires. Due to the length of time and resources spent on the inventory gathering process without an ideal rate of return, the focus became one of gathering a 'snapshot' of a cross section of programs and services for all ages in School District 61. The inventory capturing the information gathered to date will be a fluid document that can be added to and updated throughout year.

## **Community Forums**

The original community forum plan was refocused to serve different identified communities. A wide-scoped advertising process was implemented and included flier distribution, email contact and advertising in four newspapers. Forums were held in James Bay, Fernwood and Esquimalt.

The Fernwood forum was attended by sixteen people and the Esquimalt forum by nine people. The participants were very engaged in the discussions and provided important input about literacy program identification and service needs. All present found the meetings very worthwhile and felt that were contributing to a good community process.

Community organizations represented at forums included:

Big Brothers and Big Sisters

United Way of Greater Victoria

The Victoria READ Society

Ministry of Education

Disability Resource Centre

SD 61

Greater Victoria Public Library

The Victoria Foundation

The input received at the forums is included in the Victoria SD61 Community Literacy Plan Consultation Results (Appendix 3).

## **Focus Groups**

Five focus groups were conducted. These reached twenty-one people and were held at:

Literacy Victoria

Victoria READ Society

Bridges for Women Society

Monterey Senior's Centre

Disability Resource Centre

Esquimalt Neighbourhood House

The input from the focus groups are included in the 'Victoria SD 61 Community Literacy Plan Consultation Results: Needs/Gaps/Potential Goals/Actions Report' (Appendix 4) which was used as the basis for goal setting at the December 10 2008 Steering Committee meeting.

### **Key Informant Interviews**

Separate interviews were conducted with:

Literacy Victoria- 3 staff

Victoria READ Society- 3 staff

The Victoria Foundation

Single Parent Resource Society

Songhees Adult Education Centre

SD 61 Aboriginal Nations Education

Camosun College

Cridge Centre for the Family - Brain Injury Program

Victoria Immigrant & Refugee Centre Society

Victoria Native Friendship Centre

Greater Victoria Public Library

The input from the key informant interviews is included in the 'Victoria SD 61 Community Literacy Plan Consultation Results: Needs/Gaps/Potential Goals/Actions Report' (Appendix 3).

Through the forums, focus groups and interviews **sixty (60)** people have been consulted, in the community literacy plan engagement process.

### **Community Literacy Plan Steering Committee Consultation**

A Regional Literacy Advisory Group meeting was held on December 10, 2008 and facilitated by Leona Gadsby, 2010 Legacies Now/Literacy Now. The purpose of the meeting was to review the 'Victoria SD 61 Community Literacy Plan Consultation Results: Needs/Gaps/Potential Goals/Actions', in order to create goals and actions for the Literacy Plan. The meeting was attended by eight (8) people. The outcome of this meeting was the development of 8 goals for the Community Literacy Plan.

## Community Literacy Plan Consultation Results

The input from the community consultations is documented in the Victoria SD 61 Community Literacy Plan Consultation Results document.

In summary, the feedback regarding community literacy needs originally fell into four key areas:

### 1. Awareness of Literacy Programs and Services: Connecting People and Services Highlights:

- ◇ many people don't know what services and programs exist
- ◇ a need for training of frontline staff in organizations including employment assistance workers, where high staff turnover requires frequent training
- ◇ reaching youth and the need to increase awareness of services by going to where youth are

### 2. Pre-Employment and Workplace Skills Highlights:

- ◇ mature adults that have been laid off and lack education, skills and/or confidence
- ◇ some employers may need to come to terms with the idea that there is a return on investment in workplace learning initiatives and then make the direct connection between their investment in literacy and its' effects on their bottom line; employers may also need guidance in their efforts to be supportive of literacy needs of employees

### 3. Support for Vulnerable Populations Highlights:

- ◇ support for people who have difficulty accessing income assistance and PWD services; process is very daunting, complex and there are no caseworkers to help people
- ◇ need high level computers to run software for some disabilities; laptops needed for students with disabilities
- ◇ poverty is linked to literacy, health, violence, mental health; "poverty is exhausting"

#### 4. Children, Youth and Families

##### Highlights:

- ◇ need for balance of aboriginal culture and academics in schools; need more cultural enhancements; integration of culture into curriculum e.g. sharing circle
- ◇ youth 16-19 drop-out; need to provide other literacy / education opportunities
- ◇ ESL-students, parents, grandparents- how to bridge the cultural and educational gaps between students whose English is improving and parents who know no English and speak their mother tongue at home

Ultimately, the above categories were organized to address the following key areas and create the community literacy plan goals:

- ▶ Increase awareness about literacy and people with low literacy skills, as well as literacy programs and service
- ▶ Support adults who are in transition to work
- ▶ Support initiatives that provide literacy skills in the workplace
- ▶ Provide support for people with disabilities
- ▶ Support aboriginal people
- ▶ Structure literacy support for vulnerable populations, which include those living in poverty, those involved with the justice system, those with mental health issues, women in shelters, those who are homeless
- ▶ Provide support for children and families
- ▶ Support youth (15-19 years) who have dropped out of school, or who have completed high school but are unemployed, or who are enrolled in continuing education (19-24 years)

## **COMMUNITY PROFILES**

### Introduction

The Greater Victoria School District No. 61 is located in the capital city of British Columbia and covers the municipalities of Esquimalt, Oak Bay, Victoria, View Royal and South Saanich.

SD 61 serves students from the municipalities of Saanich, Esquimalt, View Royal, Oak Bay, the City of Victoria and the following Nations and Aboriginal organizations: Esquimalt Nation, Songhees Nation, Metis Nation of Greater Victoria, Metis Community Services, Victoria Native Friendship Centre, First Nations Interagency Team, Hualitan Social Services. Schools draw from urban, semi-urban and suburban areas. In British Columbia visible minorities represent 21% of the population. In the Greater Victoria School District 10.9% of the population represents visible minorities.

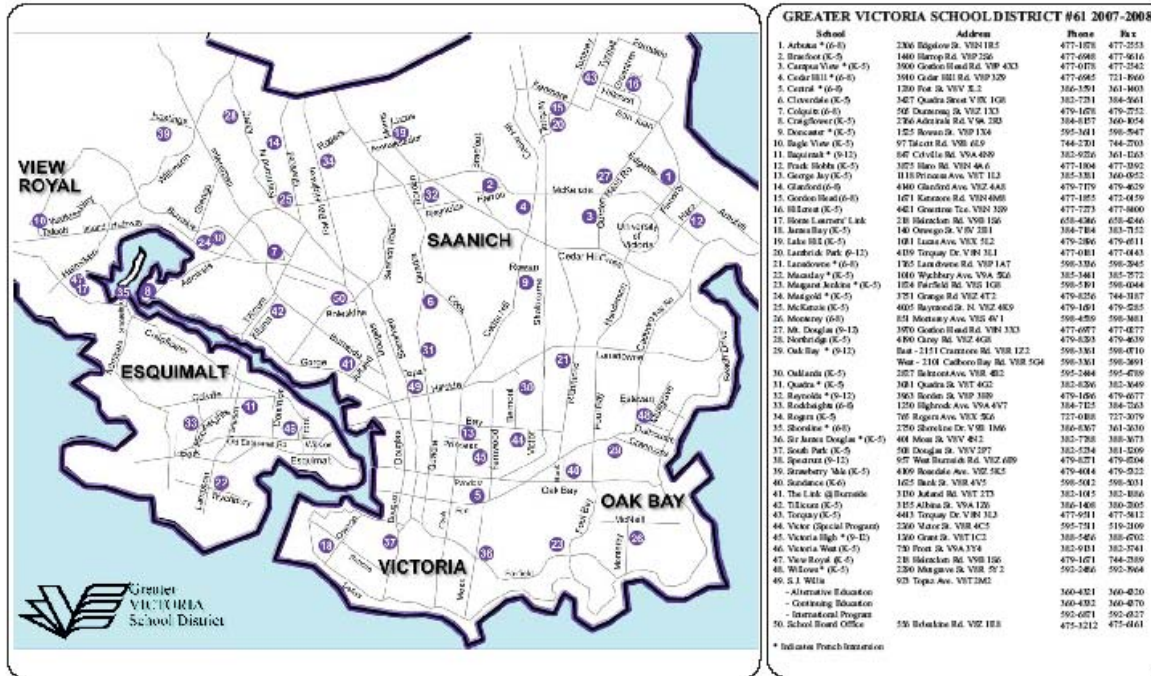
For the purposes of the SD 61 Community Literacy Plan, the following municipalities are profiled in the document: Victoria, Oak Bay, Esquimalt and View Royal and South Saanich. We have tried to avoid confusion in data because the municipality of Saanich covers 2 School Districts, SD 61 and SD 63. Where data is available for the area of South Saanich, in which many SD 61 schools are located, it is included.

The data in these community profiles was selected to create a context to support the goals of the Community Literacy Plan process: identifying literacy programs, determining where there are overlaps and gaps, and making recommendations for future programs based on the information we find. For that reason, the following information is highlighted within each municipality profile: population, median age, highest population aged 15 and over, median gross income for all families, high school education only, university certificate, diploma or degree, and rented or owned dwellings.

An overview of the social issues transcending all five municipalities follows the profiles.

### Sources:

- [www.sd61.bc.ca](http://www.sd61.bc.ca)
- SD 61 Accountability Contract 2007-08



September 2007

# Victoria

## Overview

Of the municipalities in SD 61, Victoria has the second largest population with 78,057, a similar median age of 41.7 (except for Oak Bay with 49.9), and the highest proportion of the population aged 15 and over at 70,380. The median gross income for all families in 2005 is the lowest at \$54,674. It has the third highest population with a high school education only (18,305) and the second highest (18,985) of those with a university certificate, diploma or degree. Victoria has the highest total of rented dwellings at 24,820 (60%) of the total number of dwellings and the lowest number of owned dwellings at 16,880 (40%).

## Geographical Setting

The City of Victoria is located on the southern tip of Vancouver Island, and is one of 14 municipalities that make up the Capital Regional District (CRD). The boundaries of Victoria are Esquimalt to the west, Saanich to the north, Oak Bay to the east and the Juan de Fuca to the south. It is a 1.5 hour ferry ride or 20 minute flight to Vancouver and a 45 minute flight from Victoria's harbour to Seattle's harbour.

## Historical Setting

Victoria is Western Canada's oldest city. The City began in 1843 as a Hudson Bay Company trading post, named in honour of Queen Victoria. The name "Victoria" was adopted when the townsite was laid out in 1852. Victoria was incorporated as a City on August 2, 1862. Mr. Thomas Harris was elected (by acclamation) as Victoria's first Mayor on August 16, 1862, and he presided at the City Council's first meeting held on August 25, 1862.

With the Fraser Valley gold rush in 1858, Victoria grew rapidly as the main port of entry to the Colonies of Vancouver Island and British Columbia. When the colonies combined, the City became the colonial capital and was established as the provincial capital when British Columbia joined the Canadian Confederation in 1871.

For most of the nineteenth century, Victoria remained the largest city in British Columbia and was the foremost in trade and commerce. However, with construction of the Transcontinental railway, Vancouver, as its terminus, emerged as the major west coast port and the largest city in British Columbia.

In the twentieth century, Victoria evolved primarily as a city of government, retirement and tourism. The City remains, however, Canada's western naval base and home to a major fishing fleet. Ship building and repair, as well as forest products and machine manufacturing industries, continue as significant sources of employment.

This intimate, sophisticated seaside City is the vacation capital of Canada and the premiere tourist spot in the Pacific Northwest. This area is the sunniest spot in the province and the gentlest in the country in terms of climate, environment, and lifestyle. Victoria's unique character is deeply rooted in its 150-year history, a history full of colourful people and fascinating tales. The city's British colonial heritage is still very much in evidence, but contemporary Victoria has a distinctly Pacific northwest flavour. The City is proud of its British heritage, its fine homes and neighbourhoods, its historic and attractive downtown, the flowers and parks and, of course, the Inner Harbour with its vistas toward the famous Empress Hotel and the Parliament Buildings.

Economy

The economy of the Greater Victoria Area and the City of Victoria is based on tourism, government, the military, and retail. The City of Victoria provides the central commercial centre for the region. As the location for the British Columbia legislature, many head offices for various levels of government are located within the city.

New areas of economic strength include the service and knowledge-based industries and a thriving high-technology sector. Telecommunications and wireless companies, life sciences and energy technologies are also growing. Many of these companies are encouraged through organizations like the Vancouver Island Technology Park.

