

Strengthening Literacy

for Everyone in
Kensington-Cedar Cottage



We value our community. We participate, cooperate, play and care.
我們重視我們的社區。我們參與, 相互配合, 娛樂和關心。



We share skills and knowledge.
我們分享技能和知識。



加強文化水平是我們對
社區康樂的方針。



We nurture languages and cultures.

We make connections. 我們建立連繫。我們培養語言和文化。

Presented by the KCC Literacy Task Group with support from the Cedar Cottage Neighbourhood House
41st Ave. and 2010 Legacies Now. Please visit <http://www.cedarcottage.org> for more information.

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Welcome and thanks for reading!

Kensington-Cedar Cottage (KCC) Literacy Plan—At a Glance



In Kensington-Cedar Cottage, we value our community members, our relationships and our many cultures, languages and generations.

We believe in creating community through cooperation, commitment, sharing skills, and play.

Building on our strengths, Kensington-Cedar Cottage will continue to become a more literate and healthy community.

Literacy Planning Process

From late-May to November 2010, members of the Kensington-Cedar Cottage (KCC) community in Vancouver, Coast Salish Territory came together to make a community plan for literacy. This report, “Strengthening Literacy for Everyone in Kensington-Cedar Cottage”, is the documentation of this planning process.

The purpose of creating a community plan for literacy was to plan practical and realistic next steps, to build on existing strengths and resources, and to support the community and its literacy initiatives. Many other communities around British Columbia have also engaged in literacy planning processes. You can read more about this on the 2010 Legacies Now website: http://www.2010legaciesnow.com/literacy_now_communities/

Funding was provided by 2010 Legacies Now. The project was supported and stewarded by Cedar Cottage Neighbourhood House.

Joanna Lemay facilitated the planning process and edited, organized and wrote the ideas into this document. Sam Bradd did lay-out and illustration with translation by Annie An-Yi Chen and photographs by Tanya Fink.

The work of organizing, guiding, making decisions and developing the input from the other community members was done by the **KCC Literacy Task Group**. The KCC Literacy Task Group is a team of enthusiastic and committed community members who came together to work on this community literacy process.



KCC Literacy Task Group members include:

- Amy Lam, Resident and neighbourhood Pharmacist
- Donna Chang, Resident and Executive Director of Cedar Cottage Neighbourhood House
- Joanna Lemay, Literacy Plan Facilitator for Kensington-Cedar Cottage
- Marion Broadbent, Principal at Laura Secord Elementary
- Penelope Bacsfalvi, PhD, RSLP, Resident and Speech Language Pathologist
- Tanya Fink, Community member, Cedar Cottage Board Member and Volunteer, and UBC Masters Candidate in Social Planning
- Suzanne Gessner, Resident and Linguist at the First Peoples' Heritage, Language and Culture Council
- Yee Jim, Building Welcoming Inclusive Communities Coordinator for Cedar Cottage Neighbourhood House
- Yukiko Tosa, Head Librarian at Kensington Library

We welcome and invite you to join the task group to work on the next stages of implementing the plan and strengthening literacy in the neighbourhood. Please contact us through the Cedar Cottage Neighbourhood House at (604) 874-4231.



Kensington-Cedar Cottage's literacy plan is based on the input of about one hundred and sixty-five people who generously shared their hopes, questions, advice, suggestions, experiences, comments and ideas for strengthening literacy in Kensington-Cedar Cottage.

The information and ideas came from an online survey, dialogue with service providers and a Literacy Ideas Gathering with more than 135 children, youth, adults and seniors on September 24th and 25th, 2010 at Cedar Cottage Neighbourhood House. Please find a list of community contributors on page 27.

Guiding Principles

With the 2010 Legacies Now 'Community Literacy Planning Guide' as our starting place, the KCC Literacy Task Group respected the following principles to guide this process:

- **Multiculturalism.** We will honour our many languages and cultures through the process and the plan.
- **Bringing People Together.** We will create and support connections, networks, partnerships, collaborations, and mentoring relationships.
- **Practicality, Strengths-Building and Sustainability.** We will build on existing strengths and resources. Our success will grow from long-term, sustained commitment to literacy learning.
- **Innovation.** We will value new ways of viewing existing programs, new partnerships and new ideas.
- **Respect.** We will treat everyone with respect and encourage each other to freely share ideas. Diversity is welcomed and valued.
- **Capacity building.** Programs and projects promote and sustain lifelong learning for all participants and focus on improving the life chances of children and adults. People have the power and support to act.
- **Access for All.** Community members have the opportunity to be part of the planning process and the programs. Community members respect the hopes and dreams of everyone. There is a place for all.
- **Joy.** We will work together in friendly and enthusiastic ways, and take time to celebrate small and large successes.

