

# DISTRICT LITERACY PLAN UPDATE 2011



**Rocky Mountain  
SCHOOL DISTRICT NO. 6**



*Literacy has the power to change people's lives*

## **ACKNOWLEDGEMENTS**

District Literacy Plans are developed in community-wide processes that include many partners. Giving direction and support to the literacy development of early learners, school-aged children and youth, and adult learners, in three distinct communities across a wide geographic area, is a huge undertaking. It has been accomplished through shared vision and commitment to collaboration by a team of learning leaders. It is my pleasure to acknowledge these contributors.

Literacy committee members representing agencies, community groups, schools, and other interested people attend meetings across the district all year. They share their stories and ideas and support one another within their communities. We appreciate the diverse contributions of each of these literacy champions. In each of the three zones there is a leader who coordinates planning and communication. April Chruszcz, Monica De, and Kim Roberts are the CBAL Community Literacy Coordinators who do this important work and do it well. Pulling the pieces together across the entire region is Betty Knight who brings extensive knowledge and an amazing skill set to the role of CBAL Regional Manager.

On behalf of all literacy learners in the Rocky Mountain District, thank you to our partners in the District Literacy Plan.

A handwritten signature in black ink on a light yellow background. The signature is cursive and appears to read "Cheryl Lenardon".

Cheryl Lenardon  
Assistant Superintendent  
Rocky Mountain School District No. 6

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## **Community Context**

School District 6 includes the three central communities of Golden, Kimberley and Invermere (Windermere Valley) along with smaller outlying communities. As each community is distinct, we have included information about the community context separately.

### **Golden**

- In the past year, the Early Childhood Development Coalition (ECDC) received 30% less funding and the Columbia Basin Alliance for Literacy (CBAL) had fewer dollars to spend on family literacy programs. These organizations needed to determine which programs and services were most essential and find ways to continue running these programs by reducing expenses, partnering with other organizations or fundraising. For example, because there was a high demand for the Mother Goose program, ECDC decided that they would share the cost of this program with CBAL. As well, because there was a demand for parents with young children needing high school or workplace upgrading and childcare, 8 different organizations partnered to implement and run the new Skills Upgrading for Parents at the College of the Rockies (COTR). As a result, participants were able to work toward their General Educational Development (GED) by completing courses toward their high school diploma and participate in parenting and life skills courses for free.
- Some organizations had access to new sources of funding. This year, COTR was able to access new funding to implement a Trades programs. This allowed COTR and the School District to address the needs of students who dropped out of high school in the past year and provide programs needed by other community members.
- Because of an increase in unemployment this year, COTR found that more participants registered for courses and programs.
- Golden Employment Services noted that there was an increase in separation of spouses and that many families work at more than one job and 'struggle to survive.' These factors can affect stress levels in the household and the ability for these families to attend family literacy programs or focus on learning.
- Because early French immersion will be phased out beginning in the next school year, a new Independent school for children in kindergarten to grade 2 was developed. It offers early French immersion and smaller classes, and focuses on the arts, music, outdoor and cultural activities. This provides families with another educational choice in the community.

## **Kimberley**

- Library renovations greatly improved the capabilities of their building to provide updated library services. More space is available for patrons and for the collection.
- The Public Library received a New Horizons grant and created a mobile computer lab where patrons can sign out computers for personal use. This grant also included being able to offer one session of seniors computer classes in early summer
- The Alpine Employment Centre in Kimberley will be closed April 2012; the library will likely see an increase in users for job search related activities. This may result in a need for further training of library staff, so that they can become more familiar with related sites and software.
- The Sparks Youth Center successfully ran a 3-month program for 9 young adults (8 who had not completed grade 12) at the L.E.E.S. Employment program. This was the first time the program was offered in 5 years. Other organizations partnered to offer services e.g. CBAL provided some financial literacy workshops
- Vastly reduced contracts at the Kimberley Family Resource Center impacted services to families seeking help and information and limited the number of referrals to local organizations and programs
- The Kimberley Helping Hands Food Bank continues to report a high number of clients. 20% of children in Kimberley are clients of the Food Bank. Volunteers are so busy it is hard for them to have the time to attend community meetings and help with referrals to programs.

## **Windermere Valley**

- In 2009, the CANFOR mill in Radium Hot Springs closed and left many individuals unemployed. Last year most of these families survived on EI or left the area to find other employment. Now that their EI benefits have ended many of these families are struggling even more. Some school principals report an increase in discipline issues and a decline in enrolment stemming from the closure of CANFOR as well as other smaller scale layoffs and closures in the valley due to the economic downturn.

- The Columbia Valley Employment Center is also scheduled to close its doors March 2012. There is a process in place to accept bids on providing a new more cost effective program. We are unsure what this will look like. There is potential, if they do not obtain any acceptable bids, that the Windermere Zone may not have employment services available locally, with the closest support coming from Cranbrook.
- There are also reductions in funding that are hurting various programs in the Windermere Zone including the loss of Family Resource Program monies at the Family Resource Center and the reduced CALP funding by CBAL.
- On a more positive note Interior Health has noted that there is an increase in the birthrate. This year will also see the introduction of full day kindergarten; this may be seen as a positive by many. Rumours have also been circulating that CANFOR will be re-opening in October.

## **LITERACY PLAN DEVELOPMENT PROCESS**

The Community Literacy Planning (CLP) Committees in each community meet three times each year. The membership represents schools, the local college campus, community agencies and organizations, government ministries and other service providers. Community members meet to share their literacy related activities and concerns, to plan together for literacy services and build partnerships and collaborations. Community Literacy Coordinators relay new information and updates between meetings using e-mail contact lists. Members have reported that this has been a very useful and effective method of sending and receiving information.

Some of the topics at community literacy planning meetings include:

- Regularly review the purpose of the CLP committee
- Introduce new members and learn about their organizational goals
- Report on new and continuing literacy programs or services
- Review the goals for the year and determine if any of the goals need to be changed or added
- Discuss any overlaps or gaps, ways to improve literacy support, or new partnerships to be formed
- Report on the outcomes and progress of the actions in the Community Literacy Plan

- Determine the goals for the next year as well as the actions and resources needed to achieve those goals and ways to evaluate the success of those goals
- Various members agree to take on project work for the committee based on their available time and abilities. However, most of the follow-up work is done by the Community Literacy Coordinator.
- Celebrate the work that the community does to support literacy

The Community Literacy Planning Committee meetings are an important way for organizations to work together to support literacy. These meetings help organizations gain a better understanding of each other's goals and learn about all of the programs and services available in communities. It has given organizations a chance to discuss ways to support members of the community and form new partnerships. There are many community literacy planning committee members who represent a broad spectrum of the community. The meetings are viewed by members as a valuable place to: share information, create links, discuss and compare gaps, challenges and trends, keep informed of current issues both in our community and in the province, and it allows them to better assess community needs, goals and progress.

“The awareness of other community groups and their programs, focus and initiatives, provides opportunities for inspired collaboration. Networking, idea sharing & development, renewing the enthusiasm (recharging the batteries) is also a bonus that provides results for the community as well as the group members. Meeting with the literacy group in Kimberley provides the opportunity to improve essential communication.”  
*Karin von Wittgenstein*  
*Director, Kimberley Public Library*

The District Literacy Planning Committee also met twice in the 2010-11 school year. One of these meeting was held by teleconference to reduce the travel time required of members. The meeting agendas included reviewing progress on goals and actions in communities, sharing literacy news across the district and discussing the next steps in literacy planning. At the last meeting in May 2010, committee members reviewed the guidelines for the plan and finalized the elements of the District Literacy Plan for 2011. The District Planning Committee includes the SD 6 Assistant Superintendent, the three Community Literacy Coordinators and the CBAL Regional Program Manager.  
*See Appendix for Community Literacy Planning Committee member lists*

## **Community Development and Collaboration**

All community planning committee members recognize the central importance of the Community Literacy Coordinator position. This role is pivotal in connecting people interested in the issue of literacy. Many community members have reported that they see this as an essential role in our communities that provides a forum in which they can contribute to, create and/or be involved with important collaborations and planning. The Coordinator provides information, supports new and continuing member initiatives,

completes the majority of the follow-up work following meetings and develops and manages program delivery in which CBAL is involved.

The CLC role “is instrumental in bringing together all sectors in our community with energy, passion and commitment.