Approximately 39% of all businesses in the CRD are located in the City of Victoria. The population in the labor force 15 years and older is 44,750. The top six occupations are:

Sales and service	13,260 (29.63%)
Business, finance & administration occupations	7,830 (17.49%)
Social science, education, government service & religion	4,725 (10.6%)
Trades, transport & equipment operators & related occupations	4,470 (9.9%)
Management occupations	4,325 (9.7%)
Natural and applied sciences and related occupations	3,470 (7.8%)
Unemployed	2,310 (5%)

The top 3 industries in Victoria are business services (9,210), healthcare and social services (5,575) and retail trade (5,095).

## Social Setting

Today with an estimated regional population of 326,000, a moderate climate and scenic setting, Greater Victoria has retained a very vital but comfortable quality of life. The population of the City of Victoria is 78,057. There has been a 5.3% increase in population since 2001. The median age in Victoria is 41.7 years. There are more people between the ages of 20-39 living in Victoria compared to the other age groups. In 2006 there were approximately 3,245 children aged five and under living in Victoria representing the second largest number. This represents an increase of 85 children aged five and under living in Victoria from 2001. Approximately 59.5% of dwellings in Victoria are renter occupied, representing the lowest proportion of home owned dwellings in the region.

The legally married and common-law population is 29,655. The immigrant population is 15,415. The population without a high school certificate, diploma or degree is 9,210.

The City of Victoria and adjoining territory has been occupied by Aboriginal people for over 4000 years. The Singes and Squeal First Nations people are a part of the Coast Salish ethnic group and descendants of the following family groups: Kayaking, Teechamitsa, Whyomilth, Kosampsom, Swenwhung, Chilcowitch and Chekonein. The identified aboriginal population is 2,035. There are 2 First nations within the Victoria SD 61 area, Songhees and Esquimalt. Songhees First Nation has a population of 1871 (5.9% increase from 1996-2001) with a median age of 44.3 years.

Population (2006)	78,057 (BC 4,113,487)
Median age	41.7
% pop. aged 15 and over	90.2 %
Pop. aged 15 and over	67,705
Living common-law	8,305
Married (not separated)	21,350
English spoken most often at home	69,865
French	35
Non-official language	4,490

### Ethnic background (visible minority):

The three top visible minority groups in Victoria are Chinese, Black and Filipino.

See Table Comparison of Municipalities Within SD 61 and with BC for detailed demographic information and municipal/provincial comparisons.

### Sources

- [www.statcan.ca](http://www.statcan.ca)
- [www.WelcomeBC.ca](http://www.WelcomeBC.ca)
- [www.Victoria.ca](http://www.Victoria.ca)
- [www.songheesnation.com](http://www.songheesnation.com)
- PLAY Early Years Report Victoria 2007

# Oak Bay

## Overview

The municipality of Oak Bay has the third largest population with 17,908, the highest median age at 49.9, and almost the same population as Esquimalt aged 15 and over at 15,485. The median gross income for all families in 2005 is the highest at \$95,104. It has the lowest population with a high school education only, 3,455, and the highest with 6,500 of those with a university certificate, diploma or degree. Oak Bay has one of the lowest totals of rented dwellings at 2,090 (26%) of the total number of dwellings and the highest number of owned dwellings at 5,810 (74%). The owned/rented ratio is similar to View Royal and South Saanich.

## Geographical Setting

Oak Bay is located on the southern tip of Vancouver Island, east of downtown Victoria and bordered by the University of Victoria and Saanich to the north, Foul Bay Road to the west, Haro Strait to the east and the Strait of Juan de Fuca to the south. With Tudor-style architecture, friendly English pubs, proper tea-rooms and ornate gardens, the tight-knit community of 18,000 lives up to the reputation of being "more English than England."

The attractive residential community of Oak Bay is considered the most "British" neighbourhood in Greater Victoria. Established by wealthy city residents anxious to escape the mud flats of the Inner Harbour, Oak Bay still retains a distinct genteel flavour, reflected by its village shops, restaurants and tearooms.

Oak Bay is named after the distinctively characteristic Garry Oak, the single oak species native to the Coastal Pacific Northwest. The huge, gnarled trees, with their contorted limbs and massive crowns are prevalent along Beach Drive through Uplands and Cadboro Bay, some of which are over 400 years old.

Oak Bay has many natural parks containing many plants and wildlife that are native to Southern Vancouver Island; Loon Bay, Uplands Park, Haynes Park, Native Plant Garden, Anderson Hill Park, Walbran Park, Trafalgar Park, Cattle Point, and the Chinese Cemetery at Harling Point.

## Historical Setting

As most of lower Vancouver Island was populated by the members of the Songhees First Nations Tribe, in Oak Bay the most relative historical native areas were around Willows Beach. Victoria was settled by the first white explorers in the 1700's and it wasn't until 1906 that Oak Bay became an incorporated municipality. Oak Bay later developed following World War II into an area of high end homes "Uplands" and

expanded with the construction of more modest homes in Willows (beach front), Estevan Village and South Oak Bay neighbourhoods.

When the British colonists of the Hudson Bay Fur Trading Company established Victoria in 1843, Oak Bay was in their eyes a rugged and wild frontier. They immediately set about "civilizing" their new home by reconstructing the icons of their imperial heritage and introducing their time-honored "genteel" traditions. These cultural flourishes -- Tudor architectural style, rose gardens and afternoon tea. While the British heritage of nearby Victoria can be clearly seen throughout that bustling city, it is more evident still in the stately neighbouring village of Oak Bay.

### Economic Setting

Industries important to Oak Bay include the government sector, trade, finance, insurance and real estate. The population in the labour force 15 years and older is 44,750. The top six occupations are:

Sales and service	1,670 (3.8%)
Business, finance & administration occupations	1,470 (3.2%)
Management occupations	1,370
Social science, education, government service & religion	1,300
Health	900
Natural and applied sciences and related occupations	695

The top 3 industries in oak bay are business services (1,675), healthcare and social services (1,345) and a category listed on Stats Canada as "other services" (1,345).

### Social Setting

The population of Oak Bay is 17,908. The majority of people who live in Oak Bay are between the ages of 40 and 59 years of age. Oak Bay has one of the oldest populations in the Capital Region, with a median age of 49.9 years. In 2006 there were approximately 740 children aged 5 and under living in Oak Bay, representing a decrease of 15 children aged five and under since the 2001 census.

Oak Bay is serviced by a main village centre (Oak Bay Village), with smaller commercial centres located along Estevan Ave. and Fort St. and Foul Bay Rd., providing grocery, specialty and day to day services for local residents. Only 1% of the area of Oak bay is covered by business functions.

The following is a summary of some factors considered describing the social setting of Oak Bay.

Population (2006)	17,908 (BC 4,113,487)
Median age	49.9
% pop. aged 15 and over	86.5%
Pop. aged 15 and over	15,485
Living common-law	800 (less than 1%)
Married (not separated)	8,430 (47%)
English spoken most often at home	16,935 (95%)
French	95 (less than 1%)
Non-official language	535 (3%)

Ethnic background (visible minority)

The three top visible minority groups in Oak Bay are Chinese, South Asian and Japanese. See table Comparison of Municipalities Within SD 61 and with BC for detailed demographic information and municipal/provincial comparisons.

Sources

- [www.vancouverisland.com/regions](http://www.vancouverisland.com/regions)
- [www.oakbayvillage.ca](http://www.oakbayvillage.ca)
- [www.gobc.ca](http://www.gobc.ca)
- Oak Bay Demographics: Stats Canada 2006
- PLAY Early Years Report Victoria 2007

# Esquimalt

## Overview

Esquimalt has the fourth largest population with 16,840, the same median age as in Victoria at 41.7, and is similar to Oak Bay with its population aged 15 and over at 14,650. The median gross income for all families in 2005 is the second lowest at \$62,635. Esquimalt and View Royal have almost an identical percent (30%) of the population with a high school education only, 4,510, and one of the lowest with 2,210 of those with a university certificate, diploma or degree. About half the population of Esquimalt lives in rented dwellings (3,975) and half in owned dwellings (4,020).

## Geographical Setting

Esquimalt is located on the southeast coast of Vancouver Island, four kilometers west of downtown Victoria. It is bounded on the south by the Strait of Juan de Fuca, on the east by Esquimalt Harbour, and on the north by the Gorge Waterway. View Royal is its neighbouring municipality to the west, Saanich to the north and Victoria to the east. It covers 7.4 sq. km. and is one of the four core municipalities in the Capital Region District.

## Historical Setting

This municipality began as an agricultural settlement whose name comes from the First Nations expression “Es-whoy-malth”, meaning place of gradual shoaling water. It was incorporated in 1912.

Native people of the Coast Salish linguistic group had used the area now known as Esquimalt for approximately 400 years before the advent of European settlement. Approximately 11 loosely affiliated groups occupied the lands between Sooke and the Saanich Peninsula. The Victoria Treaties, signed in 1843 between the Hudson’s Bay Company and local native leaders, indicate that at that time the Esquimalt Peninsula was the territory of the Kosampsom group (now called the Esquimalt Nation). There has long been a village site near Ashe Head on the eastern shore of Esquimalt Harbour and this is where the Esquimalt Band makes its home today. Another group, the Songhees, has a reserve nearby. Prior to 1911, the Songhees had lived on the west shore of Victoria Harbour. Both of these groups are part of the Salish Nation and approximately 930 (6%) of the population of Esquimalt have identified themselves as Aboriginal. Most First Nations People live off reserves and Esquimalt has the highest ratio of Aboriginal People to total population at 4.6%. In 2001, the Songhees population was 1870 with a median age of 44.3.

The Royal Navy called Esquimalt home beginning in 1837. Now there are approximately 4,000 Army, Navy and Air Force personnel and 2,000 civilians working on the Canadian Forces Base (CFB-Esquimalt), one of the largest employers in the area.

Currently, approximately 17,000 people live in the municipality of Esquimalt with its variety of neighbourhoods and many amenities, none being very far from the sea shore. While residential in character, it also has several commercial areas, light industry and an active dockyard.

### Economic Setting

Esquimalt has one of the highest percentages of people living below the low income cut off in the region outside of Victoria (Community Council 2004).

The Dept. of National Defense, Canadian Forces Base (CFB-Esquimalt), is the largest employer in the area with approximately 6,000 employees.

In the experienced labour force in Esquimalt, the top three industries are business services 1,660 (17%), retail trade 1,085 (11%) and health care and social services 885 (9%).

Residents are also employed in the following top six occupations as of 2006.

Total experienced labour force 15 years & over	9,640
Sales and service	3,460 (36%)
Business, finance & administration occupations	1,720 (18%)
Trades, transport & equipment operators & related occupations	1,400 (15%)
Management occupations	895 (9%)
Occupations in social science, education, government service & religion	615 (6%)
Health occupations	460 (5%)

## Social Setting

According to Stats Canada (2006) figures, Esquimalt has the highest number of people living common-law (13%) and the second lowest number of people married, not separated, when compared to the other municipalities in SD 61. It is almost equal to Victoria in number of single parent families (20%). Most of the population speaks English only.

With 2,750 (19% of the population aged 15 and over) with no certificate, diploma or degree, it has the highest number in the municipalities surveyed. It has the lowest number, 2,210 (15%), with a university certificate, diploma or degree.

The following is a summary of some factors considered describing the social setting of Esquimalt.

Population (2006)	16,840 (BC 4,113,487)
Median age	41.7
% pop. aged 15 and over	87%
Pop. aged 15 and over	14,650
Living common-law	1,900 (13%)
Married (not separated)	5,360 (37%)
English spoken most often at home	16,020 (95%)
French	160 (.9%)
Non-official language	370 (2%)

## Ethnic background (visible minority)

The three top visible minority groups in Esquimalt are Chinese, Filipino and South Asian.

See table Comparison of Municipalities Within SD #61 and with BC for detailed demographic information and municipal/provincial comparisons.