Criteria for Decision-Making

The KCC Literacy Task Group transformed hundreds of ideas and suggestions into this Plan for Strengthening Literacy for Everyone in Kensington-Cedar Cottage based on:

- Direction from the community
- Strengths we can build on in terms of available and realistic resources, capacities and opportunities
- Overarching and flexible goals, strategies and actions so that, over time, we can include as many ideas as possible

We are committed to ensuring that dialogue, planning and prioritizing literacy continue in the community beyond this planning process.



Map of Kensington-Cedar Cottage



Kensington Cedar Cottage
 GUIDE TO THE NEIGHBOURHOOD

Kensington-Cedar Cottage Map Legend

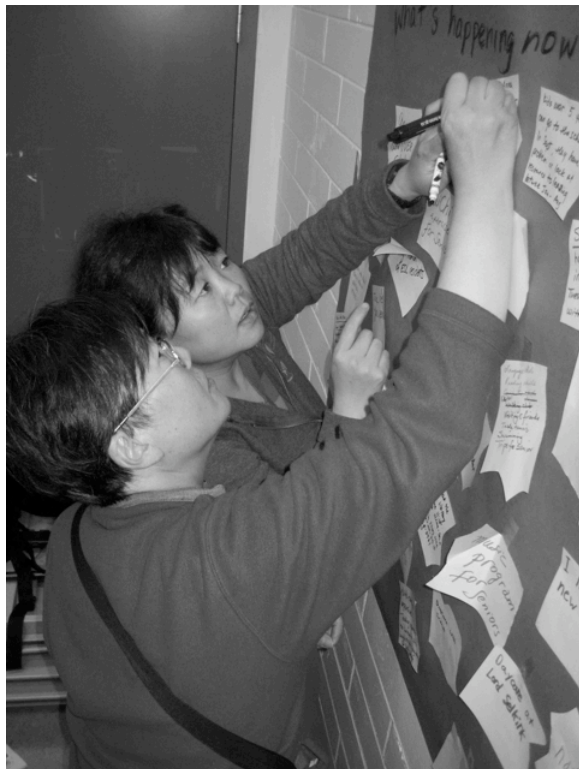
- Businesses advertising in this issue
- Local Landmarks
- Neighbourhood Houses / Community Centres
- Schools
- Parks
- Skytrain
- Bicycle Routes
- Vision Boundary
- Streets

About Kensington-Cedar Cottage

Kensington-Cedar Cottage is a vibrant and engaged Vancouver neighbourhood on unceded Coast Salish territory. The parameters of the neighbourhood are roughly from Broadway to the North, Fraser Street to the West, Nanaimo Street to the East, and 41st Avenue to the South.

The KCC community is 44,665 people strong and has large Chinese, Vietnamese, Latino, Filipino, Aboriginal and working-class communities [Community WebPages, 2006]. About 24,310 people in our community are immigrants, including 3,195 people who have moved here in the last five years. We have about 805 Aboriginal community members [City of Vancouver, 2006].

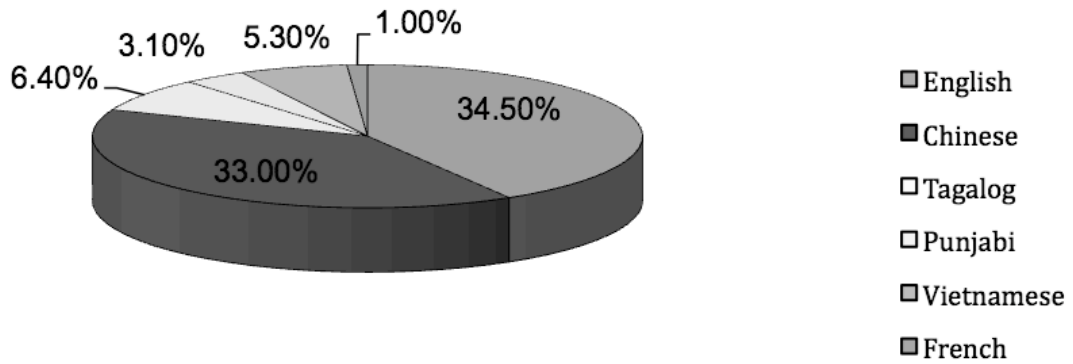
In Kensington-Cedar Cottage, 11% of our neighbours are not yet Canadian citizens. 7% of residents are recent immigrants, primarily from Eastern and Southeast Asia. In regards to the generational Canadian status of this neighbourhood, 66% are First Generation, 20% are Second Generation, and 14% are Third Generation or more. 70% of residents are visible minorities [Porter, 2009].