*Administrator of Center 64*

## **Golden**

Important collaborations to support literacy:

- The College of the Rockies (COTR) and Golden Secondary School collaborated to provide a Trades program for students that dropped out of high school last year.
- COTR, CBAL, CBT, Golden Family Centre (GFC), Golden Women’s Center (GWC), Employment Services, Golden Health Unit, and CCRR collaborated to develop, support and implement the Skills Upgrading for Parents program. This program removed barriers such as child care, transportation, and meals to help parents with young children access education.
- Two businesses (Tim Horton’s and the Credit Union) have started collaborating with the Early Childhood Development Committee (ECDC). They are interested in supporting early learning initiatives.
- Golden Family Centre collaborated with elementary schools, COTR, and community organizations to offer valuable programs and workshops. For example, they offered over 50 sessions of Roots of Empathy, a 9-week Positive Discipline parenting program, and a Gordon Neufeld workshop for parents and professionals working with children and youth.
- The Golden Women’s Centre collaborated with the schools, COTR and community organizations to provide valuable health and financial literacy workshops, programs and resources for women.
- The Early Childhood Development Committee consists of 17 members from schools, the college, community organizations, service providers and businesses. The committee meets every two months to work together to coordinate a network of early learning programs and services in Golden and rural communities. They are also currently working on a Strategic Plan that states five main goals they would like to achieve in the next five years to help support are given the best possible start in life.

- StrongStart meets with its steering committee every 2 months to make decisions on how to support families. They have partnered with various community organizations and service providers such as CBAL, CAPC (Community Action Program for Children), and the Speech and Language Pathologist to provide enhanced early learning programs and services for families.
- The local public schools have been working with community organizations and the college to offer more programs and services for families with young children and school aged children. For example, Alexander Park Elementary (APES) has had a preschool and StrongStart in their school for 3 years. This partnership is essential because it shows families that they understand the importance of early learning, it brings more families into the school more informally, and it eases the transition from preschool to elementary school. All of the schools have been working with CBAL to bring school aged literacy programs such as the One to One reading program and homework clubs. These literacy programs support students who need help with reading, writing and math.
- COTR collaborates with many community organizations, businesses and service providers in order to accommodate the varied and changing needs of a small community.

## **Kimberley**

Several important collaborations have taken place this year in Kimberley– some were ongoing from last year, some were strengthened and some were new. Sometimes all three things occurred!

Key Collaborations:

- Blarhmont Learning Center: School District #6, the Distant Education program located on site, The Early Learning Center, the College and Summit Day Care
- Early Learning Center: North Star Dream Team, CBAL Kimberley/ StrongStart, CAPC/FRP, Public Health Nursing, Community Connections, Early Years Speech Therapist. The work of this task group has been essential for integrating the early year services available in our community. The synergy of the community agencies collaborating together has created a cohesive hub that offers a variety of programs to meet the needs of families in our community.
- Books for Babies program: The Same agencies/organization partnered as last year plus the Kootenay Library Federation secured some funding from the Credit Union for Books for Babies throughout their service area.

- L.E.E.S. employment program collaborated with: School District #6 Alternate School, East Kootenay Alcohol and Drug Counseling Services, CBAL Kimberley, Kimberley Library, and College of the Rockies.
- ESL programs and training: College of the Rockies, TESOL course and the CBAL ESL Settling-in program collaborate to share resources and provide opportunities for ESL learners and ESL teacher trainees to work together.

## **Windermere Valley**

There has been much successful collaboration that supports literacy in the Windermere Zone.

Important Collaborations:

- Radium Public Library has partnered with a local school; offering field trips to the library and having the students actively participate in choosing books to add to the libraries inventory.
- Akisqnuq Education Coordinator has also been visiting the local schools sharing stories and activities that celebrate aboriginal culture.
- Interior Health, Invermere Public Library and CBAL have been working together for several years to provide the Books for Babies Program and Interior Health.
- CBAL and the WV ECD Team have been providing the materials for the Books for Toddlers program.
- CBAL has a partnership with the Invermere Seniors Center to offer computer courses for seniors.
- College of the Rockies has also been instrumental in offering a wide range of community programs as well as providing a location in which CBAL can offer ESL courses.
- The Rotary Club of Invermere, CBAL and the Christmas Bureau work together to offer the Book Under Every Tree program that sees books given to those families that receive Christmas hampers.
- SD6 and CBAL are also partners in offering a number of programs including Guys Read, Strong Start, One to One Reading Programs, and Financial Literacy.

All of the above collaborations are important in ensuring that literacy initiatives are successful.

## **What makes collaborations successful?**

In response to this question, community literacy planning committees took some time to consider the elements of successful collaborations and partnerships. These are their compiled responses:

- Knowing the goals of the committee
- Finding common goals among members – shared, complementary and similar goals
- Ensuring that the needs of the community are our main priority
- Openness, leaving egos aside & showing a willingness to let “turf” fall away
- Consistent participation
- Members take ownership of the shared project/activity/program/goals
- People follow through on what they say they will do
- Necessity – sometimes we have to work together in order to make something happen –share and pool resources
- Members have knowledge of what is available for resources – what organizations can do or offer
- Having a Community Literacy Coordinator - someone to coordinate efforts
- Members clearly communicate with each other
- Partners understand each others goals and meet/include partners needs when planning
- Respect for each other
- Having Community and Regional Liaisons to link people and resources
- Partners having the ability to make decisions and allocate resources, funding and time
- The collaborators share mutual values; they see value in their efforts and are held accountable for them.
- The people that are involved in these efforts are great communicators that are engaging and creative.
- They make time to organize programs and ensure that information is distributed to those that need to know - this allows us to achieve the outcomes that we do.

School District 6 works closely with community based organizations to plan and implement many community programs and services for school-aged children and welcomes specific adult and family literacy programs in schools. The following explanation and chart reflects the process the School District and the community follows.

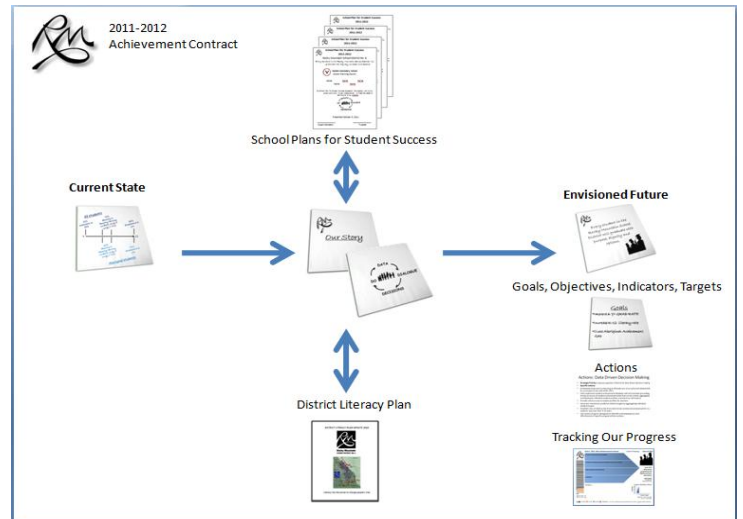
## Summary of SD6 Literacy Goals and Connection to the District Literacy Plan

One of the pillars of development in the District Literacy Plan is school-aged children and youth. There is a strong connection between the work of the District Literacy Plan, School District Achievement Contract, and School Plans for Student Success.

Every school in the district has set a target for each student around achievement relative to grade level expectations for literacy. These individual targets are aggregated up to district targets for literacy for 2011-2012. Progress will be evaluated using a variety of measures

including report card marks for Language Arts and English, the District Write, the District Reading Assessment, the Foundation Skills Assessment (FSA), and provincial exam results.

The use of evidence to inform our planning is something we are working on with our community literacy teams. We are trying some new approaches and processes to be more intentional about how we match community literacy supports to school needs. We are exploring ways to track the services and programs students receive or are part of to be able to look at where our shared efforts seem to be making a difference over time.



**The District Literacy Plan Coordinator will meet with principals and vice-principals in August at the district leadership retreat to establish the processes, timelines, and working relationships of this planning cycle.**

### January

Literacy coordinators and schools in zones meet to review progress and impact of programs and supports to date to celebrate and adjust as needed. (Use student information database to track achievement related to programs).

## PLANNING CYCLE

NOTICE,  
ASK QUESTIONS,  
BE CURIOUS

DATA

DO

EFFECTIVE  
IMPLEMENTATION,  
MONITORING & ADJUSTING

DIALOGUE

UNDERSTANDING

DECISIONS

STRATEGIC  
PLANS  
INTERVENTIONS

### June

Schools set individual student targets for literacy achievement for the following year and identify the literacy needs of individual students and clusters of students in their buildings.