## Sources

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- [www.ns.literacy.ca](http://www.ns.literacy.ca)
- [www.vitalsignscanada.ca](http://www.vitalsignscanada.ca)
- [www.bcheritage.ca](http://www.bcheritage.ca)
- The Esquimalt-View Royal Communities Early Years Report (Dec. 2007)
- SD 61 Accountability Contract 2007-2008

## **View Royal**

### Overview

View Royal has the smallest population with 8,768, a median age of 43.5, higher than Victoria, Esquimalt, View Royal and South Saanich, and lower than Oak Bay. It has the second lowest proportion of the population aged 15 and over at 7,375, (South Saanich has the lowest). The median gross income for all families in 2005 is \$75,952, \$20,000 more than Victoria, and \$20,000 less than Oak Bay. View Royal has a similar percentage to Victoria and Esquimalt regarding the population with a high school education only, 2,195. At 17%, 1,205, the population of View Royal with a university certificate, diploma or degree is similar to Esquimalt. It has a similar proportion to Oak Bay and South Saanich of rented dwellings to owned dwellings. The total of rented dwellings is 830 (25%) and the total of owned dwellings is 2,510 (75%).

### Geographical Setting

View Royal, on the southern tip of Vancouver Island, borders Esquimalt Harbour to the south, Colwood and Langford to the west, Highlands and Saanich to the north, and Esquimalt and the Esquimalt Nation reserve to the east. It has a total land area of 14.48 sq. km.

It is part of the Capital Regional District and has an abundance of green spaces and waterfront parks. Its largest park is Thetis Lake Regional Park. It has a friendly, village ambiance and waterfront views, parks, trails and pedestrian and cyclist-friendly neighbourhoods.

### Historical Setting

It was first settled in the 1850's when Dr. John Helmcken purchased 640 acres of farmland from the Hudson's Bay Company. Crews from passing ships used to replenish their water supplies from a natural spring at the foot of what is now Helmcken Road. Craigflower Manor and Schoolhouse was part of one of Vancouver Island's first European farming communities, established in 1853 along the Gorge Waterway. The Six Mile Pub, originally built in 1855, is said to be the oldest pub in BC and perhaps in western Canada.

View Royal was incorporated in 1988 and is mainly a small residential community of approximately 8,700 people, with a fairly stable demographic makeup, although it has experienced higher levels of growth within the last few years.

## Economic Setting

Approximately 75% of dwellings in View Royal are owner occupied. The median gross income for all families is \$75,952, second compared to the other areas in SD 61.

Several major economic changes have gone on in View Royal in recent years: the addition of the Great Canadian Casino, which contributes a percentage of the profits in a contractual agreement for the next 20 years, and in 1988, the Victoria General Hospital relocated to View Royal.

In the experienced labour force in View Royal, the top three industries are business services 925 (18%), health care and social services 590 (12%), and retail trade 500 (10%), similar to Esquimalt.

Residents are also employed in the following top six occupations as of 2006.

Total experienced labour force 15 years & over	5,025
Sales and services	1,270 (25%)
Business, finance & administration occupations	1,055 (21%)
Management occupations	640 (13%)
Trades, transport & equipment operators & related occupations	590 (12%)
Occupations in social science, education, government service & religion	400 (8%)
Health occupations	385 (8%)

## Social Setting

With Esquimalt, View Royal has the relatively youngest population in the Capital Region District, with median ages of 41.7 and 43.5 respectively (BC 40.8%). About 50% of View Royal residents are at the same address as five years ago (BC 53%). It has had an increase in population of over 20 % from 2001 to 2006 (BC 5.3%), and over 84% of the population is aged 15 and over (BC 83.5%). The number of people who identified themselves as Aboriginal is 160 (2%) (BC 5%).

Eight percent of the population is living common-law (BC 7%), and 45% are married, not separated, (BC 42%).

With 1,080 (15% of the population aged 15 and over) with no certificate, diploma or degree, it is similar to Victoria (14%) and less than Esquimalt (19%). Seventeen per cent have a university certificate, diploma or degree, compared to Victoria at 28% and Esquimalt at 15%.

The following is a summary of some factors considered describing the social setting of View Royal.

Population (2006)	8,768 (BC 4,113,487)
Median age	43.5
% pop. aged 15 and over	84%
Pop. Aged 15 and over	7,375
Living common-law	700 (9%)
Married (not separated)	3,920 (53%)
English spoken most often at home	8,370 (95%)
French	30 (.3%)
Non-official language	225 (3%)

Ethnic background (visible minority)

The three top visible minority groups in View Royal are Chinese, South Asian and Black. See table Comparison of Municipalities Within SD #61 and with BC for detailed demographic information and municipal/provincial comparisons.

Sources

- [www.sd61.bc.ca](http://www.sd61.bc.ca)
- [www.esquimalt.ca](http://www.esquimalt.ca)
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- SD 61 Accountability Contract 2007-2008

## South Saanich

Note: Because South Saanich and the Greater Victoria School District boundaries do not precisely correspond to each other, statistics for South Saanich are approximate only. It was determined that an 80% formula should be applied to available pertinent information from Statistics Canada. The decision to proceed in this manner was based on a rough general population distribution analysis within the South Saanich geography.

### Overview

South Saanich has the largest population with 90,000 residents, and a median age of 42.9, slightly higher than Victoria and Esquimalt, and slightly lower than View Royal. Of the population aged 15 and over, it has the lowest proportion at 68%, or 73,800 people. The median gross income for all families in 2005 is \$72,304, similar to View Royal, yet higher than Victoria and Esquimalt. At 23%, South Saanich has one of the lowest percentages of the population with a high school education only, with only Oak Bay being lower. The population of South Saanich residents with a university certificate, diploma or degree is 1,205, or 21%, similar to the BC average, yet lower than Victoria and Oak Bay. The percentage of rented dwellings to owned dwelling is similar to those of Oak Bay and View Royal. The total of rented dwellings is 26,032 (27%) and the total of owned dwellings is 9,628 (73%).

### Geographical Setting

The largest municipality in Greater Victoria, Saanich offers the charm of country life mingled with the convenience of urban residential neighbourhoods and close proximity to the provincial capital of Victoria. The area of Saanich in which SD 61 resides is bordered by Viaduct Ave, and Mann Ave. to the Northwest and Upper Quadra to Panorama Dr., including Mount Douglas Park, to the East.

### Historical Setting

Ancestors of the First Nations people lived in the area we call Saanich for a period of at least 4,000 years before the early European settlers arrived in the Greater Victoria area. Archaeological evidence of many hidden sites containing great amounts of shell remains, ash deposits from fires and evidence of the food processing activity of the First Nations people can be found along the sea shore and inland as well.

By the mid-1850s, employees of the Hudson's Bay Company and the first colonial settlers embarked on transforming the virgin forests of the Peninsula into one of the oldest agricultural settlements in British Columbia. The farms and dairy herds of Saanich soon became a vital source of food for Victoria's expanding population and by the turn-of-the-century the district was renowned for its cultivation of fruit and flowers. Since that time Saanich has become a major residential area in the Capital Regional District while still maintaining an important agricultural base.

The history of Saanich and its pattern of settlement is still evident in many of the old buildings and structures located throughout the district. The homes, schools, churches, commercial buildings, and farm buildings of heritage significance reflect the efforts and aspirations of the pioneer era as well as later periods of development. They provide a tangible link with the past and a meaningful sense of historical continuity

Economic Setting

Saanich represents a 50/50 mix of rural and urban settings where a range of sectors have established their operations from technology parks to agritourism initiatives in Saanich’s Agricultural Land Reserve. Saanich is often referred to as the gateway to the metropolitan core. The municipality’s economic policies support high technology manufacturing, mixed use densification in designated neighbourhood commercial centres, and tourist related facilities. Approximately 50% of businesses in Sannich are home based, with home based businesses representing the fastest growing economic sector in Saanich.

There are 47,826 residents 15 years and older active in the labour force which is characterized as stable and well-educated. Consistent with other core municipalities, the sales and social services sector is a top employer for Saanich residents.

Residents are employed in the following top six occupations as of 2006.

Sales and services	12,380 (26%)
Business, finance & administration occupations	9,212 (19%)
Trades, transport & equipment operators & related occupations	5,356 (11%)
Management occupations	5,000 (10%)
Occupations in social science, education, government service & religion	4,868 (10%)
Natural and applied sciences and related occupations	3,796 (8%)

Social Setting

South Saanich, the most populated area within the region, is a residential, bedroom community with a population of 90,000 residents. The median age of Sannich residents is 42.9 years, and home to the greatest numbers of seniors and young children in the region. Although the rate of growth for Saanich is not considered significant, by 2026, one in three people in Saanich is estimated to be over the age of 55 years. South Saanich has a family orientation as evident from having the lowest

proportion of residents aged 15 and over in the region and a high level of owner occupied dwellings (73%), most of which are single family homes in low density settings. There are 24,944 family households, with 15% headed by single parents.

The immigrant population of South Saanich is 19,036, representing the highest number and proportion of immigrants in the region. Visible minorities make up approximately 15% of the population, with greatest representation from Chinese and South Asian peoples. Consistent with these demographic characteristics, South Saanich also has the highest proportion of residents whose mother tongue is neither English nor French. According to census figures, 2% of South Saanich residents identified themselves as having an Aboriginal identity.

The following is a summary of some factors considered describing the social setting of South Saanich.

Population (2006)	90,000 (BC 4,113,487)
Median age	42.9
% pop. aged 15 and over	68
Pop. aged 15 and over	73,800 (82%)
Living common-law	5,304 (6%)
Married (not separated)	37,564 (42%)
English spoken most often at home	77,200 (86%)
French	316 (0.35)
Non-official language	7,180 (8%)

Ethnic background (visible minority) The top three visible minority groups in Saanich South are Chinese, South Asian and Japanese.

#### Sources

- [www.sd61.bc.ca](http://www.sd61.bc.ca)
- [www.statcan.ca](http://www.statcan.ca)
- [www.saanich.bc.ca](http://www.saanich.bc.ca)
- [www.vancouverisland.com/regions](http://www.vancouverisland.com/regions)

## Comparison of Municipalities in SD 61 and BC

NOTE:

- Figures are from Stats Canada 2006 and are rounded to show approximations for general information and comparison only. The statistics for South Saanich are approximate, based on the area in which SD 61 resides.

		Victoria	Oak Bay	Esquimalt	View Royal	South Saanich	BC
<b>Population 2006</b>	Population	78,057	17,908	16,840	8,768	90,000	4,113,487
	% Population change 2001 – 2006	Increase of 5.3%	Increase of .6%	Increase of 4.4%	Increase of 20.6%	Increase of 4.4%	Increase of 5.3%
<b>Age Characteristics</b>	Median age	41.7	49.9	41.7	43.5	42.9	40.8
	% pop. aged 15 and over	90.2	86.5	87	84.2	68.16	83.5%
	Pop. aged 15 and over	70,380	15,485	14,650	7,375	73,800	3,433,880
<b>Marital Status</b>	Living common-law	8,305 (12%)	800 (5%)	1,900 (13%)	700 (9%)	2,724 (3%)	279,875 (7%)
	Married (not separated)	21,350 (30%)	8,430 (54%)	5,360 (37%)	3,920 (53%)	37,564 (42%)	1,730,480 (50%)
<b>Family Characteristics</b>	Total number of families	18,320	5,155	4,445	2,510	24,944	1,161,420

		Victoria	Oak Bay	Esquimalt	View Royal	South South	BC
	Number of married couple & common-law families	14,465 (79%)	4,585 (89%)	3,515 (79%)	2,155 (86%)	21,112 (23%)	986,255 (85%)
	Number of single parent families	3,855 (21%)	575 (11%)	925 (20%)	355 (14%)	3,832 (15% of family households)	175,160 (15%)
	Number of female single parent families	3,160 (17%)	465 (9%)	735 (17%)	280 (11%)	3,080 (12%)	139,770 (12%)
	Number of male single parent families	695 (4%)	110 (2%)	190 (4%)	75 (3%)	752 (3%)	35,395 (3%)
<b>Income 2005</b>	Median gross income all families	\$54,674	\$95,104	\$62,635	\$75,952	\$72,304	\$62,346
	Median income single parent families	\$33,098	\$51,241	\$44,825	\$41,520	\$41,271	\$35,437
	Median income	\$24,651	\$36,421	\$26,950	\$33,617	\$59,728	\$24,867
<b>Mother Tongue</b>	Total population	75,390	17,680	16,700	8,675	90,000	4,074,380
	English only	62,475 (83%)	15,640 (88%)	14,770 (88%)	7,485 (86%)	68,496 (76%)	2,875,770 (71%)