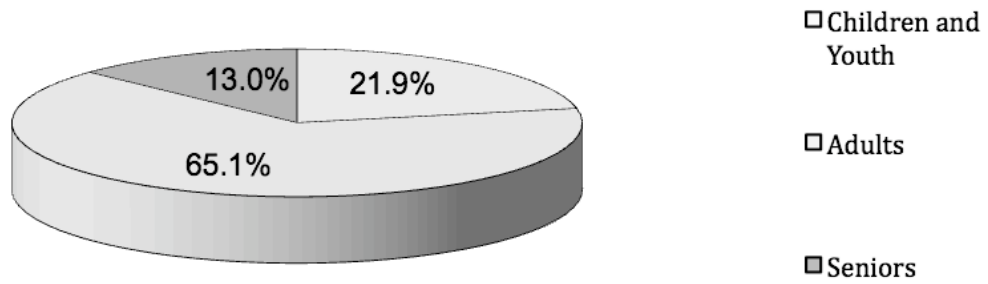
Kensington-Cedar Cottage has 5805 seniors, one of the largest populations of seniors in Vancouver (City of Vancouver, 2010). The community also has 3330 children under the age of 6 years old and one of the highest populations of children in the city (Young, 2010).



Kensington-Cedar Cottage Mother Languages (%) 2006 Census



Kensington-Cedar Cottage Age Groups (%) 2006 Census



Historical Snapshot

“In the year 1888, Arthur Wilson bought 16 hectares (43 acres) of land that cornered on Knight and Westminster Highway (Kingsway) and began the Cedar Cottage Nursery. Within a few years, others bought large tracts of land around Trout Lake for farming. The interurban line built to link Vancouver with New Westminster in 1891 opened up the Kensington-Cedar Cottage area, drawing merchants who opened shops around the tram stop at 18th and Commercial, and more farmers.

In 1894, a bank and a two-room schoolhouse opened on 20th Avenue between Clark Drive and Inverness Street. By 1910, a small but independent village with a post office, 40 stores and a two-storey school (Lord Selkirk which still stands today) had sprung up around the 3500-3600 blocks of Commercial Drive. However, as the automobile became more popular during the 1910s and 20s, Kingsway became a major thoroughfare drawing the businesses south, away from the old village centre.

By the beginning of World War 1, Cedar Cottage was no longer rural. Small wooden and stucco houses lined the streets. Workers spent ten hours a day in the factories, either riding the tram to the mills that lined False Creek or walking to one of Cedar Cottage's growing number of industries: Nanaimo Foundry, Bader's Biscuits, Marston's Sash and Door, Tait Pipe and Fletcher's Meats, to name a few.

After World War II, Gladstone High School was built on what once had been a dairy farm. The community was also the beneficiary of over \$4 million through the federal government's Neighbourhood Improvement Program in the late 1970s. Local citizens working with City staff brought about a wide range of improvements to the neighbourhood including: the city's first storefront library near Kingsway and Knight, the Trout Lake Community Centre, Brewers, Clark and Cedar Cottage Parks, and beautification of Commercial Street.”