### September - June

Schools implement programs and supports in partnership with community agencies to improve literacy of individuals, target groups, and all students.

### September

Zone literacy coordinators meet with schools to develop shared understanding of literacy needs at each site and connect schools with community resources and programs to support school plans.

## Reflections on Goals and Actions for 2010-11

CLC's compiled the following information to reflect priorities and goals within the 2010 District Literacy Plan that were addressed this year, actions taken to reach the goals, and the organizations that participated.

In addition to the actions arising from the plan, many program such as ESL, adult tutoring, and a variety of adult, family and school-aged literacy programming was maintained and, in some cases, expanded. A complete list of resources and services for each community can be found in the Appendix.

### Golden Update on Outcomes of 2010-11 Community Literacy Plan

#### **Pillar: Early Learning**

**Goal:** To provide parents with information, resources and ideas to support their children's early learning development.

**Success Statement:** Parents will be more aware of the importance of family literacy and have the knowledge to support their children's development.

<b>Planned Actions in 2010-11</b>	<b>Resources needed and who provided them</b>	<b>Progress</b>
Continue to implement family literacy programs that provide parents with tools, skills, and ideas to support their children's learning.	Funding, space, facilitator, supplies CAPC, GFC, GCRS, SD, IDP, CBAL, Strong Start, GHU	<ul style="list-style-type: none"> <li>- CBAL did not offer Mother Goose in the fall and winter. Many families requested to have it back, so ECDC funded the program and CBAL managed it. The program was well attended and many parents stated that they would like to see this program continue.</li> <li>- Early learning programs such as Parents Reading Children Succeeding (PRCS) ran at Strongstart; only 6 families attended PRCS, but those families noted that they learned techniques and ideas to use at home with their children.</li> </ul>

		<ul style="list-style-type: none"> <li>- StrongStart attendance increased since last year. As well, more vulnerable families attended compared to previous years.</li> <li>- GFC offered 2 Gordon Neufeld workshops on attachment theory. Both workshops were full (40 people attended the one for professionals and 150 parents and child care providers attended the other one.)</li> </ul>
Determine how to share early learning information with parents who are not attending programs (the 'hard to reach')	Early Childhood Development Coalition (GWC, GFC, CBAL, GES, IH, CCRR, SS, events)	<ul style="list-style-type: none"> <li>- ECDC created brochures and fridge magnets to distribute to community organizations and families.</li> <li>- Monthly calendars on early learning and community programs were distributed through CCRR</li> <li>- ECDC distributes information through emails</li> </ul>
Discuss summer programming for families.	ECDC	<ul style="list-style-type: none"> <li>- Wee Care attendance was inconsistent last year (fall to spring), so the decision was made to hold Wee Care in the summer.</li> <li>- Art in the Park and Parent and Tot program will run this summer.</li> </ul>

**Goal:** To improve language skills of preschool children in Golden using a parent collaboration model.

**Success Statement:** Participating children will have improved language skills.

Planned Actions in 2010-11	Resources needed and who provided them	Monitoring Progress toward Success
Provide Language enrichment and enhancement sessions	SLP	<ul style="list-style-type: none"> <li>- Tom Coe provided parent and ECE training.</li> <li>- Brenda Managh was hired</li> </ul>

		by IH as SLP in April 2011 and she used her hours to support and inform families at StrongStart once a week and at parenting education programs. Parents provided positive feedback about language enrichment sessions at StrongStart.
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**Goal:** To develop children’s emotional literacy skills

**Success Statement:** Participating children will have improved emotional literacy skills.

Planned Actions in 2010-11	Resources needed and who provided them	Monitoring Progress toward Success
Provide Roots of Empathy program in kindergarten classes.	Funding, volunteers GFC, Golden parent and his/her baby, APES	15 kindergarten students participated in 27 lessons. The facilitator noted that children showed signs of developing greater empathy, better ability to read body language and facial expressions, and some children (especially introverted children) developed better speaking skills.

### Pillar: School Aged

**Goal:** To increase understanding and awareness of literacy services and resources in the community

**Success Statement:** To increase the number of parents and students who access literacy programs and resources

Those who make use of literacy programs and resources show an improvement in literacy and attitude to learning.

Planned Actions in 2010-11	Resources needed and who provided them	Progress
Distribute program information to students.	Newsletters, posters, flyers, brochures CBAL and SD6 staff	- Programs and events were promoted through school newsletters and websites,

		backpack flyers and posters. A brochure of programs and services for families was created but not yet distributed to the schools.
Have staff talk to specific parents of target children about available resources.	SD6 staff (school counselors, teachers, administration)	- This happened on several occasions.
Provide a community event like Family Literacy Day and Stop Drop and Read to promote literacy	CBAL, SD6, Town, and any other interested businesses or organizations	- Family Literacy Day was well supported by many different community members and organizations such as the cadets, town councilor, Leadership students from GSS, IDP, Leisure Services, Bizarre Entertainment, CCRR, Overwaitea and Sobeys. The event was well attended (200 people) primarily by families with children birth to 12. Literacy information and resources (books, DVD's, etc) were distributed. - Stop Drop and Read at APES was well attended by community members. Their support shows that they value reading.

**Goal:** To develop emotional literacy skills in youth.

**Success Statement:** Participating youth will have improved emotional literacy skills.

Planned Actions in 2010-11	Resources needed and who provided them	Monitoring Progress toward Success
Provide Girlz Group at the Golden Women's Centre for girls in high school and Boys Group at the high school	GFC, EKAS, GWC	- Trouble establishing the group with high school aged girls. - The Boys Group ran over a year and was successful.

Provide Roots of Empathy program in Grade 7 classes.	GFC, Golden parent and his/her baby	26 students participated in the Roots of Empathy class. They demonstrated a new level of emotional literacy from being involved in the program. The students were better able to talk about their emotions and difficult subjects with more ease and comfort. The children also demonstrated an improvement with perspective taking, communication skills with each other and being more inclusive with their classmates.
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**Goal:** To improve students' academic, social and recreational development as well as their attitude toward school, homework and learning

**Success Statement:** Those who make use of the programs will receive support with their academic development and perform better at school.

<b>Planned Actions in 2010-11</b>	<b>Resources needed and who provided them</b>	<b>Monitoring Progress toward Success</b>
Continue to implement homework club.	CBAL, Lady Grey, Golden Secondary School	- The Afterschool Shakedown for elementary school students is well attended and high needs students are attending. The facilitator consulted counselors from the Golden Family Centre to determine effective strategies for engaging youth with behavioral issues. With more structured activities and incentives, the students were more engaged. Students are not only improving their academic literacy skills, but also their social skills. The students'

		parents stated their appreciation for the program and the extra help their children received.
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**Pillar: Youth and Young Adult**

**Goal:** Offer more literacy opportunities for youth and young adults in integrated programs (especially for at-risk youth).

**Success Statement:** Vulnerable young adults participate fully and comfortably in an integrated program.

Planned Actions in 2010-11	Resources needed and who provided them	Progress
Provide pregnancy outreach and parent education programs for youth mothers and fathers (including high-risk parents)	<ul style="list-style-type: none"> <li>- Rhonda Smith (Nobody's Perfect)</li> <li>- GWC</li> <li>- GFC – Rachell Pennell, Carrie Ferguson (Positive Discipline)</li> <li>- Public Health - prenatal</li> </ul>	<ul style="list-style-type: none"> <li>- 1 outreach session of Nobody's Perfect was implemented at the Sportsman Lodge. Attendance was low due to location. Because it was across the highway, it was difficult for parents to walk there. The Ramada on the other side of the highway would be easier to get to.</li> <li>- A 9-week program called Positive Discipline was delivered to 9 parents enrolled in the Skills Upgrading for Parents at the COTR. Parents were able to reflect on their parenting style, learn about the stages of development of their children, and problem solve around discipline issues. Parents stated that used the strategies they learned from the program.</li> </ul>

**Goal:** Provide parents with young children the opportunity to upgrade their high school education and/or workplace skills.

**Success Statement:** Parents are able to complete Grade 12 and/or acquire workplace skills that will help them reach their goals for employment and self development. Parents are equipped with the knowledge to understand and support their child's development.