		<b>Victoria</b>	<b>Oak Bay</b>	<b>Esquimalt</b>	<b>View Royal</b>	<b>South Saanich</b>	<b>BC</b>
	French only	1,480 (2%)	205 (1%)	550 (3%)	190 (2%)	1,164 (1%)	54,740 (2%)
	Other languages	11,270 (15%)	1,820 (10%)	1,350 (8%)	990 (11%)	15,856 (17%)	1,137,945 (28%)
<b>Language Spoken Most Often at Home</b>	Total population	75,390	17,680	16,705	8,675	90,000	4,074,385
	English	69,865 (93%)	16,935 (96%)	16,020 (96%)	8,370 (95%)	77,200 (86%)	3,341,285 (82%)
	French	420 (.6%)	95 (.5%)	160 (.9%)	30 (.3%)	316 (0.3%)	15,325 (.4%)
	Non-official language	4,490 (6%)	535 (3%)	370 (2%)	225 (3%)	7,180 (8%)	639,380 (16%)
<b>Immigrant Status</b>	Total Population	75,390	17,680	16,705	8,675	90,000	4,074,385
	Non-immigrants	58,535 (78%)	13,305 (75%)	14,435 (86%)	7,325 (84%)	65,580 (73%)	2,904,240 (71%)
	Immigrants	15,415 (20%)	4,140 (23%)	2,190 (13%)	1,355 (16%)	19,036 (21%)	1,119,215 (27%)
<b>Aboriginal Population</b>	Aboriginal identity population	2,835 (4%)	260 (1.5%)	930 (6%)	160 (2%)	1,592 (2%)	196,070 (5%)
	Non-aboriginal population	72,555 (96%)	17,425 (99%)	15,775 (94%)	8,515 (98%)	84,104 (93%)	3,878,310 (95%)

		Victoria	Oak Bay	Esquimalt	View Royal	South Saanich	BC
<b>Education</b>	Total pop 15 and over	67,705	15,520	14,505	7,280	73,800	3,394,910
	No cert, dip, or degree	9,210 (14%)	1,285 (8%)	2,750 (19%)	1,080 (15%)	10,976 (12%)	675,345 (20%)
	High school or equivalent	18,305 (27%)	3,455 (22%)	4,510 (31%)	2,195 (30%)	20,576 (23%)	946,645 (28%)
	College, CEGEP or other non-univ. cert or dip.	11,690 (17%)	90 (.6%)	2,755 (19%)	1,540 (21%)	11,924 (13%)	565,900 (17%)
	Univ. cert, dip or degree	18,985 (28%)	6,500 (42%)	2,210 (15%)	1,205 (17%)	18,680 (21%)	654,265 (19%)
<b>Labour Force Activity</b>	Pop. in labour force	45,270	8,785	9,750	5,060	47,828	2,226,380
	Employed	42,960	8,505	9,240	4,895	45,608	2,092,771
	Unemployed	2,310	275	510	165	2,216	133,615
<b>Occupations</b>	Top 6 (over 15) See narratives						
<b>Industry</b>	Top 3 See narratives						
<b>Language used most often at work</b>	English	47,870	9,810	10,405	5,435	50,968	2,308,370
	French	180	25	45	10	116	5,525

		<b>Victoria</b>	<b>Oak Bay</b>	<b>Esquimalt</b>	<b>View Royal</b>	<b>South Saanich</b>	<b>BC</b>
	Non-official language	490	30	15	10	448	79,415
<b>Visible minority population</b>	Total population	75,390	17,685	16,705	8,675	90,000	4,074,380
	Total visible minority pop.	9,130 (12%)	1,225 (7%)	1070 (6%)	800 (9%)	13,512 (15%)	1,008,855 (25%)
	Top 3 visible minority pop. (see narrative)						
<b>Occupied private dwellings</b>	Total	41,705	7,895	7,995	3,340	35,656	1,643,150
	Owned	16,880 (40%)	5,810 (74%)	4,020 (50%)	2,510 (75%)	26,032 (29%)	1,145,050
	Rented	24,820 (60%)	2,090 (26%)	3,975 (50%)	830 (25%)	9,628 (11%)	493,995

## Overview of Social Issues

The purpose of developing a Community Literacy Plan is to increase literacy levels, in order that people can live and participate to their fullest potential in our communities. Challenges with literacy abilities are sometimes a component of the social issues in our population, as well as a barrier to reaching personal and professional potential and participating in our society.

### Social Issues / Special Needs Groups

Poverty is the primary issue linked with the most prominent social issues and special needs/disadvantaged groups in the Capital Region District, including homelessness, lack of affordable housing, mental health, addictions, quality of life for persons with disabilities, low education levels, underemployment (the waged poor) and single parent families.

Research shows that the level and distribution of income within a community are directly related to the health and well being of a population. The greater the income disparity, the greater the impact upon the health of all the people in the community. The affordability of housing is perhaps the most critical issue.

The Homeless Needs Survey 2007 report states that 815 people are homeless or unstably housed in the CRD. Seventy-eight percent (78%) of those surveyed identified lack of affordable housing as their main barrier to being housed. The report revealed that 61% or 496 people reported 'sleeping out' in Victoria, 6% or 48 people sleeping in Saanich, 3% or 24 people sleeping in Esquimalt and 1% or 6 people sleeping in Oak Bay.

Twenty-five percent (25%) of the homeless or unstably housed people surveyed identified themselves as First Nations, Aboriginal, Metis, Inuit or Native. Aboriginal service providers suggest the aboriginal numbers are lower than the reality, as many aboriginal people did not participate in the survey for reasons associated with culture, discrimination and privacy.

Two comments received from literacy professionals when asked about our social issues:

- ◇ *“Any initiative that helps adults increase their ability to fill out application forms, use a computer (e.g., in a retail environment), or write brief notes accurately (e.g., in a home care/resident care attendant job), or helps them develop numeracy skills so they can work in a trade etc. is important.”*

Professional working in the literacy field.

- ◇ *“Literacy initiatives can positively impact any social area if they are supporting clients by offering access to community-based resources, scribe and referral services, opportunities to develop critical thinking and life management skills, and creating age/culture-appropriate learning environments that allow for individual barriers/needs/schedules/goals.”*

Professional working in the literacy field.

The links between the identified social issues and needs for literacy programs in particular locations and for specific groups, will be made clear in the next steps of the community literacy planning process.

The following information related to social issues is excerpted from FAMILY AND COMMUNITY WELL-BEING, SOCIAL INFRASTRUCTURE ASSESSMENT SURVEY RESULTS, A report for the United Way of Greater Victoria by the Community Council August 2007:

### Gaps in Current Programs or Services

The critical gaps in current services in BC's Capital Region identified by survey participants followed six main themes (presented here in order of the strength of that theme):

- a. Poverty and housing – Respondents repeatedly identified growing rates of poverty and a lack of affordable housing as the most critical gap in services and programs that support families and communities.
  
- b. Appropriate housing for people with disabilities and low income families were identified as crucial needs. This gap was related to the current economic situation in the region and the area's changing demographics. For instance, one respondent presented the issue this way:

*“Housing is a big issue for low income people. We are losing or have already lost families who can't find rental accommodation or buy into our inflated market, which means we are also losing the younger working members of the local population, including their children who would attend our school. This demographic shift based on affluence is warping the community. The volunteer base that supports many local groups and services (parks, ambulance, firefighters, library and so on) [is] slowly disappearing.”*

- c. Capacity of the social service sector to deliver better, more integrated service – Survey participants did not identify the need for new programs per se, but instead outlined the need for better ways of working, both within and between non-profit agencies. These respondents spoke of finding ways to offer more inclusive, culturally and socially sensitive programs that will reduce barriers to service for some groups of people in our community. Some spoke of the need for education and training opportunities for staff. Others mentioned the need for an infrastructure to ensure better cross-sectoral communications, particularly beyond the downtown core. One person mentioned:

*“There is not a communication vehicle for agencies, funders - ... We need think-tank sessions and, like municipalities, an OCP – a PLAN – for our region so we know what the shared goals are and can work strategically toward them.”*

Others identified the lack of capacity of current service providers, due to the recent changes in funding supports that now emphasize short-term, project based funds:

*"I don't necessarily think there are big gaps – it's more about existing services having the capacity to really serve their clients. I think this is increasingly difficult. Funding frozen for several years and/or reduced means less capacity to serve. Staff spending time on grant applications and fundraising projects means less time for internal issues of all kinds – taking care of staff, physical space, training and retaining staff."*

- d. Enhanced services for some population groups – Almost half of survey participants identified particular population groups that are at greatest need of enhanced programs and services. Children (especially children 0-5 years and those in low income families) were most often mentioned. As well, youth at risk, isolated seniors, and parents were also referred to as needing greater support.

The need for home support and/or personal support was another strong theme. Home supports were needed, some participants said, for a broad range of groups in the community, including people living in supportive housing, seniors with health issues, and persons with disabilities. Family caregivers were also mentioned as needing additional support.

- e. Access to child care – The lack of a planned, well-funded child care system was also identified as a key gap. The lack of affordable high-quality child care, said some participants, contributes to a cycle whereby parents cannot adequately support themselves or provide for their families. As one agency representative noted, *"there is little provision for child care (expenses and providers) to enable (low income, single or struggling) parents to access resources available to them."*
- f. Addictions and Mental Health services – Greater access to specialized mental health and addictions services were highlighted by some respondents. Young adults (including parents) and their families were specifically mentioned as being in need of enhanced services.
- g. Geographical and transportation issues – A minority of survey participants discussed the inaccessibility of services for people who live in more rural areas of the Capital Region, or who have limited access to the downtown core. A lack of transportation, they said, can pose a huge barrier for some people, regardless of the type and amount of excellent services offered in the community.

## Sources

- Quality of Life Report 2007, Community Council
- FAMILY AND COMMUNITY WELL-BEING, SOCIAL INFRASTRUCTURE ASSESSMENT SURVEY RESULTS, A report for the United Way of Greater Victoria by the Community Council August 2007  
Regional Literacy Advisory Group
- Homeless Needs Survey 2007, Victoria Cool Aid Society and the Community Council

**Victoria SD 61 Community Literacy Plan**  
**Goals and Action Plan**  
**2009-2012**

**Goal 1: Increase awareness about literacy and people with low literacy skills, as well as literacy programs and services**

**Strategy:** Implement a comprehensive marketing and communications plan, designed to inform the public of literacy issues in BC, reach people through creative methods and eliminate stigma attached to literacy issues.

Actions	Who	Resources	Timeline	Success Statements
Develop a marketing and communications plan, in coordination with identified regional marketing needs	<ul style="list-style-type: none"> <li>• Community Literacy Plan Steering Committee (CLPSC)</li> <li>• Literacy Outreach Coordinator (LOC)</li> <li>• Regional Literacy Coordinator (RLC)</li> <li>• Regional Literacy Advisory Group (RLAG)</li> <li>• School District 61 (SD)</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Marketing and communications plan complete

Actions	Who	Resources	Timeline	Success Statements
Create a media relations committee, as one component of implementing the marketing and communications plan	<ul style="list-style-type: none"> <li>• Literacy agencies</li> <li>• SD</li> <li>• LOC</li> <li>• RLC</li> <li>• CPSC</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Committee formed and operating
Update the database for Victoria on the Literacy BC Learn Line	<ul style="list-style-type: none"> <li>• LOC</li> <li>• Community Organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> <li>• Literacy BC staff</li> </ul>	TBD based on Year 1 priorities	Database is current and continuously updated
Educate community organizations about how to use this resource e.g. provide Literacy BC Learn Line orientation at RLAG Roundtable meeting	<ul style="list-style-type: none"> <li>• LOC</li> <li>• Community Organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Targeted organizations/groups learn how to use the Literacy BC Learn Line

Actions	Who	Resources	Timeline	Success Statements
Advertise the Literacy BC Learn Line, identifying best methods for providing this information and track usage rates relating to Victoria	<ul style="list-style-type: none"> <li>• Literacy BC</li> <li>• Ministry of Education</li> <li>• Ministry of Advanced Education and Labour Market Development</li> <li>• LOC</li> <li>• RLAG</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Marketing of Learn Line is increased; # Victoria users increases
Clarify audiences for specific awareness-raising strategies and identify these strategies	<ul style="list-style-type: none"> <li>• LOC</li> <li>• RLC</li> <li>• RLAG</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> <li>• Time for committee meetings</li> </ul>	TBD based on Year 1 priorities	Specific organizations /groups are targeted for contact; A number of strategies are determined

Actions	Who	Resources	Timeline	Success Statements
<p>Educate key community social service agencies and government departments on the specifics of identifying literacy issues within their client bases and appropriate referral processes to follow</p>	<ul style="list-style-type: none"> <li>• LOC</li> <li>• RLC</li> <li>• Literacy organizations</li> <li>• RLAG</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> <li>• Workshop Models</li> <li>• Space</li> </ul>	<p>TBD based on Year 1 priorities</p>	<p>A targeted number of orgs/groups receive required information</p> <p>Referrals are made to and from agencies /orgs for literacy support services</p>
<p>Assist community agencies to develop plain language materials e.g. communications materials and approaches</p>	<ul style="list-style-type: none"> <li>• LOC</li> <li>• RLC</li> <li>• Literacy organizations</li> <li>• Workshop facilitator</li> <li>• Consultant</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> <li>• Presentation development</li> <li>• Materials from communities that currently do this</li> </ul>	<p>TBD based on Year 1 priorities</p>	<p>Organizations receive help with determining and finding resources for plain language materials</p>

Actions	Who	Resources	Timeline	Success Statements
Increase communication and planning between the community and school district; bring down silos between formal and community learning by blending and integrating resources; integrate action into communications plan	<ul style="list-style-type: none"> <li>• LOC</li> <li>• RLC</li> <li>• School District</li> <li>• Camosun</li> <li>• Literacy organizations</li> <li>• CLPSC</li> </ul>		TBD based on Year 1 priorities	<p>Improved communication systems are used</p> <p>Expanded use of resources</p>

**Goal 2: Support adults who are in transition to work.**

Strategy: Build on current digital literacy programs offered by literacy organizations and other community knowledge centers.