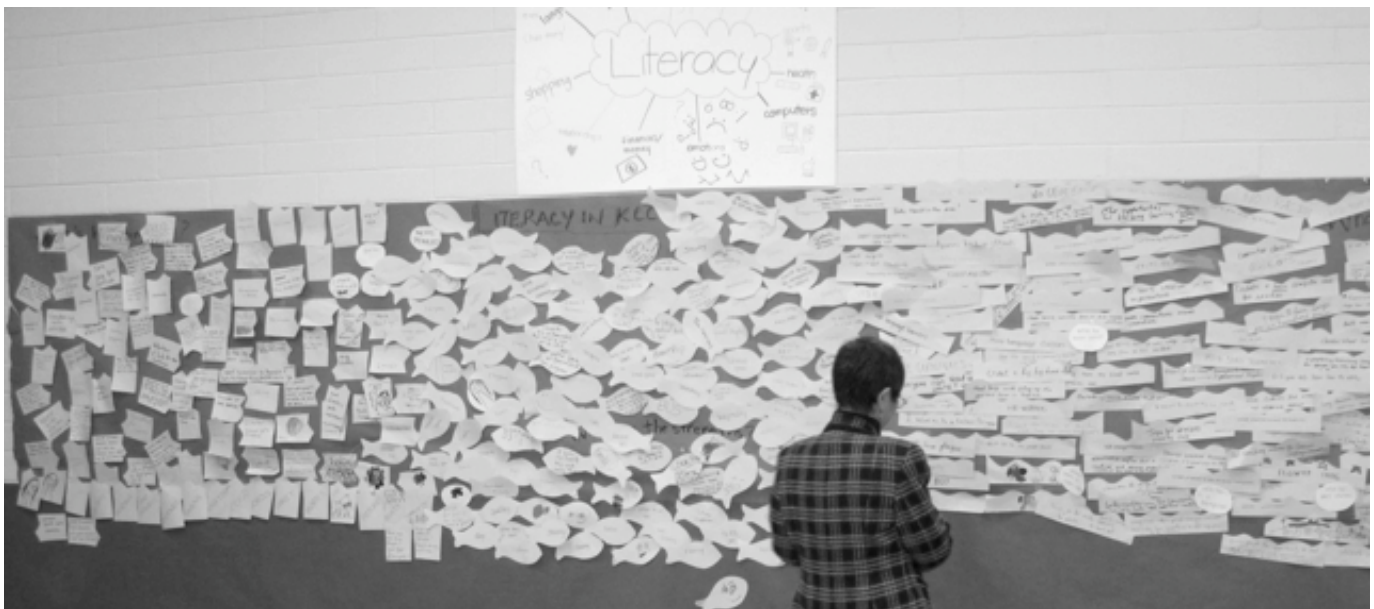
Italicized paragraphs directly quoted from Community Web Pages, 2005.

An excellent and interactive way to learn more about the history of Kensington-Cedar Cottage is through the walking tour developed by Dan Fass and the Gibby's Field Subcommittee. The guide to this historical tour is available here:

http://www.vcn.bc.ca/gibbys/docs/GFS_09Nov_Booklet.pdf

KCC includes four major arterial roads—Victoria Drive, Clark Drive, Broadway Street, and Kingsway. The large amount of traffic in and out of the neighbourhood is one of the reasons that community-building and creating neighbourhood hubs are important in KCC. There are clusters of businesses and services in Kensington-Cedar Cottage at Broadway and Commercial, Victoria and 41st and along Kingsway.

The Kensington-Cedar Cottage community gathers around our schools, events, parks and religious institutions. Cedar Cottage Neighbourhood House and Kensington Library are also very central in our learning and literacy. We also use lots of services in neighbouring communities.



Literacy in Kensington-Cedar Cottage

*“Literacy means communication for participation. Happily, relatively few British Columbian adults have no literacy skills whatsoever. However, literacy is not about whether or not one can read, but **how well one reads**. Literacy is a spectrum of ability. Literacy encompasses the basic skills people need to achieve their goals, to function and thrive in the modern economy, and to develop their knowledge and potential - **the ability to understand and employ printed information in daily activities, at home, at work and in the community.**”*

[Literacy BC]

In Kensington-Cedar Cottage, approximately **35%** of the population has **very low literacy** skills and **55%** of our population is literate **below a functional level** [Canadian Council on Learning, 2010].

‘A functional level’ means that you have adequate skills, “...to cope with the demands of everyday life and work in an advanced society” [Canadian Council on Learning, 2010]. Functional literacy means that while people may be able to read and write, they can “...deal only with simple, clear material involving uncomplicated tasks. People at this level may develop everyday coping skills, but their poor literacy makes it hard to conquer challenges such as learning new job skills” [Canadian Council on Learning, 2010].



Another indicator that literacy is an issue in our community is that 20% of elementary school students tested in 2006 and 2008 in the KCC neighbourhood were below the standard level for their grade [Vancouver Coastal Health, 2009].

Literacy opens up options and helps us make educated choices. Literacy is at the heart of democracy and social justice. Increasing literacy for everyone is a key strategy for community wellbeing.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) explains that:

“Literacy is a human right, a tool of personal empowerment and a means for social and human development. Educational opportunities depend on literacy.