Planned Actions in 2010-11	Resources needed and who provided them	Monitoring Progress toward Success
<p>Offer Skills Upgrading Program with support system (e.g. support worker, adult basic education instructors, child care, parenting and lifeskills workshops, transportation and meals)</p>	<p>COTR, CBAL, GFC, GES, GHU, GWC, CBT, CCRR</p>	<p>Some of the successes:</p> <ul style="list-style-type: none"> <li>- The program operated a full academic year. A total of 15 parents participated.</li> <li>- Parents were able to complete their GED, complete enough courses to get their Grade 12 education, and develop essential skills necessary for continuing education and the workplace.</li> <li>- Parents were able to learn about and access many different resources in the community such as GWC, GFC, GES, CCRR, StrongStart, and businesses (e.g. Golden Ayurveda, Mountainside Gardens)</li> <li>- Parents gained skills and knowledge through workshops such as test taking, career planning, first aid, financial literacy, stress management, cooking and gardening.</li> <li>- 6 parents will continue on with the program next year and 25 stated in surveys conducted at early learning programs that they are interested in registering for the program for fall 2011.</li> <li>- The college has secured the majority of the funding</li> </ul>

		to run the program again next year in partnership with GFC and CBAL. Other partners will be considered (e.g. CSRD).
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**Pillar: Adult**

**Goal:** Increase awareness of literacy services, resources and programs for adults.

**Success Statement:** Most Golden Area residents know about Adult Basic Education at COTR and other adult literacy programs offered by various community organizations  
More people will access literacy programs, resources, and services.

Planned Actions in 2010-11	Resources needed and who provided them	Progress
Use social media such as Facebook and Twitter to promote adult literacy programs.	COTR	Students in the Adventure Tourism Business Operations program used Facebook to talk about their experiences. This offers one more strategy to promote the program.

**Goal:** Increase understanding of financial and health literacy for women

**Success Statement:** More women in Golden will have access to information and resources to improve their well-being.

Planned Actions in 2010-11	Resources needed and who provided them	Monitoring Progress toward Success
The Golden Women’s centre will hold workshops and book clubs on financial literacy. They will also have resources available on financial literacy.	GWC, Laurie Dalzell	GWC offered many financial literacy events and opportunities throughout the year such as Coffee Talk, Financial Literacy Day, Book Club on women and money, Financial Fun and Games, Brown Bag Lunch series, and a 7-week business class for women interested in starting a business. Over 250 women in Golden were directly impacted overall by the

		Financial Literacy project. Much of the success of this project had to do with the relationships that already existed between the participants, the collaborators and the staff at the Women's centre.
Implement the 'Options for Sexual Health' program to provide clients with services, supplies and information on family planning, birth control, pregnancy and STD tests.	Board members from Options for Sexual Health, GWC, Golden Health Unit	Throughout the year, 2 evenings a month, a nurse is available for this service. Client base is continuously expanding.

**Goal:** Provide adults with emotional literacy support through counseling services.

**Success Statement:** Adults will receive support through counseling, information and resources to improve their well-being.

Planned Actions in 2010-11	Resources needed and who provided them	Monitoring Progress toward Success
Provide counseling services to adults	Counselors, supplies, space	<ul style="list-style-type: none"> <li>- Through counseling services, clients are acquiring language skills to express their feelings and problem solving skills to improve their well-being.</li> <li>- Because a gap in men's programs was observed, a men's group to discuss various life skills topics was started. The classes were full and the participants really valued the program. Participants stated that they felt their weekly discussions were an important outlet and venue to talk about meaningful topics such as emotions and gender roles.</li> <li>- GFC offered parents and professionals a workshop</li> </ul>

		<p>on attachment theory by Gordon Neufeld. The workshops were both full (a total of 190 participants.)</p> <ul style="list-style-type: none"> <li>- GFC offered Art Therapy to give participants the ability to express their thoughts and emotions into art, which they could then transcribe into words.</li> </ul>
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**Kimberley Update on Outcomes of 2010-11 Community Literacy Plan**

**Early Years**

The ECD coordinator with the NSDT continued to promote the services and programs available at the Early Learning Center. Agency members report that people are asking for more learning opportunities at the center. Programs are seeing more overlap of participants as agencies increase collaboration. By pooling resources we have been able to offer more services and have improved efficiency. Funds were secured to upgrade the kitchen space, and to complete phase 1 of the interior décor. One of the parents initiated a fundraising bottle drive at the ELC and through her recycling business is helping to raise money for phase 2 of the interior project. The Early Years Speech and language therapist position was finally filled. This much-needed service was restored to Kimberley and her office is located at the Early Learning Center. Again great collaboration, referrals and communication with families and service providers are possible by having speech and language services on site with other programs and agencies. The StrongStart program has reached more families and it seems families are attending more consistently this year. The efforts and accomplishments at the Early Learning Center are building community and are creating seamlessness between the early learning years and school. The Blarhmont building site is being identified in the community as a place where things are happening. It is being used as a meeting place and is becoming more visible in the community.

In Kimberley we have successfully combined the Ready Set Learn Fair with the school’s kindergarten orientations. One School Principal reported on the incredible value of having early year programming and providing an outreach drop-in program for families with preschoolers at an elementary school. The preschoolers were even part of the Christmas concert this year.

“I have seen a change in how families and parents feel when they attend kindergarten orientation now, compared to 5 years ago when we didn’t have programs in the school. Parents and their preschoolers feel more comfortable, they have an awareness of the school and there is trust attached to that. We have started to develop significant relationships with families well before their child’s first day of school. This plays a critical role in helping children and families transition from the preschool years to the school years.”

*Ken Bibby, Principal Marysville Elementary School*

## **School Years**

The Public Library renovations have created more space and services to be available for the community. Further plans are underway for the youth space that has been created. The Director has consulted with participants from the L.E.E.S. center and based on their input and feedback, a grant has been written and new furniture has been ordered. The Friends of the Public Library host a Read-A-Thon every year. For the last 2 years they decided to make it part of the Family Literacy Day/Week Activities. They work with the CBAL Literacy Coordinator to promote the event along with the other literacy activities. This has helped to expand Family Literacy Day, to have activities hosted in many locations, and to broaden the message of literacy in our community. This week of activities is becoming part of the community culture.

The other program that task members mentioned was the success of the One to One reading program in the schools. This volunteer program has been running for 9 years and the results are that students have a very positive experience and their reading skills improve. Next year, the District is going to try and create a program to measure the results. Another indicator of the impact of the literacy programs is that programs such as 1-1, POPS ROE and the Ready Set Learn fair seem to be embedded in the culture of the school and community; community members and staff expect to see these programs offered, and value them as an important part of the school offerings. Teachers include the One to One progress in their students’ report cards.

The Selkirk Graphic Novel club was a big success. The Aboriginal worker hopes to continue with this club next year, as well as, to expand the concept and club to the Alternate School.

## Young Adults

L.E.E.S. ran a successful life and work skill employment program with 9 young adults. The program welcomed other agencies to offer supportive services and informational workshops. CBAL provided some financial literacy classes that were well received by the participants who reported that it was useful and an important lifeskills exercise. EKASS provided drug and alcohol counseling support and information. The College offered several certified courses that service industry jobs require. One student discovered how important it was to have those certificates when an employer noted those qualifications and said it was one of the reasons why he hired her for the job. The Alternate School was able to offer grade 12 credits in career planning upon completion of this program. The students had many positive experiences.

The challenge for the Center is to continue to secure funding in order to offer this worthwhile 3- month program again next year.

“After years of drug and alcohol abuse towards myself, the Sparks Center L.E.E.S. program helped me to overcome my fear of myself. If I had never been given the assistance that I required, I would never have been able to build the confidence in myself to achieve the goals I had set to better my future and the people within it. This support has also kick started my work/life experiences. And Spark will continue to support me if ever necessary” *L.E.E.S. participant age 19*

“I am not going to lie. Honesty is my best trait. I noticed the money opportunity first, that was my intention until the program showed me its light. Now I am in it not just for the money but the opportunity to achieve greatness. I have faith in myself now” *L.E.E.S. participant age 20*

## Adults

The Write On group had a very active year and accomplished most of their action plans. Instead of holding public reading at local coffee shops, they decided to host an entertaining evening of literacy and music and called the event “Cabin Fever”. It was so well received in the community they have now decided to hold it annually and plans are underway to host the 2<sup>nd</sup> annual Cabin Fever night this winter. The coffee shop journal of local writings will be published at the end of June and will be evenly distributed to local coffee shops in town. They are awaiting news about a grant in order to publish this journal on a quarterly basis in the future.