Actions	Who	Resources	Timeline	Success Statements
Identify current and planned literacy outreach programs	<ul style="list-style-type: none"> <li>• LOC</li> <li>• Community agencies</li> <li>• Literacy BC</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Inventory of programs completed

Actions	Who	Resources	Timeline	Success Statements
Foster existing partnerships and develop new partnerships	<ul style="list-style-type: none"> <li>• RLC</li> <li>• RLAG</li> <li>• School District</li> <li>• LOC</li> <li>• agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> <li>• Program models</li> <li>• Funding</li> </ul>	TBD based on Year 1 priorities	Programs reach more people

**Goal 3: Support for improving literacy skills in the workplace.**

Strategy #1: Support actions arising from the READ Society's and Literacy Victoria's assessment of the needs in small, mid-size and large businesses.

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Actions	Who	Resources	Timeline	Success Statements
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Actions	Who	Resources	Timeline	Success Statements
Access report of 2008 READ Society employer research to targeted audiences in the private and public sector, in the province of BC	<ul style="list-style-type: none"> <li>• READ</li> <li>• RLAG</li> <li>• LOC</li> <li>• RLC</li> <li>• LV</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Increased awareness of employer and employee issues and needs
Identify existing programs that are addressing some of the workplace needs identified by the READ Society	<ul style="list-style-type: none"> <li>• LOC</li> <li>• RLC</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Inventory of workplace programs completed
Collaborate with existing programs and develop new ones to meet emerging needs	<ul style="list-style-type: none"> <li>• Community agencies</li> <li>• School district</li> <li>• RLC</li> <li>• Camosun</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Employer/Employee needs are addressed

Actions	Who	Resources	Timeline	Success Statements
<p>Research funding and collaboration opportunities, including how Labour Market Implementation (LMI) funds will be allocated by the province</p>	<ul style="list-style-type: none"> <li>• RLC</li> <li>• Agencies</li> <li>• Ministries</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	<p>TBD based on Year 1 priorities</p>	<p>Dissemination of findings to appropriate organizations completed</p>
<p>Provide available training and education information to employers, so they can inform employees of adult education and lifelong learning opportunities</p>	<ul style="list-style-type: none"> <li>• RLC</li> <li>• LOC</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Time</li> </ul>	<p>TBD based on Year 1 priorities</p>	<p>Targeted employers have received information</p>

Strategy #2: Provide outreach and support to displaced workers.

Actions	Who	Resources	Timeline	Success Statements
Identify displaced workers, the sectors they work in or want to work in and their needs	<ul style="list-style-type: none"> <li>• LOC</li> <li>• RLC</li> <li>• Community Agencies</li> <li>• Employment services</li> <li>• Camosun</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Service providers have a thorough understanding of how to reach displaced workers
Identify barriers that are preventing ready access to support	<ul style="list-style-type: none"> <li>• LOC</li> <li>• RLC</li> <li>• Community Agencies</li> <li>• Employment Services agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Barriers are documented and shared

Actions	Who	Resources	Timeline	Success Statements
Determine best methods and processes to support displaced workers in their need for employment readiness skills	<ul style="list-style-type: none"> <li>• Employment service agencies</li> <li>• RLAG</li> <li>• Literacy Organizations</li> <li>• School District</li> <li>• LOC</li> <li>• RLC</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Establish optimal processes to implement
Determine best methods and processes to support English language development	<ul style="list-style-type: none"> <li>• RLC</li> <li>• School District</li> <li>• Agencies</li> <li>• Victoria Immigrant and Refugee Society (VIRCS)</li> <li>• Intercultural Association Society (ICS)</li> <li>• Camosun</li> <li>• Private language schools</li> <li>• READ Society</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Establish optimal processes to implement

**Goal 4: Provide support for people with disabilities.**

Strategy #1: Identify that are barriers for persons with disabilities in terms of access to income assistance.-that limit access to literacy help

Actions	Who	Resources	Timeline	Success Statements
Identify barriers that may be preventing persons with disabilities from readily accessing appropriate literacy assistance, while applying for government assistance	<ul style="list-style-type: none"> <li>• LOC</li> <li>• RLC</li> <li>• Community Agencies</li> <li>• Disability Resource Centre</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Barriers are identified and shared
Examine the existing application processes and make recommendations to appropriate government agencies, if required	<ul style="list-style-type: none"> <li>• RLAG</li> <li>• RLC</li> <li>• Deans</li> <li>• Ministry of Education</li> <li>• Advanced Education</li> <li>• Superintendents</li> <li>• DRC</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	<p>Existing process is clarified and documented</p> <p>Recommendations are communicated to government</p>

Actions	Who	Resources	Timeline	Success Statements
<p>Create methods to assist PWD in their quest for literacy support</p> <p>Plan for follow-up on advocacy efforts</p>	<ul style="list-style-type: none"> <li>• RLAG</li> <li>• RLC</li> <li>• LOC</li> <li>• Community agencies / groups</li> <li>• Employment assistance service providers</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	<p>TBD based on Year 1 priorities</p>	<p>Literacy support is provided where needed</p> <p>Tracking of advocacy efforts and outcomes is documented</p>

Strategy #2: Work with agencies that support people with disabilities.

Actions	Who	Resources	Timeline	Success Statements
<p>Become educated about assistive software programs</p>	<ul style="list-style-type: none"> <li>• Literacy organizations</li> <li>• Disability organizations</li> <li>• School District</li> <li>• Camosun</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	<p>TBD based on Year 1 priorities</p>	<p>List of programs is created and disseminated</p>

Actions	Who	Resources	Timeline	Success Statements
Communicate this information to agencies	<ul style="list-style-type: none"> <li>• LOC</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Information has reached community
Determine software training needs and potential pathways to support agencies with trainings	<ul style="list-style-type: none"> <li>• LOC</li> <li>• RLC</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Training supports are increased
Develop relationships with agencies that support people with disabilities, for the purposes of creating and facilitating effective literacy support referral processes	<ul style="list-style-type: none"> <li>• LOC</li> <li>• RLC</li> <li>• Literacy organizations</li> <li>• Disability organizations</li> <li>• School District</li> <li>• College</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Agencies know who and where to refer to refer clients

**Goal 5: Support Aboriginal people.**

Strategy: Prepare a plan specifically with and for aboriginal people.

Actions	Who	Resources	Timeline	Success Statements
Create an aboriginal literacy task force for the South Island	<ul style="list-style-type: none"> <li>• Chief's Council</li> <li>• LOC</li> <li>• School District</li> <li>• Band members</li> <li>• CSETS</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> <li>• Verna Barker</li> </ul>	TBD based on Year 1 priorities	Literacy Task Force established
Meet with people at bands to discuss assets and needs	<ul style="list-style-type: none"> <li>• Band members</li> <li>• Verna Barker</li> <li>• Chief's Council</li> <li>• Aboriginal women's groups</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Targeted number of Bands have been met with for discussion
Make a presentation to Chief's Council about findings for the purposes of determining next steps	<ul style="list-style-type: none"> <li>• Task Force</li> <li>• Verna Barker</li> <li>• RLC</li> <li>• LOC</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Presentation done

Actions	Who	Resources	Timeline	Success Statements
Consult re: Literacy Victoria and READ Society potential proposal for a regional aboriginal strategy	<ul style="list-style-type: none"> <li>• RLC</li> <li>• READ</li> <li>• LV</li> </ul>	Staff time	TBD based on Year 1 priorities	Status update completed

**Goal 6: Literacy Support for vulnerable populations, which include those living in poverty, those involved with the justice system, those with mental health issues, women in shelters, those who are homeless.**

Strategy #1: Identify and review government policies that may limit access to education and literacy programs.

Actions	Who	Resources	Timeline	Success Statements
Communicate government policy review findings to agencies	<ul style="list-style-type: none"> <li>• RLC</li> <li>• Community Agencies</li> <li>• Deans</li> <li>• Council</li> <li>• Lit BC</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Agencies are informed of policies
Communicate and advocate with government around the implications of some policies on people seeking education and learning programs	<ul style="list-style-type: none"> <li>• RLAG</li> <li>• RLC</li> <li>• Lit BC</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Awareness at government level is increased

Actions	Who	Resources	Timeline	Success Statements
Where appropriate, follow-up with these communications to determine outcomes	<ul style="list-style-type: none"> <li>• RLC</li> <li>• LOC</li> <li>• RLAG-ad hoc advocacy committee</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Progress is made re: policy review and changes

Strategy #2: Respond to identified needs for scribing support.

Actions	Who	Resources	Timeline	Success Statements
Build outreach advocacy and scribing services for people who receive income assistance and disability support; where possible, mobilize supports to meet identified needs e.g. bring Camosun and School District together	<ul style="list-style-type: none"> <li>• LOC</li> <li>• RLAG</li> <li>• Community organization</li> <li>• Camosun</li> <li>• SD</li> <li>• EA's</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Response to needs is in progress

Actions	Who	Resources	Timeline	Success Statements
Work with social services agencies and government, to identify specific scribing service models	<ul style="list-style-type: none"> <li>• LOC</li> <li>• Agencies</li> <li>• Government</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Review of models completed
Determine most effective approaches to address the needs; who is already doing this work e.g. JHS and what are they doing?	<ul style="list-style-type: none"> <li>• LOC</li> <li>• Organizations involved in delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	1 or more models are chosen
Implement program(s)	<ul style="list-style-type: none"> <li>• Organizations involved in delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Scribing services are increased and tracked

Strategy #3: Expand book resources in the Victoria area.

Actions	Who	Resources	Timeline	Success Statements
Build on current book exchanges and drop-in reading programs.	<ul style="list-style-type: none"> <li>• LOC</li> <li>• RLAG</li> <li>• SD</li> <li>• Agencies</li> <li>• Service Clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Staff</li> </ul>	TBD based on Year 1 priorities	List of current programs completed
Assess current programs with respect to effectiveness and needs	<ul style="list-style-type: none"> <li>• LOC</li> <li>• RLC</li> <li>• RLAG</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> <li>• Inventory</li> </ul>	TBD based on Year 1 priorities	Up to date information is available
Determine possible support mechanisms for identified needs	<ul style="list-style-type: none"> <li>• LOC</li> <li>• RLC</li> <li>• RLAG</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Options for support are shared

Strategy #4: Find strategic alliances to address policy barriers and assist people to work through these barriers.