Literacy is at the heart of basic education for all, and essential for eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development, peace and democracy.”

[UNESCO, 1995-2010]

In the Kensington-Cedar Cottage community, literacy manifests in many important ways, for example:

- Practicing one’s culture, mother language and history
- Through hands-on abilities like making art, cooking, growing food and stewarding land
- Having capacities in health, decision-making, and emotional intelligence
- Advocating for oneself and finding information
- Computer competency, understanding finances and job skills

There are many important community matters, like health, multiculturalism, housing, safety and economy. Literacy is a tool for addressing KCC community priorities and building community strengths.



To ground the importance of literacy in Kensington-Cedar Cottage, here is an anecdote from one of the KCC Literacy Task Group members, who is a resident and pharmacist in the neighbourhood.

"Literacy is a topic that means a lot to me. I have witnessed customers being heckled or told to go back to their country because they cannot read signs or understand certain social customs. I have seen the look of contempt and frustration from people when someone cannot speak English.

As a person born and raised in Canada, this makes me feel both disgusted and hurt because I know most of these people are hard-working and tax-paying Canadian citizens who did not have the time to study and learn the English language fully and effectively enough to communicate. I know that most of these people are also painfully aware that this barrier isolates them from fully participating in society.

Problems with literacy prevent people from seeking services that can help them in their lives and participating in events, such as parent-teacher meetings, which would give them a better understanding of their children's education. I know that I am not alone in explaining this phenomenon. Many of my friends and colleagues can tell you the same thing. These problems exist and, as mentioned previously, they exist all around us."

[Amy Lam, 2010]

Community Assets

There are an abundance of willing, ready and available learners and people eager for knowledge. People are knowledgeable, well informed, creative and willing to work hard and participate. Community members actively contribute to each other's literacy and education.

There are also many services, groups and organizations that are contributing to literacy in Kensington-Cedar Cottage. Please see the list later in this document for details. In addition, this literacy planning process has inspired other community groups and organizations to integrate literacy into their work.

The neighbourhood prides itself on the power, commitment, kindness and work ethic of the people. People are willing to come out, get involved and participate. Many initiatives are resident-driven. Food, art, sport, and play are integral to how the community enjoys learning. Relationships with neighbours, family, friends and the community are strong and central. Children, youth, adults and seniors are all valued. Here, multicultural and intergenerational connections are part of daily life.



Literacy People Want

The overarching themes that stood out in community discussions about strengthening literacy in KCC are:

- a) making connections
- b) nurturing cultures and languages, and
- c) celebrating and sharing skills and knowledge.

More specifically, ideas that came up again and again include:

- Cultural and language celebration, learning and exchange
- Learning English as a Second Language
- Closing generational and cultural gaps
- Increasing capacity to fill out forms, advocate and navigate systems
- Literacy for citizenship and community engagement
- Using the resources that we have available, for example using the schools in off-hours to host community programs
- Promoting and communicating about literacy and learning
- Increasing access to resources, like books and computers
- Fostering literacy-related relationships and mobilizing volunteers
- Expanding literacy through health, recreation, outdoor spaces, play, food, art and celebrations
- A desire to learn and share a wide range of skills, from storytelling to mah jong, to computers and job skills, to cooking and growing food



A Vision for Literacy in Kensington-Cedar Cottage

In Kensington-Cedar Cottage, we value our community members, our relationships and our many cultures, languages and generations.

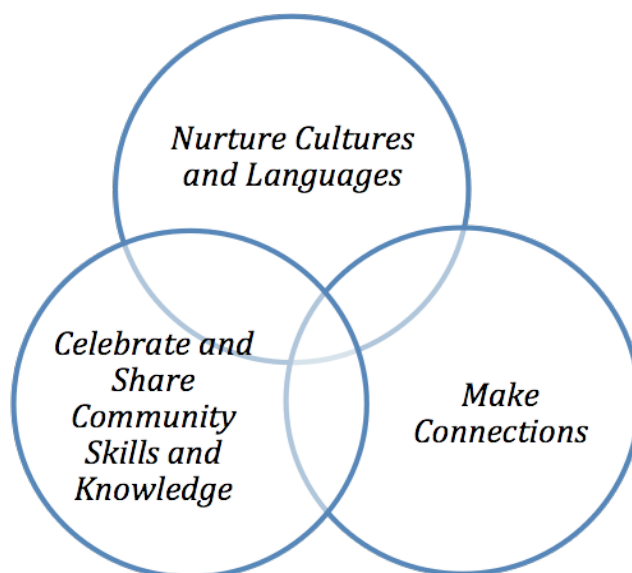
We believe in creating community through cooperation, commitment, sharing skills, and play.