Seniors Computers was offered two times instead of four due to lack of computer lab availability. The College computer lab was booked for other courses in the winter months so the 2<sup>nd</sup> session had to be offered in the spring. The challenge of finding another accessible space in the winter months has been addressed for next year. CBAL will be collaborating with the Public Library to use their new mobile computer lab.

**Goal:** To continue to support community awareness of the Early Learning Centre (ELC), its programs and other community family programs. To secure support for the ongoing development of the Kimberly Early Learning Centre. Projects include update indoor décor, kitchen upgrades and revitalize the ELC entrance and frontage.

**Success Statement:** Receive \$20,000 in grants to complete the Early Learning Centre upgrade project. Maintain current participant levels in all LC and community programs.

Planned Actions in 2010-11	Resources needed and who provided them	Progress
Early Learning Center advertising Campaign	Brochures, posters, e-flyer, take ones – ECD coordinator/ NSDT	Distributed 700 brochures, 3 e-flyers to 30 service providers and 40 posters throughout the year with a campaigning blitz in the Fall, Winter and Spring. Information available on EK Kids website. Participation numbers increased this year at the StrongStart program located at the E.L.C.
Fundraising Campaign	Grant submissions - ECD coordinator/ NSDT members CBAL & Public Health Nursing	Secured \$5,500 to upgrade the kitchen –summer 2010 ELC outdoor space: 2 outdoor Trees – Donated by Kimberley Garden Club, City of Kimberley dug holes. Secured \$2800.00 to complete 1 <sup>st</sup> phase interior indoor décor May 2011 Seeking funds for 2 <sup>nd</sup> phase of interior indoor decor
PR Events	Fall Fair booth –ECD Coordinator/NSDT	Completed – 60 families received info from the fall fair booth

**Goal:** Provide an alternative space for young adults in the community

**Success Statement:** Grant and contracts approved for the library to move forward with renovations and expansion, which will enable the library to provide a relevant young adult space

Planned Actions in 2010-11	Resources needed and who provided them	Monitoring Progress toward Success
Renovation and expansion of the Kimberley Public Library	Coordination with Kimberley City Hall for the municipally owned building upgrade and the Kimberley Public Library Board. \$\$\$ - provided by towns for tomorrow grant, City Hall, and Kimberley Public Library.	Library Renovations completed Fall 2010. Further funds being applied for to upgrade the young adults' room.

**Goal:** : To provide a Learning Program 5 days a week for 3 months for youth with multiple barriers and use the L.E.E.S Book store as part of this program

**Success Statement:** The program will be funded and 8-10 youth will attend and successfully graduate from the program

Planned Actions in 2010-11	Resources needed and who provided them	Monitoring Progress toward Success
The L.E.E.S program will receive federal funding	Write/submit grant to Federal Gov't. Director of the Center	Received funding to provide the Employment skills Program for Young Adults – Fall 2010
Youth will apply to The L.E.E.S. program (8-10 youth accepted)	Advertisement, community referral, self referral	9 youth accepted into the program fall 2010
Program will run for 3 months	Use the classroom, bookstore and kitchen at the youth Center for work/life experience & skills. Attend College for some certification. Partnered with Alternate Ed. School and this program was given an approved grade 12 credit with career planning. CBAL provided financial literacy workshops	Program ran from mid Nov./10 till mid Feb./11 with all acquiring certificates in food safe, first aid, true colors, world host, serving it right, conflict resolution, aboriginal cultural awareness

Youth will graduate	Successfully attend all classes to gain life, learning and entrepreneurial skills	5 youth successfully completed the program Feb.2011. 4 of them found employment. 1 went back to school and completed enough credits to graduate grade 12
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**Goal:** To explore and create a Selkirk Graphic Novel Club

**Success Statement:** Selkirk Graphic Novel Club is created and running throughout the school year

Planned Actions in 2010-11	Resources needed and who provided them	Monitoring Progress toward Success
Invite and advertise idea to interested students to get input on how they would like to proceed with this graphic novel club –have planning sessions to create format, ideas and resources needed. Network in the school and community to find adult staff and or volunteers interested in graphic novels and facilitating this group	Selkirk Aboriginal Worker will initiate plan of action, Selkirk Staff or Community volunteer will assist with the facilitation. Selkirk School PAC provided \$ to pay the cost of a facilitator. L.E.E.S. youth staff was hired to run the group	8 students participated in an 8 week Graphic Novel Club hosted one day a week during lunch break at the school. Winter 2011. School Librarian increased the graphic novel selection available and brought in novels for the group. Plans to try and continue next year

**Goal: The** “Write On” writers group will continue to meet bimonthly to support the improvement of writing skills in local writers. Expand the membership to include Youth. Create a coffee shop journal to be distributed to locals

**Success Statement:** Maintaining and/or expanding existing membership of adults and increasing youth membership.

Planned Actions in 2010-11	Resources needed and who provided them	Monitoring Progress toward Success
Advertise and recruit youth	Through the Schools, Library and Youth Center – information disseminated to those locations by group members. Paper and printing services Center 64/Kimberley Arts Council	Group decided this was a more adult focused group. Continued to meet bi-monthly all year. Will explore possibility of having some special Youth/Adult sessions hosted together in

		the future.
Create a coffee shop journal	Publish stories written by group members. Distribute to coffee shops by group members. Paper and printing services Center 64/Kimberley Arts Council	In process of publication—ready for distribution by end of June 2011. Members will take to various coffee shops in town.
Continue to expand the blog	Educate members on how to use the blog. Individual members providing information.	Blog was expanded and has contributions from all members
Hold a number of workshops for writers including one that will target youth	Applied to CBT Arts Grants to fund 4 workshops	Received funding for 2 workshops. 1 <sup>st</sup> Storytelling with Pictures –a children’s book illustrator –several youth attended (6) Aug 13,-15 2010 2 <sup>nd</sup> workshop –Luann Armstrong – A Sense of Place -17 participants (adults) Nov.19-21 2010
Public Readings	To hold readings at local coffee shops	Instead organized and hosted a successful “Cabin Fever” evening of literacy and music entertainment at the local Center 64 stage.

**Goal:** To offer four 8 week Seniors Computer Classes

**Success Statement:** 7 adults will participate in each computer program and attend 60% of the sessions. They will increase their computer skills.

Planned Actions in 2010-11	Resources needed and who provided them	Monitoring Progress toward Success
Offer computer classes for intermediate and beginner skill levels	CBAL Kimberley implemented and delivered this program, recruited participants through newspaper ads, City Guide and posters. College of the Rockies provided Computer lab space for classes. CBAL	2 Senior Computer Classes were offered. A Beginner class was offered 1 ½ hrs/wk for 8 weeks in the fall. A combined Beginner/Intermediate Class was offered for 2hrs/2x a week for 4 weeks in the Spring. 12 students

	provided computer teacher	participated, 9 regularly and all reported increased computer skills.
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**Windermere Valley Update on Outcomes of 2010-11 Community Literacy Plan**

This year we have focussed on increasing community awareness of literacy issues. We have also expanded programs that support youth literacy development and increased the service development for adults. We have also been continuing to improve networking for literacy issues between organizations, individuals, schools, local governments, the college and businesses. There are also many other goals that we have made substantial progress on but these are supported by programs that have been ongoing for several years.

To increase the awareness of literacy issues in the Windermere Zone we have been working towards creating a literacy directory. The draft of the directory is now complete and if we are able to receive appropriate funding by the fall the literacy directory will then be ready for distribution. In the creation of the directory we received input from all task group members as well as some local community organizations including the Early Childhood Development Team. This year CBAL, SD6 and the high school PAC working together were able to expand the Guys Read program and offer it at the high school in Invermere. We have also been able to offer a couple of new programs for adults including a Financial Literacy program, Writing Out Loud (a creative writing program) and a Photoshop program. CBAL has worked to put on these programs with much support from SD6 who have generously allowed us use of their facilities.

One of the actions that we were hoping take under the goals of improving networking on literacy issues was the formation of a youth subcommittee. No progress has been made. There has been a lack of time and resources available to pursue this committee but it has remained as one of our actions and it will continue to be a priority for next year.

**Goal:** Improve networking for literacy issues and services between organizations, individuals, schools, local governments, the college and businesses.

**Success Statement:** Current members of the Community Literacy Planning Committee remain connected and informed and new members are recruited. A broad contact list of literacy supporters is developed and connections are maintained.