Actions	Who	Resources	Timeline	Success Statements
Identify ways to support people who are facing barriers	<ul style="list-style-type: none"> <li>• RLAG</li> <li>• Lit BC</li> <li>• Deans Council</li> <li>• Infrastructure table</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Work already being done is identified

**Goal 7: Provide support for children and families.**

Strategy #1: Build on current education outreach/mentoring programs for preschool children and children in school;

Actions	Who	Resources	Timeline	Success Statements
Reference 2008/2009 inventory of literacy programs and services	<ul style="list-style-type: none"> <li>• LOC</li> <li>• READ</li> <li>• School District</li> <li>• RLAG</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Programs identified

Actions	Who	Resources	Timeline	Success Statements
Determine extent of integration between the SD and immigrant and refugee services	<ul style="list-style-type: none"> <li>• LOC</li> <li>• Settlement Services</li> <li>• School District</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Awareness of linkages
Determine needs for further programs/resources	<ul style="list-style-type: none"> <li>• LOC</li> <li>• Literacy organizations</li> <li>• SD 61</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Information shared
Create plans to meet identified needs	<ul style="list-style-type: none"> <li>• LOC</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Plan in place

Strategy #2: Explore the translation of materials for ESL parents

Actions	Who	Resources	Timeline	Success Stories
Identify translated materials that currently exist and those that require translation	<ul style="list-style-type: none"> <li>• School District</li> <li>• Library</li> <li>• Community organizations</li> <li>• Ministry of Education</li> <li>• LOC</li> <li>• RLC</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	List of materials completed
Identify resources including people, materials and funding required for translations, as well as potential funding sources	<ul style="list-style-type: none"> <li>• RLAG</li> <li>• LOC</li> <li>• School District</li> <li>• RLC</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	List completed funding information shared
Assist with securing resources for translations	<ul style="list-style-type: none"> <li>• LOC</li> <li>• Immigrant services</li> <li>• RLC</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Resource needs documented Proposals written where required  Resources secured

Actions	Who	Resources	Timeline	Success Stories
Proceed with translations	<ul style="list-style-type: none"> <li>• Agencies</li> <li>• Consultants</li> <li>• Sd's</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Needs for translations are met

Strategy #3: Explore the potential of tutoring for children in care and training for foster parents

Actions	Who	Resources	Timeline	Success Statements
Identify literacy support requirements for children in care	<ul style="list-style-type: none"> <li>• RLC</li> <li>• LOC</li> <li>• Social Workers</li> <li>• School District</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	List of requirements created and shared
Determine best methods to merge needs of children with available resources	<ul style="list-style-type: none"> <li>• RLC</li> <li>• LOC</li> <li>• School District – learning support teachers</li> <li>• READ Society</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Creative strategies developed

Actions	Who	Resources	Timeline	Success Statements
Secure resources for implementation, where required	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• READ Society</li> <li>• LOC</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Funding and other resources are secured
Proceed with program delivery	<ul style="list-style-type: none"> <li>• Agencies</li> <li>• SD</li> <li>• consultants</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Children in care receive literacy support

**Goal 8: Support for youth (15-19 years) who have dropped out of school or out of school with high school diploma but not working or continuing education (19-24 years).**

Strategy #1: Identify what is required in an outreach program, in order to engage youth in formal or informal learning.

Actions	Who	Resources	Timeline	Success Statements
Research magnitude of problem	<ul style="list-style-type: none"> <li>• LOC</li> <li>• RLC</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Information documented and shared
Determine where/how to reach youth	<ul style="list-style-type: none"> <li>• LOC</li> <li>• VNFC</li> <li>• Employment Service Agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Information documented and shared

Actions	Who	Resources	Timeline	Success Statements
Talk with youth and organizations who work with this population to discover the reasons they are out of school and their literacy needs	<ul style="list-style-type: none"> <li>• LOC</li> <li>• VNFC</li> <li>• Storefront School</li> <li>• Youth organizations/ groups (B&amp;G)</li> <li>• Coalition of Youth Workers (YMCA)</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	<p>Documented stories</p> <p>List of identified needs</p>
Provide organizations with tools and strategies to integrate sensitivity to literacy issues into their service delivery, including health literacy	<ul style="list-style-type: none"> <li>• LOC</li> <li>• RLC</li> <li>• SD</li> <li>• Community agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> <li>• Committee time</li> </ul>	TBD based on Year 1 priorities	Organizations are well equipped with tools

Strategy #2: Provide information about literacy programs that do exist.

Actions	Who	Resources	Timeline	Success Statements
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Actions	Who	Resources	Timeline	Success Statements
Identify best ways to deliver information to youth out of school	<ul style="list-style-type: none"> <li>• LOC</li> <li>• Literacy Victoria</li> <li>• Alternate School program</li> <li>• Youth-serving organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Youth have been reached through a variety of creative methods
Refer youth to appropriate programs and services	<ul style="list-style-type: none"> <li>• Youth serving organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Organizations are making appropriate referrals
Determine reasons why youth are not accessing existing services	<ul style="list-style-type: none"> <li>• LOC</li> <li>• RLC</li> <li>• Agencies</li> <li>• Community</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	Documented and shared

Strategy #3: Listen to and compile literacy and learning stories of youth, building on the initiative of the school district to have conversations with youth.

Actions	Who	Resources	Timeline	Success Statements
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Actions	Who	Resources	Timeline	Success Statements
Analyze results to discover common threads and develop action plans for different methods of literacy and learning support to youth	<ul style="list-style-type: none"> <li>• LOC</li> <li>• Youth serving organizations</li> <li>• Youth</li> <li>• School District</li> <li>• Literacy organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>	TBD based on Year 1 priorities	<p>Consultations with school district completed</p> <p>Action plan completed</p>

## INVENTORY OF LITERACY PROGRAMS AND SERVICES

**R- Reading, W- Writing, N- Numeracy**

**ES- Essential Skills, ESL- English as a Second Language**

**WP- Workplace Skills, LD- Language Development, IT- Information Technology**

**Note: This is a condensed version of the inventory. See Excel document ‘CLP Inventory of Literacy Programs and Services March 2009’ for complete details.**

Organization	Programs Offered	Services Offered	R	W	N	ES	ESL	WP	LD	IT	Fee?	Address	Phone Number	Website
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Organization	Programs Offered	Services Offered	R	W	N	ES	ESL	WP	LD	IT	Fee?	Address	Phone Number	Website
<b>General</b>														
Blanshard Community Centre	To be entered at a later date													
Bruce Hutchinson Branch-Greater Victoria Public Library	Story Times for families, babies & young children Author visits Reading Buddies Summer Reading Club Community Access Program	Literacy Librarians Literacy Collection Children's Librarian Multicultural Librarian Stories to Go collection Literacy Outreach Library Tours Computer Training Meeting space for literacy tutors ESL Collections	Y			Y	Y			Y	No	4636 Elk Lake Dr	(250) 727-0104	http://www.gvpl.ca/
Burnside Gorge Community Centre	Community Access Program									Y	No	471 Cecelia Road	(250) 388-5251	www.burnsidegorge.ca
Cedar Hill Recreation Centre	To be entered at a later date													
Central Baptist Church	Intermediate to Advanced ESL in partnership with VIRCS- all ages						Y				No	833 Pandora Street	(250) 385-7786	www.centralbaptistchurch.ca
Central Branch-Greater Victoria Public Library	Story Times for families, babies & young children Author visits Reading Buddies program Summer Reading Club Community Access Program	Literacy Librarians Literacy Collection Children's Librarian Multicultural Librarian Stories to Go collection Literacy Outreach Library Tours Computer Training Meeting space for literacy tutors ESL Collections	Y			Y	Y			Y	No	735 Broughton St	(250) 382-7241	http://www.gvpl.ca/
Commonwealth Recreation Centre	To be entered at a later date													

Organization	Programs Offered	Services Offered	R	W	N	ES	ESL	WP	LD	IT	Fee?	Address	Phone Number	Website
Educentre	To be entered at a later date													
Emily Carr Branch-Greater Victoria Public Library	Story Times for families, babies & young children Author visits Reading Buddies Summer Reading Club Community Access Program	Literacy Librarians Literacy Collection Children's Librarian Multicultural Librarian Stories to Go collection Literacy Outreach Library Tours Computer Training Meeting space for literacy tutors ESL Collections	Y			Y	Y			Y	No	3500 Blanshard Street	(250) 475-6101	<a href="http://www.gvpl.ca/">http://www.gvpl.ca/</a>
ESL Schools	There are numerous schools and programs offering English as a Second Language programs to non-English speaking youth and adults.						Y				Yes	Various locations		
Esquimalt Branch-Greater Victoria Public Library	Story Times for families, babies & young children Author visits Reading Buddies Summer Reading Club Community Access Program	Literacy Librarians Literacy Collection Children's Librarian Multicultural Librarian Stories to Go collection Literacy Outreach Library Tours Computer Training Meeting space for literacy tutors ESL Collections	Y			Y	Y			Y	No	1231 Esquimalt Road	(250) 414-7198	<a href="http://www.gvpl.ca/">http://www.gvpl.ca/</a>
Esquimalt Recreation Centre	To be entered at a later date													
Fairfield Community Association	Community Access Program	Communal Newspapers								Y	No	1330 Fairfield Road	(250) 382-4604	<a href="http://www.fairfieldcommunity.ca">www.fairfieldcommunity.ca</a>

Organization	Programs Offered	Services Offered	R	W	N	ES	ESL	WP	LD	IT	Fee?	Address	Phone Number	Website
Fernwood Neighbourhood Resource Group	Community Access Program									Y	No	1240 Gladstone Avenue	(250) 381-1552	www.fernwoodnrg.ca
Gordon Head Recreation Centre	To be entered at a later date													
James Bay Community School Centre	Community Access Program									Y	No	140 Oswego Street	(250) 389-1470	www.jamesbaycentre.ca
James Bay Community Project	Community Access Program	Library Community Access Program								Y	No	547 Michigan Street	(250) 388-7844	www.jbcp.bc.ca
Nellie McClung Branch-Greater Victoria Public Library	Story Times for families, babies & young children Author visits Reading Buddies Summer Reading Club Community Access Program	Literacy Librarians Literacy Collection Children's Librarian Multicultural Librarian Stories to Go collection Literacy Outreach Library Tours Computer Training Meeting space for literacy tutors ESL Collections	Y			Y	Y			Y	No	3950 Cedar Hill Rd	(250) 477-7111	http://www.gvpl.ca/
Oak Bay Branch-Greater Victoria Public Library	Story Times for families, babies & young children Author visits Reading Buddies Summer Reading Club Community Access Program	Literacy Librarians Literacy Collection Children's Librarian Multicultural Librarian Stories to Go collection Literacy Outreach Library Tours Computer Training Meeting space for literacy tutors ESL Collections	Y			Y	Y			Y	No	1442 Monterey Avenue	(250) 592-2489	http://www.gvpl.ca/
Oaklands Community Centre	To be entered at a later date Community Access Program													
Pearkes Recreation Centre	To be entered at a later date													

Organization	Programs Offered	Services Offered	R	W	N	ES	ESL	WP	LD	IT	Fee?	Address	Phone Number	Website
Saanich Centennial-Greater Victoria Public Library	Story Times for families, babies & young children Author visits Reading Buddies Summer Reading Club	Literacy Librarians Literacy Collection Children's Librarian Multicultural Librarian Stories to Go collection Literacy Outreach Library Tours Computer Training Meeting space for literacy tutors ESL Collections	Y			Y	Y			Y	No	3110 Tillicum Rd	(250) 477-9030	http://www.gvpl.ca/
South Island Community Access Network	Community Access Program									Y	No	220 - 4252 Commerce Circle	(250) 744-2973	http://sican.tc.ca/
Victoria Native Friendship Centre	To be entered at a later date													
Vic West Y	To be entered at a later date													
View Royal Public Library	To be entered at a later date													
YMCA-YWCA of Greater Victoria	To be entered at a later date													
<b>Adults</b>														
Camosun College	Low Literacy & Fundamental English Mathematics & Computer Classes Employment Preparation & Training ESL	Courses offered on campus and at community partner sites. Access to range of other support services.	Y	Y	Y	Y	Y	Y		Y	Yes/No	3100 Foul Bay Road		www.camosun.ca
Literacy Victoria	Adult Literacy-support services in reading, writing, mathematics, computer, essential and life skills	Scribing E-learning support	Y	Y	Y	Y				Y	No	930A Yates Street	(250) 381-3538	www.literacyvictoria.ca