Building on our strengths, Kensington-Cedar Cottage will continue to become a more literate and healthy community.



We value our community. We participate, cooperate, play and care.
我們重視我們的社區。我們參與, 相互配合, 娛樂和關心。

Interconnected Goals for Literacy in Kensington-Cedar Cottage



Goal #1: Nurture Cultures and Languages



In order to nurture cultures and languages, we propose a community campaign on the importance of learning mother languages. Many agencies and groups can work together to create and distribute a community awareness campaign about why it is important to teach children the family's first/traditional language.

We nurture languages and cultures.

我們培養語言和文化。

The community can mobilize important resources such as:

- Neighbourhood storytellers and language holders
- Children and family groups
- Speech pathologists at Vancouver Coastal Health
- Strong Start programs
- Vancouver Public Library's bilingual book collections

We can learn from the model of First Language Kits at the Burnaby Library. As a package that includes picture books, resource guides and CDs/DVDs, “These kits provide parents and caregivers with materials and information to support home language development and cultural identity in the early years”. You can read more about this initiative here: <http://www.bpl.bc.ca/kids/stories-in-world-languages/my-first-language-kits>.

In order to fund the mother language campaign, the Kensington Library is interested in hosting a book sale and swap that includes adult, multicultural, low-literacy and ESL books. Money raised would go towards buying supplies for First Language Kits and more bilingual books.

Goal #2: Celebrate and Share Community Skills and Knowledge



We share skills and knowledge.
我們分享技能和知識。

Kensington-Cedar Cottage residents have a wealth of knowledge, skills and strengths to share. We propose hiring a Literacy Outreach Coordinator to work at the Cedar Cottage Neighbourhood House with the main task of coordinating residents in a skills-sharing network.

The Literacy Outreach Coordinator would find community members who want to volunteer to share their skills and organizing workshops with attendees who want to learn those skills. Part of

the task would be to document who wants to learn and teach in the community. The UBC Learning Exchange has good models and materials on how to train community residents in skill exchanges and they are open to sharing information.

Some examples of skills that people have requested and that other community members can share are:

- Job skills
- Filling out forms
- Navigating systems and bureaucracy
- Hands-on skills (examples: art-making, cooking, gardening, sewing, etc.)
- Storytelling
- Languages including English as a Second Language
- Dialogues

- Cultural knowledge
- Computers, media and technology
- Increasing access for people with disabilities
- Intergenerational skills-sharing, for example seniors reading with children
- Health, sports, recreation, and play

This neighbourhood skills-sharing network could be celebrated through festivities like a “Love of Learning Crawl”. Vancouver Learning City may be a potential partner for this. Different sites throughout the neighbourhood would offer fun, engaging and interesting events that people could visit.

Imagine a weekend of sampling the neighbourhood’s wealth of learning, with events like a book swap at the library, a seed saving workshop at the community garden, a story-time at the preschool, a theatre production at the secondary school, and drumming at the park.

Community members could show off their spaces, skills and talents, much like the Eastside Culture Crawl where East Vancouver’s artists open up their studios and display their visual art for the public to tour. You can read more about this model here: <http://www.eastsideculturecrawl.com/>.

Goal #3: Make Connections



We make connections.

我們建立連繫。

We need to continue to expand communication, connections and collaborations to reach out to each other and work together.

One example where this could be manifested is through the new “Neighbourhood of Learning” space that is opening in 2011 at Laura Secord Elementary. We could work together to support it to flourish as a community hub. As a neighbourhood, we can create partnerships between the school and other agencies. We can offer programs at Laura Secord in the evenings and weekends or bring in volunteers/agencies to work with students during school hours. The school is currently under construction and there will be a multi-

purpose activity space, a garden, gym and a kitchen. Examples of things that can

happen in this new space are community kitchens, multigenerational programs, ESL and other language learning, garden based learning, and skills-sharing.