Planned Actions in 2010-11	Resources needed and who provided them	Progress
Maintain Community Literacy Planning Committee meetings	Attendance and participation of CLP members. Meeting locations which were provided by CLP members	We had 3 very successful meetings.
Explore the possibility of forming a youth literacy sub-committee to plan and develop community literacy and learning initiatives for youth 12-18	Hold an exploratory meeting with representatives of the Youth Centres, High School, Alternate School, CBAL, High School Youth Action Team etc.	No progress has been made but we will continue to work on this
Enhance connections and networking between the community and School staff	Attend a Principal's meeting or school staff meetings to present information about current services relevant to parents and children, encourage referrals Continue to offer community programs in schools. Provided by CLC	CLC attended high school open house, PAC meetings, and attended principals meeting
Increase volunteer base for community literacy programs by tapping into retiree population in Windermere Valley.	Regularly promote volunteer opportunities for retirees. Provided by CLC.	Put up posters at retirement homes, emails to senior center staff, holding programs at seniors center.

**Goal:** Increase community awareness of literacy issues and services in the Windermere Zone.

The community Literacy Planning Committee will encourage service providers, the College, the School District, recreation and cultural organizations to work with a local publisher to produce a publication for this area that includes education, cultural and leisure programs and services available to families, children, youth and adults.

**Success Statement:** A literacy Resource Guide is prepared and distributed widely in print and electronically.

<b>Planned Actions in 2010-11</b>	<b>Resources needed and who provided them</b>	<b>Monitoring Progress toward Success</b>
Distribute literacy resources guide widely	400 Printed copies - COTR, all schools, daycare and preschools, health professionals, Family Resource Centre, program locations, Libraries, Akisqnuq and Shuswap Band Halls, Welcome Wagon, Good Food Box recipients, Food Banks, Books for Babies and Books for Toddlers. Put .pdf on School District website	This spring CLC worked on draft literacy guide. This is complete and quotes have been received. Some attempts have been made to obtain funding but no success yet.
Submit regular articles about literacy issues and services to the Columbia Valley Pioneer.	CLP members submit articles or information to the paper; organize a series of four articles that will be based on each of the four pillars of the literacy plan.	Two articles were submitted to the Echo and published.
Make literacy presentations to the business sector and social agencies	CLC work with CBAL Regional Program Manager to make community presentations - Presentations to the Chamber of Commerce or Rotary and to social agencies - offer literacy audit, IALS information, health literacy local literacy services information and explore the need for new or enhanced services.	No progress has been made yet
Presentation to the Windermere Zone of SD6 School Board	Presentation based on the planning process and community literacy partnerships	This has not taken place yet but is planned for this summer

Have a display and information about programs and services available in the community available at schools for parent/teacher meetings or open house evenings	Contact Principals after Sept 16 to gather information about dates  Distribute printed copies of the literacy guide and a display board representing all literacy service providers and brochures. Preferably have someone attend the event to answer questions.	Attended some open house events
Support the Literacy Charity Golf Tournament	Volunteer Recruit and prepare literacy presenters Participate on organizing committee	This did not take place this year due to insufficient resources. We have conducted a survey to see how we can improve fundraising efforts in future.

**Goal:** Continue to support and enhance early learning programs for families with young children through the Windermere Zone.

**Success Statement:** Programs and services for young children and their caregivers are maintained and enhanced and are made locally accessible whenever possible.

Planned Actions in 2010-11	Resources needed and who provided them	Monitoring Progress toward Success
Continue to work together to distribute books to children birth-6 years old at least once each year	CBAL, Public Health Nurses WV ECD Team, CBT Staff time and a book, Staff time, ECD Services guide, books, CDs  CBAL, Public Health Nurses Staff time, funding to purchase supplies for 10/11  CBAL/ books  CBAL, Rotary, volunteers, promotions	This has been accomplished this year through the Books for Babies and the Books for Toddlers program. We have also given out books at Family Literacy Week events and through the Book Under Every Tree program
Continue to include literacy information in the early	Growing Together partners, CLP members, ECD Team	Completed for this year and ongoing

childhood development and family services information guide	Staff time to work with ECD Team  Funding to pay for space in booklet	
Family service providers continue to work together to provide and enhance early learning programs in Canal Flats, Invermere, Windermere and Edgewater in schools	Family Resource Centre, CAPC, CBAL, ECD Team , greenhouse Interior health fair (fall)  Funding/trained staff/ space for programs	
Support Strong Start Outreach Centre	ECD Team, School District, CLP committee  Community partner agencies, WV ECD Team, School District i.e. arts council, greenhouse, guest speakers	Now that the Strong Start program is well established we will be looking at ways that we can improve upon it and team up with other organizations to provide opportunities. We have met with the local greenhouse and hopefully will be doing some programming there in the fall

**Goal:** Develop or expand programs that support youth literacy development.

**Success Statement:** Literacy programs for youth are organized and well attended

Planned Actions in 2010-11	Resources needed and who provided them	Monitoring Progress toward Success
Determine the interests of youth and resources available in the community to support services	Youth Committee  Space to meet  Resources to implement initiatives	Progress on this will take place once we have established our youth committee.
Maintain book club for boys Grades 4-7 (Guys Read)	CBAL, Libraries, Schools, CLP committee, CBAL, school PAC's  Funding for Staff time,	We have successfully done this again this year and have expanded this program to the high school.

	travel, food, books, Space for groups. Need additional funding or partners	
Investigate possibility of beginning school based book clubs for girls	CBAL, Schools, Library  Funding for Staff time, travel, food, books, Space for groups  Need additional funding from partners	Two of the schools have established their own Girl's Read club and we will be discussing this with the other schools next year to help them establish one too- if they would like,
Focus on expanding the volunteer base for the One to One reading program in schools	CBAL  CBAL and school staff  PAC funding support  Volunteers	This year we have done up bookmarks to advertise for more volunteers, these bookmarks are handed out at the library and go in all book club books. We have placed posters throughout town and spoken with PAC's.

**Goal:** Support increased networking and services development for adults.

**Success Statement:** Adult literacy services are maintained, expanded or started.

Planned Actions in 2010-11	Resources needed and who provided them	Monitoring Progress toward Success
Support and expand English as a Second Language One to One tutoring and conversation group	COTR, CBAL, Rocky Mountain Distributed Learning Centre (SD6), CV Employment Centre  Staff time	CBAL has just received an additional grant that will allow us to expand this program.
Expand community based adult literacy support	CBAL  Funding is in place – AVED Tutor Trainer/Coord - CBAL	More work needs to be done to recruit volunteers and train them as well as advertising that we have these services available.
Increase seniors' involvement in literacy activities	CBAL, Seniors Centres, Libraries, COTR  Funding Use of Seniors Centre	CBAL offered a computer course at the seniors' center that was well attended. This allowed us to make some connections

	computers, Invermere and Headwaters Canal Flats or Library space	with seniors. More effort will be made to attend more seniors' events next year.
Look for opportunities to develop a program or transition parents in family programs into adult literacy programs	CBAL, College. Libraries CLC time Funding for adult literacy programs\	Ongoing

**Goal:** Work with Akisqnuq and Shuswap First Nations to identify opportunities to support literacy skills development for youth and adults.

**Success Statement:** Contacts have been developed and discussions about literacy goals and actions are proceeding.

Planned Actions in 2010-11	Resources needed and who provided them	Monitoring Progress toward Success
Meet with the Akisqnuq Education Committee and the Healthy Community Committee at Akisqnuq.	SD6 reps CBAL CLC	No progress yet. Now aware of meeting times and will attend in fall.
Identify and meet with a representative of Shuswap.	CLC contact Rosalita Pascale	Have tried on several occasions but with no success yet.
Explore how to better connect/include aboriginal youth.	Youth Sub-Committee Aboriginal Youth	Need to develop youth committee first.
Support Akisqnuq and/or Shuswap to apply for funding.	CLC	ongoing
Pursue connection and integration with Ktunaxa language early years curriculum into family literacy programs	Aboriginal Early Years Outreach Worker CLC CBAL Program Staff Strong Start program staff	Discussions initiated to explore how to incorporate activities into Strong Start.