Organization	Programs Offered	Services Offered	R	W	N	ES	ESL	WP	LD	IT	Fee?	Address	Phone Number	Website
Oak Bay Recreation Centre	Computer Courses Writing Courses			Y						Y	Yes	1975 Bee Street	(250) 595-7946	
Victoria Immigrant and Refugee Centre Society	ESL for Beginners and Advanced	Workshops- English pronunciation and intonation for professionals	Y	Y			Y	Y			Yes /No	535 Yates Street	(250) 361-9433	www.vircs.bc.ca
Victoria READ Society	Adult Basic Skills ESL Computer Literacy Workplace Training Education Outreach-child/youth	Formal assessments Individual program design & delivery Individual coaching Small classes Workplace learning Learning workshops	Y	Y	Y	Y	Y	Y		Y	Yes	201-2631 Quadra Street	(250) 388-7225	www.readsociety.bc.ca
Victoria Single Parent Resource Centre	Partner with Literacy Victoria to deliver computer literacy training.		Y	Y	Y	Y				Y	No	602 Gorge Road	(250) 385-1114	www.singleparentvictoria.ca
<b>Youth</b>														
Burnside Gorge Community Centre	Family Self-Sufficiency Program	One on one work with families assisting with budgeting and government paperwork and applications. Financial literacy to both parents and youth Employment and workforce literacy skills			Y	Y		Y			No	471 Cecelia Road	(250) 388-5251	www.burnsidegorge.ca
Victoria READ Society	Education Access Program Children and Youth program	Formal assessments Individual program design & delivery Early intervention	Y	Y	Y	Y					No-Yes	201-2631 Quadra Street	(250) 388-7225	www.readsociety.bc.ca
Victoria Immigrant and Refugee Centre Society	ESL for Beginners and Advanced		Y	Y			Y				Yes	535 Yates Street	(250) 361-9433	www.vircs.bc.ca

Organization	Programs Offered	Services Offered	R	W	N	ES	ESL	WP	LD	IT	Fee?	Address	Phone Number	Website
<b>Children</b>														
Victoria READ Society	Education Outreach-child/youth from low income households Education Access-child/youth from low income households Children and Youth program	Formal assessments Individual program design & delivery	Y	Y	Y	Y					No-yes	201-2631 Quadra Street	(250) 388-7225	www.readsociety.bc.ca
Fairfield Community Association	Community Access Program	Out of School Care								Y	No	1330 Fairfield Road	(250) 382-4604	www.fairfieldcommunity.ca
Military Families Resource Centre	"Homework Zone"-program offered at John Stubbs and Macaulay Elementary schools to assist children with their learning needs		Y	Y	Y						No			www.esquimaltmfrc.ca
School District 61	Reading Buddy Program P.J. Reading Nights Parents as Literacy Support Visitations to Seniors homes Parents of Primary School Children Partnerships with READ Society and Inter-Cultural Association Welcome to Kindergarten Program Parent Advisory Committees		Y	Y	Y		Y		Y		No	556 Boleskine Road	(250) 475-3212	www.sd61.bc.ca
<b>Young</b>														

Organization	Programs Offered	Services Offered	R	W	N	ES	ESL	WP	LD	IT	Fee?	Address	Phone Number	Website
<b>Children</b>														
Burnside Gorge Community Centre	Parent-Child Mother Goose Toddler Art Kindergym (using Leap/Hop activities) Parent & Tot Drop-In		Y		Y				Y		No	471 Cecelia Road	(250) 388-5251	www.burnsidegorge.ca
Esquimalt First Nation	Head Start Program- contact info to be entered at later date													
Esquimalt Neighbourhood House	Mother Goose Circle Time Family Service Programs	Early Intervention for language development Parent Education - speech therapist, language development & literacy Book distributions Visits from the librarian Community events- literacy day, storytelling festival	Y		Y	Y			Y		No/ Yes	511 Constance Avenue	(250) 385-2635	www.enh.bc.ca
Fairfield Community Association	Community Access Program	Parent-Child Drop Ins Preschool	Y		Y	Y			Y	Y	No	1330 Fairfield Road	(250) 382-4604	www.fairfieldcommunity.ca
Fernwood Neighbourhood Resource Group	Parent-Child Mother Goose		Y						Y		No	1240 Gladstone Avenue	(250) 381-1552	www.fernwoodnrg.ca
First Peoples' Heritage, Language & Culture Council	Language Nest					Y			Y		No	1A Boat Ramp Road	(250) 652-5952	www.fphlcc.ca
Hulitan Social Services	Journeys of the Heart					Y			Y		No	902 A Caledonia Avenue	(250) 384-9466	www.hulitan.ca
James Bay Community Project	Parent-Child Drop Ins		Y		Y	Y			Y	Y	No	547 Michigan Street	(250) 388-7844	www.jbcp.bc.ca

Organization	Programs Offered	Services Offered	R	W	N	ES	ESL	WP	LD	IT	Fee?	Address	Phone Number	Website
Military Families Resource Centre	Seeds of Empathy Roots of Empathy Melodies & ABC's Parent-Child Mother Goose		Y		Y	Y			Y		No			www.esquimaltmfrc.ca
Preschools	For a complete list of preschools, contact the Child Care Resource and Referral												(250) 382-7000	http://childcarevictoria.org/
Saanich Neighbourhood Place	Parent-Child Mother Goose Parent and Tot Drop In programs								Y		No	3100 Tillicum Road	(250) 360-1148	www.saanichneighbourhoodplace.com
School District 61	Ready, Set, Learn Strong Start		Y		Y				Y		No	556 Boleskine Road	(250) 475-3212	www.sd61.bc.ca
<b>Aboriginal Population</b>														
Esquimalt Neighbourhood House	Healthy Babies for Songhees First Nation					Y					No	511 Constance Avenue	(250) 385-2635	www.enh.bc.ca
First Peoples' Heritage, Language & Culture Council	BC Language Initiative Aboriginal Language Initiative FirstVoices.com Master Apprentice Program Language & Culture Camps Language Nest Language Authority	FirstVoices.com				Y			Y	1	No	1A Boat Ramp Road	(250) 652-5952	www.fphlcc.ca

Organization	Programs Offered	Services Offered	R	W	N	ES	ESL	WP	LD	IT	Fee?	Address	Phone Number	Website
Hulitan Social Services	Journeys of the Heart	Reading program Language program Age appropriate curriculum				Y			Y		No	902 A Caledonia Avenue	(250) 384-9466	www.hulitan.ca
Songhees Nation	Tutoring Upgrading from Foundations to Grade 12 Community Access Program	Referrals to Literacy Victoria and educational institutions Counseling Alternate assessment Placements Access to computer lab and resource materials Employment support Services- resume and letter writing, telephone correspondence				Y		Y		Y	N/A	1500B Admirals Road	(250) 386-1043	www.songheesnation.com
<b>Families</b>														
Burnside Gorge Community Centre	Family Self-Sufficiency Program	One on one work with families assisting with budgeting and government paperwork and applications. Financial literacy to both parents and youth Employment and workforce literacy skills			Y	Y		Y			No	471 Cecelia Road	(250) 388-5251	www.burnsidegorge.ca
<b>People with Disabilities</b>														

Organization	Programs Offered	Services Offered	R	W	N	ES	ESL	WP	LD	IT	Fee?	Address	Phone Number	Website
Camosun College		Employment preparation for students with developmental barriers and head injury clients	Y	Y	Y	Y	Y	Y		Y	Yes /No	3100 Foul Bay Road		www.camosun.ca
South Island Community Access Network add READ- formal assessments, individual program design and delivery and small classes	Community Access Program									Y	No	220 - 4252 Commerce Circle	(250) 744-2973	http://sican.tc.ca/
<b>Seniors</b>														
Monterey Recreation Centre	To be entered at a later date													
Silver Threads	To be entered at a later date Community Access Computers									Y	No			

# APPENDICES

Appendix 1: Community Engagement Strategy

Appendix 2: Community Engagement Strategy Report 1  
(October 2008)

Appendix 3: Community Engagement Strategy Report 2  
(February 2009)

Appendix 4: Victoria SD 61 Community Literacy Plan Consultation  
Results: Needs/Gaps/Potential Goals/Actions

## APPENDIX 1

# VICTORIA SD 61 LITERACY PLAN COMMUNITY ENGAGEMENT STRATEGY AUGUST 2008

### GOAL

To determine literacy assets, needs and recommendations for literacy initiatives in the Victoria SD 61 area, as per the Literacy Now community planning process.

### Operating Principle

Building rapport, engagement and commitment with individuals and groups through 1-1- meetings, small focus groups and a follow-up community meeting.

### Strategies

1. Determine resources for community engagement process, including SD 61, RLAG, Literacy Now and service providers; request recommendations from RLAG Roundtable for contacts who are interested in and support community literacy initiatives (incl. municipal councillors, school trustees); follow-up with calls to determine how they could be a resource to the planning process;

Timeline: August – early September 2008

2. Distribute a letter and questionnaire requesting information on literacy programs and services in the Victoria SD 61 community;

Timeline: August 15 – 20 2008

3. Distribute email to RLAG Roundtable requesting input on community literacy providers and services/programs;

Timeline: Week of August 25 2008

4. Compile results into an inventory of literacy assets and potential gaps; follow-up phone calls to service providers for clarification and additional information;

Timeline: Throughout September 2008

5. Request that the National Adult Literacy (NALD) create a local literacy planning website as a communication tool for the planning process;

Timeline: Week of August 18 200

6. Create a contact list of key individuals and organizations in the 4 SD 61 municipalities for interviews and focus groups

Timeline: August 25 - September 5 2008

7. Conduct individual meetings and focus groups in each municipality: 2-4 focus groups in each municipality (8-16 focus groups depending on availability of people to participate)

Timeline: September – October 2008 (November if required)

8. Hold a community meeting in the third week of November as a follow-up to inventory development, interviews, focus groups and surveys; purpose of the meeting is to review planning process to date and establish priorities for literacy initiatives

Timeline: Week of November 24 2008

### Deliverables

1. Identification of literacy assets and gaps in service/programs throughout SD #61
2. Recommendations for resources to support, expand or establish literacy services/programs
3. A network through which literacy service providers can communicate
4. Input for broader regional literacy initiatives/recommendations on southern Vancouver Island.

### Communication Tools

- ◇ Inventory letter and questionnaire
- ◇ Online and hard copy survey
- ◇ Email
- ◇ Websites
- ◇ Phone
- ◇ Newspapers / publications
- ◇ Agency newsletters
- ◇ Agency distribution lists
- ◇ In person interviews
- ◇ Focus groups
- ◇ Community meetings



## **APPENDIX 2**

# **VICTORIA SD61 COMMUNITY LITERACY PLAN COMMUNITY ENGAGEMENT STRATEGY (CES) REPORT # 1 OCTOBER 2008**

## **GOAL**

To determine literacy assets, needs and recommendations for literacy initiatives in the Victoria SD 61 area, as per the Literacy Now community planning process.

## **Operating Principle**

Building rapport, engagement and commitment with individuals and groups through 1-1-meetings, phone interviews, small focus groups and follow-up community meetings.

## **Report on Key Activities**

### **1. Inventory**

Letters of introduction to the community literacy planning initiative and a questionnaire requesting information on literacy programs and services in the Victoria SD 61 community were sent to a cross section of organizations in August. The letter included a request to organizations to hold a focus group regarding literacy programs and services being used currently and to identify gaps in services.

As of October 31 there has been a 45% return rate on the inventory questionnaires. The process of gathering this information has been time consuming and slow. Over half have not responded at all. We have contacted the organizations by email, phone, and in some cases through the Executive Directors. We will continue to gather and record inventory throughout November/December.

Given the scope of the project and the short timeline for drafting a community plan (end of December), we will focus on gathering a 'snapshot' of a cross section of programs and services for all ages in School District 61.

### **2. Community Forums**

The original CES planned for 2-4 focus groups in each municipality (8-16 focus groups depending on availability of people to participate) and a community meeting in the third week of November. This was changed to conducting 3 community forums in James Bay, Fernwood and Esquimalt. This will decrease the number of focus groups we are able to conduct, given the SC's goal for a draft plan by the end of December.

A meeting of the SC has been scheduled in December with Leona Gadsby from 2010 Legacies Now, who will facilitate the meeting. We will review the information gathered to date, identify themes and priorities and begin a discussion on 3 activities that could be done in Year 1 of the Implementation Phase. Members of RLAG will be invited to join the meeting.

### **Schedule of Community Forums:**

1. Thursday November 13: James Bay New Horizons
2. Thursday November 20: Fernwood Community Association
3. Tuesday November 25: Esquimalt Archie Browning Sports Centre

Time: 5:30 p.m. – 7:30 p.m. (registration 5-5:30 p.m.)

### **CLP SC Meeting with Leona Gadsby:**

Wed. December 10, 2008  
2-5 p.m. at Literacy Victoria

A flier advertising the forums was sent to the SC to circulate to contacts and post at office locations. The flier was also circulated to my network (incl. RLAG) and a list of promotion contacts. Additionally, the forums will be promoted in early November, including an ad in the Victoria News publications and fliers dropped at targeted locations. If a feature story is possible, it will be done.