Another way we can make connections is by increasing the representation of literacy practitioners and promotion of literacy initiatives at the All-Agencies Meetings that currently happen once a month at Cedar Cottage Neighbourhood House. For example, the Literacy Outreach Coordinator could attend and update the group on a regular basis. There is interest from the agencies to learn more about how literacy affects the community and how they can be involved.

An additional connection we can make as a community is matching Vancouver Community College Adult Basic Education, one of our neighbourhood's resources, with a community agency where they could teach adult basic education classes two days a week. This would make a real difference in the neighbourhood.

Often, people are not aware of all the literacy and learning resources available in KCC and, therefore, more promotion is needed. Learning from the success of the Renfrew-Collingwood newspaper, we can make more connections using the already literacy-rich KCC Neighbour Newspaper. We propose adding a multi-lingual plain language page that will be dedicated to communicating what's happening with literacy in the neighbourhood.

This literacy page could include stories, events, information, art, and creative writing on the theme of promoting literacy initiatives. Community agencies, the library, schools, community centres and the City can put a link to this page on their websites. The page can be posted on bulletin boards around the community by people working in agencies. A priority within this goal is increasing access to resources for people with learning disabilities/learning differences. We could also have KCC literacy be further promoted on the Internet through a social networking site or blog.

Conclusion

Kensington-Cedar Cottage is a diverse and strong community where neighbours care about each other and get involved. We prioritize strengthening literacy for everyone in Kensington-Cedar Cottage as a strategy for community wellbeing. By nurturing cultures and languages, making connections, and sharing/celebrating skills and knowledge, we will continue to become a more literate and healthy community. Huge thanks to everyone who participated and contributed to this literacy plan. We look forward to working together on bringing this plan to life in our community.

Literacy Related Agencies/Services Connected to KCC

Keep us in the loop—please let us know about changes and additions to this list.

AMSSA-Affiliation of Multicultural Societies and Service Agencies of BC

<http://www.amssa.org/>

BC Centre for Ability

<http://www.centreforability.bc.ca/>

Big Sisters Study Buddy Program

<http://www.bigsisters.bc.ca/en/Home/Programs/StudyBuddy.aspx>

Budding Beethoven's Children's Music Program

At Kensington Community Centre

<http://www.buddingbeethovens.com/>

Broadway Youth Resource Centre

<http://broadwayyouthresourcecentre.org/>

Cedar Cottage Neighbourhood House

<http://www.cedarcottage.org/programs.html>

Circles of Care and Connection

Early Childhood Development Refugee Pilot Project

<http://www.vancouverfamilyconnections.org/programs/view/243>

Child Care and Preschools

Boat Daycare, Cedar Cottage Neighbourhood House, Charles Dickens Out of School Care, Children's Kingdom Montessori Centre Inc., Lakeview Montessori Day Care, Learning Tree Daycare, Little Cedar Montessori Preschool, Little Mountain Out of School Care, MOSAIC, PIRS, Pomme D'Api Preschool, and Selkirk Out-of-School Care

http://vancouver.ca/qf_net/Default.aspx?TopID=31

Croatian Cultural Centre

<http://www.croatiancentre.com/Services/Programs/croatian-language-classes.html>

Family Services of Greater Vancouver

<http://www.fsgv.ca/>

Home Instruction for Parents of Preschool Youngsters (HIPPY), Britannia and Urban Aboriginal Chapters