### **Indicators of Success**

The success of individual actions or projects and of learners is assessed by the organizations involved using a variety of methods and tools including:

**Program attendance statistics** Currently we mainly have only available CBAL program attendance statistics although some other community programs occasionally share their participation and completion rates. For example, the L.E.E.S. employment/lifeskills program in Kimberley reported that five youth successfully completed the program, four attained employment, one learner completed grade 12, and all 9 youth registered attained several service industry certificates such as Food Safe and First Aid. The District Literacy Planning Committee will design a simple reporting template that other organizations may use to provide participant statistics in the future to enable us to reflect a more complete picture within the District Literacy Plan of community literacy engagement. In 2010-11 participation in CBAL programs statistics collection showed that:

<b>Participants</b>	<b>Total Programs</b>	<b>Total Adults</b>	<b>Total Children &amp; Youth</b>
Number of Adult programs	11		
Adults in adult programs		102	
Number of Family programs	22		
Adults in family programs		521	
Children in Family programs			758
Number of School age programs	14		
Children in school age programs			422
Number of Youth programs	2		
Youth in youth programs			9
Number of Seniors programs	4		
Seniors in Seniors programs		36	
<b>Totals</b>	<b>42</b>	<b>659</b>	<b>1189</b>

**Attendance at literacy focused community events** also indicates a value placed on literacy and raised awareness about its importance. Family Literacy Day events have shown a marked increase in number of events and number of participants. In the District, over 500 people attended special events related to this day in 2010-11. Other organizations are also increasingly involved in providing those events such as libraries, childcare providers, school districts, municipal council representatives, ECD Teams and many others. The events themselves have grown as a result; in Golden alone, 200 people went to the Family Literacy Day celebration and had the opportunity to participate in 14 different literacy activities and receive free literacy resources (e.g. books, pencils, games, information about literacy and programs).

**The use of learner progress measures** such as the Community Literacy Benchmarks and Canadian Language Benchmarks indicate learners' degree of progress in areas such as speaking/listening, reading, writing, numeracy, IT skills and participation. Participants in the Skills Upgrading for Parents in Golden showed marked improvement in daily math and writing activities. Formal tests and graded assignments for each subject also show that they are improving their skills. Informal pre and post assessments of each student were also made to show their progress.

The School District and CBAL are exploring ways to use an enhanced version of BCeSIS to track outcomes for school aged learners involved in community based programs such as Guys Read, One to One, Homework Clubs, and Family tutoring.

**The Early Childhood Development Index** is a regularly consulted indicator used by those working with young children and their families. Although we recognize that community literacy programs contribute only partially to the school readiness of kindergarten children, the EDI is a useful tool for program and service planning and a touchstone that helps to inform the community about community successes. Low vulnerability in the domains of language and cognition may indicate the effectiveness and success of community based literacy programs over many years. Relatively high vulnerability in the physical development domain has resulted in two targeted responses in the Windermere Valley initiated by the Early Childhood Development Team. A large amount of active indoor play equipment was purchased and it is shared between all the StrongStart locations, the CAPC programs and participant-led programs such as Moms and Tots. The WV ECD Team also set aside funding to support ten low-income families to enroll their children in sports activities such as swimming and soccer. Concerns about social and emotional development domains, along with a partnership with Interior Health have contributed to the decision by CBAL to develop facilitator training for community program practitioners that they can then use in their programs with parents and young children.

*See Appendix for EDI results*

**Successful delivery of programs and services over many years** and expansion of programs in terms of length, frequency or expansion to new locations is an indicator of the value community members place on these programs and, often, the strength of the partnerships required to deliver them. For example, in Golden the One to One Children's Reading Program has been running at Alexander Park for at least 6 years; the Homework Help program has been running for 3 years and has moved to a new location to accommodate the growing number of students; Mother Goose has been running for at least 6 years. All of these programs continue to run because participants, teachers, and facilitators feel that they are valuable and make an impact. In the Windermere Valley, CBAL and SD6 along with the DTSS PAC have been able to bring the Guys Read program to the high school. This program has been raved about at the elementary schools by principals, teachers and students. Two local elementary schools have also expanded the Guys Read program into a Girl's Read program after petitions and demands from their students.

The ongoing success of learning sites such as the Blarchmont Learning Centre (which includes the Early Learning Centre), Headwaters Learning Centre in Canal Flats and the youth learning centre in Golden and StrongStart locations in all communities is another way we can measure success. These facilities are often the result of partnerships between many organizations, particularly the School District and CBAL and offer opportunities for professionals such as physical therapists, dental

hygienists, and Infant Development Consultants among many others to connect with community members who attend programs there. The newly filled position of Early Years Speech and Language therapist has an office in the Blarhmont Early Learning Centre. Members of the communities recognize these sites as places where there is much going on and many resources and professionals available to assist early learning, adult learning, English as a Second language, computer skills and youth programs.

**Facilitator or teacher observations** of learners indicate that actions taken are working to support various aspects of literacy. For example, a facilitator for the Parents Reading Children Succeeding observed a parent taking a more involved role with his son's learning after only a few weeks of attending the program. She also observed a marked change in the child's social and emotional behaviour at school. For the One to One Children's Reading Program, teachers have stated in feedback forms that many of the children who participate in the program improve in some way – whether it is their attitude, confidence, fluency or word recognition. At a Windermere Valley Financial Literacy program, the facilitator observed that “many of the participants were in extreme financial difficulty so time was spent talking about debt counseling. One learner had no participation in the household finances. By the end of the program she was involved and developed a household budget and was doing well to keep her and her family on track- it gave her a sense of power.”

**Participant feedback** also gives some indication that participants are improving their skills or learning more to support their children's development. In family literacy programs like Mother Goose, parents have stated that they can see how the program improves their children's language, communication and social skills. Parents in the Parents Reading Children Succeeding program have stated that they were able to use the ideas and resources given to them at the program to support their children's development. They were especially excited to learn more ways to help with their children's emerging math and reading skills and use different strategies to develop their children's social and emotional skills. Students in the One to One Children's program have stated in surveys that they “understand more words,” “can read more smoothly,” or “enjoy reading more.”

**Changes in community or school culture** can be a strong indicator of success. Examples include: Family Literacy Day/Week Activities are part of community culture with other organizations, not just CBAL, playing key roles. Friends of the Kimberley Public Library host their annual Read-a-thon now during this time. Community programs such as One to One, POPS, Roots of Empathy and the Ready Set Learn fair seem to be embedded in the culture of the school and community; community members and staff expect to see these programs offered, and value them as an important part of the school offerings. Some teachers include One to One progress in their students' report cards.

## **Important Factors that Support Literacy Work**

Success in literacy work at the community level depends upon many factors including:

**Community Literacy Coordination** is a key to bringing organizations together to reflect, plan, work together and develop initiatives to address literacy in communities. The Coordinator keeps communication flowing, completes follow-up work from meetings, connects groups and individuals with complementary concerns and resources to share. The Coordinator is responsible to the community and the committee to complete the written Community Literacy Plan which informs the School District Literacy Plan.

**Community and District Literacy Planning Committees** provide a focus and a forum for community members to consider literacy in a focused way, to explore and agree on important steps and actions, to find and sustain partnerships, to be creative in looking for new opportunities and to understand and contribute to the initiatives under way and how they might support them. The District Committee is able to bring together the concerns, innovations and processes to create a broader view of literacy development over a larger geographical area. This committee is also important in strengthening the connection between community organizations and the School District.

**Community Resources** including qualified staff, financial resources, suitable spaces, and volunteers that are either literacy focused or that are held by organizations or individuals who are not primarily literacy organizations but nevertheless recognize that literacy is their concern and are willing to share or invest some of their resources to support literacy development among community members.

**Partnerships** are critical. They not only provide resources, expertise and advice, but also access to potential learners, ideas and creativity that result in innovation, increase awareness,

**Commitment over time** to the importance of literacy development and to reaching a shared vision through a willingness to work together and invest precious time and resources to achieve it; without commitment very few actions would be accomplished.

## **Challenges in 2010-11**

**Sufficient funding to sustain current programs and meet new needs is an ongoing challenge.** Although partners are generous with in-kind contributions and CBAL has relatively stable funding from several different sources, there are little new funds available in communities directly for literacy services. Nurturing, maintaining and building active partnerships is a time consuming challenge but critical to success on many levels. All partner agencies are under pressure financially which makes it difficult

for them to allocate existing funds and resources toward literacy supporting initiatives and limits their ability to source new funds while the need and demand for services seems to expand continually. There is sometimes a tendency for planning committee members to assume that CBAL will take the lead and provide services in any identified area of need. It is difficult at times to bring them to understand that CBAL's resources are also limited in comparison to the need and opportunities for service delivery. Prioritizing needs while taking available resources into account that are often earmarked for specific kinds of programs and initiatives in areas such as family, adult, youth, school-aged services, work-place, skills targeted programs and programs largely focused on learner engagement is a constant balancing act.