Note: Assistance is required with a variety of tasks at community forums. I have made 2 requests (via email, with a list of activities) to the SC to let me know when/where you are available to help.

### **3. Focus Groups**

Three focus groups were completed in September / October, 5 are confirmed in November and 3 are in process / unconfirmed in November. Communicating with people re: focus groups and hearing back from them has also been very slow and has required numerous emails and phone calls. It appears that people are so busy that responding to communications and scheduling focus groups is sometimes not feasible, given their current work demands.

**Focus Group in September:**

A portion of the RLAG Roundtable Sept.12/08 meeting was a brainstorming session on high needs/priorities re: literacy programs and services. A list of gaps was created and circulated to the RLAG Coordination Group for discussion.

**Focus Groups Completed in November**

1. Victoria READ Society
2. Literacy Victoria

**Focus Groups Scheduled for November:**

1. Songhees Learning Centre: Nov.4/08
2. Monteray Seniors Centre: Nov. 4/08
3. Disability Resource Centre: Nov. 10/08
4. Esquimalt Neighbourhood House: Nov. 21/08
5. Bridges for Women: Nov.21/08

**Focus Groups In-Process / Unconfirmed**

1. SD61 Staff
2. Camosun College
3. Single Parents Resource Centre

**4. Key Informant Interviews**

A list was created of key individuals to conduct 1-1 phone interviews with, regarding their insights into gaps in literacy programs and services. An initial invitation to the RLAG Coordination Group has not been responded to. Given the timeframe for this work, my goal is to have 10 telephone consultations between now and Dec. 5, well in advance of the meeting with Leona Gadsby on December 10.

## APPENDIX 3

# VICTORIA SD61 COMMUNITY LITERACY PLAN COMMUNITY ENGAGEMENT STRATEGY (CES) REPORT # 2 JANUARY 2009

## GOAL

To determine literacy assets, needs and recommendations for literacy initiatives in the Victoria SD 61 area, as per the Literacy Now community planning process.

## Operating Principle

Building rapport, engagement and commitment with individuals and groups through 1-1-meetings, phone interviews, small focus groups and follow-up community meetings.

## Report on Key Activities

### 1. Inventory

At the time of the first Community Engagement Report #1 (Oct. 2008) there was a forty-five (45%) return rate on the literacy programs and services inventory questionnaires. To date, the rate of return has remained the same. As previously stated, the process of gathering this information has been very time consuming. Over half of the people contacted have not responded at all. Organizations have been contacted by phone and email and in some cases, the request has moved from the Program Manager to the Executive Director, without response.

Leona Gadsby, Literacy Now, has recommended keeping the inventory a fluid document that can be added to and updated over they year, as opposed to putting more time into trying to get information from organizations now.

I recommend that the inventory be posted on an agency or the school district website, with links to it on other community websites. Someone needs to be responsible for a) receiving and posting changes to inventory listings (e.g. address change) as they are received and b) adding programs and services that are not as yet posted.

Although the community plan implementation will include orienting organizations to the Literacy BC Learn Line where they can update their information, they may check on their postings and update information more frequently if it's on a local website. The person who is monitoring this incoming information can then update the Literacy BC website. As well, someone looking for information may be more inclined to check a local website.

## 2. Community Forums

The CES Report #1 stated that the original community forum plan was changed to conducting three (3) community forums in James Bay, Fernwood and Esquimalt. The forums were widely promoted, including flier distribution (via email contacts and drop-offs) and advertising in 4 newspapers. RSVP's were requested to help with room and food planning.

The James Bay forum was cancelled one day prior to the event, as only one (1) person had registered for it. That person attended the forum in Fernwood the following week.

The Fernwood forum was attended by nine (9) people and was a successful event. The Esquimalt forum was attended by seven (7) people and was also a successful event. The sixteen (16) participants at the two forums were very engaged in the evening discussions and provided good input into the identification of literacy program and service needs. Everyone expressed that they had found the evenings very worthwhile and felt that were contributing to a good community process.

The results from the forums are reflected in the **Victoria SD61 Community Literacy Plan Consultation Results: Needs/Gaps/Potential Goals/Actions**, which was used as the basis for goal setting at the December 10 2008 Steering Committee meeting.

### Organizations Represented at Forums

Big Brothers and Big Sisters  
 United Way of Greater Victoria  
 The Victoria READ Society  
 Ministry of Education  
 Disability Resource Centre  
 SD 61  
 Greater Victoria Public Library  
 The Victoria Foundation

## 3. Focus Groups

As stated in CES report #1 hearing back from people re: interest in and time for focus groups, took numerous communications via phone and email. That said, we were able to hold five (5) focus groups and reach twenty-one (21) people at:

Literacy Victoria  
 Victoria READ Society  
 Bridges for Women Society  
 Monterey Senior's Centre  
 Disability Resource Centre  
 Esquimalt Neighbourhood House.

No participants showed up for the scheduled focus group at Songhees Adult Learning Centre.

The results from the focus groups are detailed in the **Victoria SD 61 Community Literacy Plan Consultation Results: Needs/Gaps/Potential Goals/Actions**, which was used as the basis for goal setting at the December 10 2008 Steering Committee meeting.

### **Key Informant Interviews**

A list of key individuals was created to conduct 1-1 phone interviews with, regarding their insights into gaps and needs in literacy programs and services. In the first CES report, my goal was to have 10 telephone consultations.

In November and December 2008 I conducted fourteen (14) interviews, although several more were contacted to be interviewed and did not respond to emails and phone messages.

### **Interviewees**

Ruth Derrick - Literacy Victoria  
 Nico Zdunich - Literacy Victoria  
 Helen Thomas- Victoria READ Society  
 Nancy Waters – Victoria READ Society  
 Marg Rose – Victoria Foundation  
 Liz Bloomfield – Single Parent Resource Society  
 Butch Dick – Songhees Adult Education Centre  
 Alegha Van Hanuse – Literacy Victoria  
 Nella Nelson – SD 61 Aboriginal Nations Education  
 Jill Auchaniche – Camosun College  
 Mark Fournier – Cridge Centre for the Family - Brain Injury Program  
 Viet Tan – Victoria Immigrant & Refugee Centre Society  
 Kari Hutchison – Victoria Native Friendship Centre  
 Susan Henderson – Greater Victoria Public Library

### **CLP Steering Committee Meeting December 10 2008**

An invitation was sent to the RLAG Roundtable members to join the CLP Steering Committee at the December 10 2008 meeting. The purpose of the meeting was to review the **Victoria SD 61 Community Literacy Plan Consultation Results: Needs/Gaps/Potential Goals/Actions**, in order to create goals and actions for the Community Literacy Plan.

The meeting was facilitated by Leona Gadsby (Literacy Now) and attended by eight (8) people:

Lynn McCay	Tanis Carlow
Randy Kaneen	Carl Cavanaugh
Bev Horsman	Claire Rettie
Verna Barker	Jan Dupuis

The outcome of this meeting was the development of 8 goals for the Community Plan.

Through the forums, focus groups and interviews sixty (60) people have been consulted, in the community literacy plan engagement process.

### **Next Step**

A draft **Community Literacy Plan Goals, Strategies and Action Plan** has been distributed to the CLP Steering Committee and the two RLAG Roundtable members, who attended the December 10 SC meeting, referenced above.

The draft will be edited based on feedback from recipients of the document. The revised document will be reviewed at the next CLP Steering Committee Meeting on Tuesday December 10 2009 from 1 p.m. – 3 p.m. ( with an extra hour available, if required) in Randy Kaneen's office at SD 61.

The purpose of the meeting is to identify the priority Goals and Actions for Year 1 of implementation.

## Appendix 4

# Victoria SD61 Community Literacy Plan Consultation Results Needs/Gaps/Potential Goals/Actions

### Awareness of Literacy Programs and Services Connecting People and Services

#### Community Input:

- people don't know what services and programs exist
- need for training of frontline staff in organizations incl. employment assistance workers, where high staff turnover requires frequent training (challenge getting staff to training)
- reaching youth- need to increase awareness of services by going to where youth are e.g. YouTube
- helpline and mentoring needed
- need for plain language that is attractive and will draw people in
- need funding to get people connected to programs incl. how to access programs and follow-up support
- need specific support for people who have difficulty accessing services because of disabilities
- need for medical profession to have awareness of literacy issues to better serve patients and refer to programs and services; need to integrate services and learners-how to connect with learners outside the system-\*\*\*\*\*
- more availability of software-Encarta, encyclopedia, speech-freely available within community

#### Proposed Ideas for Goals / Actions:

- need for a learn line/literacy help line\*\*\*\*\*
- organizational training on referrals to community literacy services
- promotion of Literacy Audit Kit (Alberta)
- youth mentors for finding and using services
- people being laid off need a guide to literacy programs immediately upon notice of termination
- public service announcements for literacy programs-show person in real crisis situation and helpline #
- mobile services to go where people with needs are
- recruitment of learners with guaranteed follow-up
- more locations for literacy programs needed at no cost to consumer
- liaise with bookstores; educate staff on needs of learners; develop system for book recommendations
- easy to read resource guides to hardware and software e.g. Dragon's Den

#### Additional Ideas for Goals / Actions:

- market programs and services to hard to reach people
- increase staff resources for literacy outreach
- create a plain language website of programs and services
- if Learn Line or Literacy Help Line is developed, include staff support for in-person conversation and follow-up with callers; track progress of learner; research all associated costs

**Victoria SD61 Community Literacy Plan  
Consultation Results  
Needs/Gaps/Potential Goals/Actions**

**Pre-Employment and Workplace Skills**

**Community Input:**

- mature adults that have been laid off and lack education, skills, confidence and don't know how to overcome barriers to learning
- need to create learning cultures in the workplace; acceptance that asking questions is ok
- employers need to understand the return on investment in workplace learning initiatives; make the direct connection that investment in literacy affects their bottom line
- need to tailor learning to the workplace needs and culture
- childcare issue in accessing programs
- need for someone to support learners as they learn
- incentives to move from one program to the next
- computer training biggest literacy issue in homeless population; key to employment opportunities
- need for training on workplace expectations and behavioral protocols
- how to handle on the job issues and retain job; emotional literacy in the workplace
- computer and soft skills training for single parents; seen as gateway to literacy & employment
- displaced workers in construction who want to improve skills for different job or a new job
- special issues of people with brain injuries not met in current systems
- employers don't know how to be supportive of employees' needs re: literacy; guidance is needed

**Proposed Ideas for Goals / Actions:**

- increase pre-employment and job search/ communication skills training to meet needs of people with barriers to accessing programs (vulnerable population)
- offer comprehensive workshops to learners: janitorial, WHIMS, Squirrel, FoodSafe, CPR, serving in restaurants, food safety, nutrition, budget creation and management, fast food info., how to create inventory of belongings with photos, writing a will (video), social skills, etiquette, manners

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**Support for Vulnerable Populations**

**Community Input:**

- poverty links to literacy, health, violence, mental health-“poverty is exhausting”\*\*\*\*\*
- special issues of people with brain injuries are not met in current systems
- computer literacy for people with disabilities; getting people into service at Disability Resource Centre for free computer help
- limit of \$3000 in assets for people applying for disability income- human right issue
- need high level computers to run software for some disabilities
- laptops needed for students with disabilities
- cost an issue for hardware and software
- need for help at library with computers and longer time allowed for using computers
- support for people who have difficulty accessing income assistance and PWD services; process is very daunting, complex and there are no caseworkers to help people
- need early diagnosis of problems; assessment an issue\*
- need to tie-in the literacy aspects of disabilities; see literacy as part of programs and services for persons with disabilities
- sensitivity training for tutors, teachers and workplaces on literacy issues, barriers to learning
- need for First Nation sensitivity training incl. info. on reserves, life experiences, culture

**Proposed Ideas for Goals / Actions:**

- ‘bill of rights’ for people with literacy issues-\*\*\*
- create culture where people are not punished for coming forward with literacy issues, but are rewarded for doing so
- health literacy for Person With Disabilities and seniors\*\*
- create reading circles for the homeless in drop-in centres / shelters; discussion something to look forward to\*

**Additional Ideas for Goals / Actions:**

**Outreach Advocacy:**

- to provide assistance to people applying for income assistance and disability to fill read, comprehend and complete forms
- to change the ‘computer and software as an asset’ policy at the Ministry of Housing and Social Development
- to provide onsite social services tutors to help with forms and process (staff, volunteer, peer support)
- remedial education for adults wanting to access free Adult Education through SD programs