<http://www.hippycanada.ca/contact.php>

Hope Bridge Services

<http://www.hopebridgeservices.org/>

Helping Spirit Lodge Society

<http://www.helpingspiritlodge.org/>

Hey-Way-Noqu Healing Circle For Addictions Society

<http://www.firstnationstreatment.org/heywaynoqu.htm>

John Howard Society

http://www.jhslmbc.ca/?main_page=services&secondary_page=community

Kensington Community Centre

<http://vancouver.ca/parks/cc/kensington/index.htm>

Kensington Library

http://www.vpl.ca/branches/details/kensington_branch

Kid Safe Project

<http://www.kidsafe.ca/>

KidStart—PLEA Community Service Society of British Columbia

<http://www.kidstart.ca/>

La Boussole Centre Communautaire Francophone

<http://www.lbv.ca/>

Learning Disabilities Association Vancouver

<http://www.ldav.ca/>

Mount Pleasant Neighbourhood House

<http://www.mpnh.org/>

More Sports

http://www.moresports.org/hubs/east_central/

MOSAIC -Multilingual Orientation Services Association for Immigrant Communities

English Language Services for Adults

<http://www.mosaicbc.com/>

Multicultural Helping House

<http://www.helpinghouse.ca/about.php?archive=about>

Native Education College

<http://www.necvancouver.org/>

newStart

<http://www.veees.org/new-start.html>

Organizing Centre for Social and Economic Justice

Includes Alliance for Peoples Health and Bus Riders Union

<http://www.vcn.bc.ca/~ocsej/Member%20Orgs.html>

Pacific Immigrant Resources Society - PIRS

<http://www.pirs.bc.ca/>

Parents as Teachers

<http://vanpat2003.tripod.com/about.html>

Playhouse Child Development Centre

<http://www.develop.bc.ca/programs/child-youth-services/child-development-services.html>

Spectrum Society for Community Living

<http://www.spectrumsociety.org/SharedPages/contacts.aspx>

Strong Start

At Selkirk, MacKenzie, and Queen Alexandra Elementary Schools

<http://www.vsb.bc.ca/programs/strong-start>

S.U.C.C.E.S.S. - United Chinese Community Enrichment Services Society

<http://www.successbc.ca/>

Trout Lake Community Centre

<http://vancouver.ca/PARKS/cc/troutlake/index.htm>

Vancouver Aboriginal Friendship Centre

<http://www.vafcs.org/>

Vancouver Coastal Health

Evergreen Community Health Centre and Grandview Woodland Community Health Centre

http://www.vch.ca/EN/find_locations/find_locations/?&site_id=59 AND

http://www.vch.ca/EN/find_locations/find_locations/?&site_id=2197

Vancouver Community College

Adult Basic Education, ESL, Library, Outreach Programs, Career Training

<http://www.vcc.ca/>

Vancity Credit Union Financial Literacy Programs

<https://www.vancity.com/AboutUs/MediaCentre/MediaReleases2010/Archives/MediaReleases2009/January26/Backgrounder/>

Vancouver First Church of the Nazarene

<http://nazareneblogs.org/vancouvernazarene/about/#>

Vancouver Public Library Early Years Outreach Librarians

<http://www.vplfoundation.ca/what-we-do.html>

Vancouver Native Health Society

<http://www.vnhs.net/>

Vancouver School Board

- **Adult Education** <http://www.vsb.bc.ca/programs/adult-continuing-education-website>
- **Continuing Education** <http://www.continuinged.ca/default.htm?term=FALL10>
- **Learning Services** <http://www.vsb.bc.ca/learning-services>
- **Public Schools**
Beaconsfield Elementary, Charles Dickens Elementary and Annex, Gladstone Secondary, Laura Secord Elementary and Neighbourhood of Learning, McBride Elementary and Annex, Selkirk Elementary and Annex, Sir Alexander MacKenzie Elementary, Tecumseh Elementary and Annex, Tyee Elementary School, Queen Alexandra Elementary <http://www.vsb.bc.ca/schools>

Vancouver Windows of Opportunity

<http://vancouverwindowsofopportunity.com/index.html>

Westcoast Family Resources Society

<http://www.westcoastfamily.org/aboutus.html>

Western ESL Services-ELSA Assessment and Referral Centre

<http://www.elsanet.org/site/>

List of Community Contributors

Thanks for participating and sharing your ideas!

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Connie Zhou	Kiki Cao	Tom Ross
Cui Lian	Kristina Pikksalu	Tommy Tran
D. Parrotti	Lan Nguyen	Tracie Huang
Danielle Moran	Laura Savino	Vanna Nguyen
Darlene Richardson	Linda Davies	Victor Yan
David Wedekind	Liza Lo	Victoria Liang
Dean McKay	Lynn Russell	Wei-Li
Diane Chow	Marianne Rev	William Cheng
Edmund Lee	Marisol	Wilson Zhou
Edna Elliott	Mathew Nepinak	Wincy Wu
Edwin Chau	Matthew Teng	Winnie
Elizabeth	May Chau	Wyatt Sjoberg-Fox
Ellen Chan	Meredith	Xian Yum Zhay
Emily Mok	Muriel	Yaneth
Erica Lay	Nadia Le	Yim Fon Cheng
Esther Lam	Nikki Ly	Ying Ping Zheng
Esther Lum	Oliver DeBruyn	Zakiya Khan
Faune Johnson	Olivia Reiter	
Florence Nepinak	Pandora Yeung	
Florence Sze	Phillip Li	

**Plus about thirty more
community members!**

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