**Recruiting and maintaining a volunteer base.** We are increasingly aware that some central physical location or online site where community members can go to learn about volunteer opportunities would be beneficial. The towns of Golden and Kimberley have hosted one of two events annually to promote and celebrate volunteering which does help.

**Better tools and strategies to raise awareness and share literacy and early information** with community members who are not attending programs. We are increasingly aware that some central physical location or online site where community members can go to learn about volunteer opportunities would be beneficial. The towns of Golden and Kimberley have hosted events annually to promote and celebrate volunteering which does help.

**A better understanding of and strategies to address basic needs and barriers to participation** such as food, shelter, safety and transportation is a challenge. Some literacy programs are able to address some of these barriers. For example the Skills Upgrading Program in Golden provided learners with food, transportation, a safe and supportive learning environment and childcare. Also in Golden, community members and organizations including the Golden CLC, are currently participating in a Vital Signs initiative which is recognized as an important tool for enabling communities to focus on issues that are important to them (e.g. poverty, safety, health, learning, transportation, the economy, employment and housing). It can provide local decision makers and the general public with a better understanding of the complexity of many local issues and the impact on the quality of life for local residents; support improvements in existing policies and decisions by providing information on key domains of community life and highlight local conditions as well as provide information to allow the community to measure and report on success in moving toward a better outcome.

**Securing, maintaining, managing and continuing to fund the facilities the community currently has is an ongoing issue.** In Kimberley, the Early Learning Centre is a model of successful partnerships creating a Hub for learning for all ages. The School District, the College, StrongStart, ESLAP, family literacy programs, a daycare, CBAL, CAPC, the speech and language early years therapist and many others share use of this closed

school space. The Early Learning area of the facility is managed by the Early Childhood Development Coordinator with about four hours per week. This is clearly not sufficient and the ECD Team recognizes both how much more could be done there and how limited the capacity is to accommodate new uses or even to adequately manage current uses. The Sparks Youth Centre also struggles to fund sufficient funds to operate the centre on a consistent schedule with adequate days of operation. In the Windermere Valley, a space previously supported by CBAL and the Family Resource Centre was closed this year for lack of funds and the CBAL operated learning and reading centre in Canal Flats continues to be a challenge to keep open.

**EDI results** indicate that in School District 6 overall, 25% of kindergarten children are vulnerable in at least one domain in spite of considerable effort by both local agencies and the provincial government. We know that many socio-economic factors contribute to these results that can not be completely influenced by literacy programming and other family centred community services however, we do continue to refer to these results and plan responses in an attempt to make a difference.

**Engaging target audiences** for particular types of programming and services is an ongoing challenge. It is not uncommon to develop programs intended to help those that have low literacy skills in areas such as writing and, although we know that there are many that would benefit from this type of program, sometimes the number of low literacy people in a program are outnumbered by those with strong skills who are looking for ways to practice what they already enjoy. We try to aim programs to those who would benefit but we also try to be inclusive because we do not want to pigeon-hole people and we recognize that engagement in learning for everyone is beneficial. Nonetheless, it is challenging and frustrating to discover methods that work to engage those who would receive the most benefit. We need new strategies for this and continue to try and improve in this area.

An additional challenge was experienced in the Windermere Valley this year. A new CLC was hired in mid-October and it was a steep learning curve for her to be able to fully understand the position, establish community connections and move all the elements of the action plan forward. She did an admirable job, but CBAL knows from experience that it takes a full year for a new coordinator to be completely oriented.

We expect all the above challenges to continue into the foreseeable future including the need to hire another new coordinator in the Windermere Valley.

## **Challenges and Opportunities for 2011-12**

**A change in the provision of employment services may present a challenge.** There is not likely to be an employment office in Kimberley next year and the provision of employment services in Golden and Invermere will change in ways not yet clear to us. It

may be important to be ready to provide services to assist people gain the skills needed to gain employment or enter a college program such as basic pre-employment skills upgrading, study skills or workplace specific skills.

**A funding freeze at the College** will likely result in some cuts in services. As yet, we are unsure what this may look like.

**Increased awareness of digital and social literacy** has led some planning committees to consider what impact these may be having on literacy skills and how to address or become involved in this area. Consider how to share information about 21<sup>st</sup> Century learning and ways of increasing public awareness about these issues

**There seems to be some increased interest among certain businesses owners** and managers to see early learning as important and a matching willingness to contribute to awareness raising or provisions of some resources. For example, Tim Horton's and the Credit Union are in discussion with the Golden ECD Team Coordinator to explore new joint initiatives.

**There is an opportunity to work more closely and intensively with food banks** to develop services appropriate to their clients and reach those clients to inform them and attract them to those programs. This is one example of finding a method to reach a target group with services that are specifically developed for them. In small towns, there are few self-help or other existing groups that can provide relatively straight forward access to those who have a high likelihood of needing literacy services.

**A new Early Years Speech Therapist** has now made it possible to offer a pre-literacy skills group for parents and their children who are experiencing language development issues

**Increase communication between service providers of the early years and school staff** to address and support the transition of preschoolers to kindergarten. Develop a consulting team to explore opportunities for aligning case review processes for children 0-6 yrs of age. Continue to strengthen flow of information. Although this has improved over the last few years, we still need to create a better system of communication with pre school agencies, schools and parents. Hopefully an increase in documentation and early assessments will lead to an increased ability to support the child when he/she enters the school system.

**A Regional Child Health and Development Center** will open soon in Cranbrook.

There are increasing **opportunities for High School aboriginal students** to interact and share stories with elementary students and StrongStart families

The **Kimberley Public Library** continues to upgrade the youth space and is looking for opportunities to provide cross-generational interactions.

With the challenge of accessing the college computer lab during the winter season and the difficulty of transportation for some seniors, there is an opportunity for the Kimberley Public Library, CBAL and Seniors Helping Seniors to **partner to create a mobile computer lab** for the seniors computer program

**GOLDEN ZONE  
COMMUNITY LITERACY  
ACTION PLAN**



**Rocky Mountain  
SCHOOL DISTRICT NO. 6**

**JUNE 2011**

*Literacy has the power to change people's lives*

## Pillar: Early Learning

<b>Goal:</b> To provide parents with information, resources and ideas to support their children's early learning development.			
<b>Success Statement(s):</b> Parents will be more aware of the importance of family literacy and have the knowledge to support their children's development.			
<b>Monitoring progress:</b> monitoring attendance; parent and facilitator feedback			
<b>Actions</b>	<b>How</b>	<b>Resources Needed &amp; Who Will Provide them</b>	<b>Start/Completion Dates</b>
Continue to implement family literacy programs that provide parents with tools, skills, and ideas to support their children's learning.	Determine who will fund, partner and implement programs such as Mother Goose, Books for Babies, Making Connections and Wee Program (summer).	Funding, space, facilitator, supplies CAPC, GFC, GCRS, SD, IDP, CBAL, Strong Start, GHU  Possible partnership with Tim Hortons to support Mother Goose program.	Fall to spring 2011/2012
Provide access to early learning information for parents who are not attending programs	Distribute brochures, posters, magnets and postcards. Hold meetings to brainstorm ideas.	Early Childhood Development Coalition	Fall to spring 2011/2012
Promote the importance of early learning.	Credit Union will support an awareness campaign for the early years.	Credit Union with feedback from ECDC	Fall 2011
Provide parenting education workshops	Hire Jennifer Kolari to present a workshop.	Funding, space, tickets, childcare?, food, promotional materials	End of Sept 2011

<b>Goal:</b> To increase communication of ECD information on services, programs, professional development, and collaboration.
<b>Success Statement(s)</b> Increased awareness and less overlap of services and programs available in the community.
<b>Monitoring progress:</b> Feedback from community partners

<b>Actions</b>	<b>How</b>	<b>Resources Needed &amp; Who Will Provide them</b>	<b>Start/Completion Dates</b>
Provide community organizations and families with information about child care providers	Create and distribute a booklet on childcare providers in the community. Update the booklet once a year.	CCRR creates and distributes	Fall to spring 2011/2012

**Goal:** Earlier diagnosis of developmental delays including speech and language and complex behaviours

**Success Statement(s)** Children with developmental delays will be able to receive early intervention services.

**Monitoring progress:** Tests, feedback from parents and teachers

<b>Actions</b>	<b>How</b>	<b>Resources Needed &amp; Who Will Provide them</b>	<b>Start/Completion Dates</b>
Referrals will be made to Birth to Six team	Parents and child care providers can contact IDP, SLP, OT, PT, SCDP	Birth to Six team	Fall to spring 2011/2012

**Goal:** To determine the need for day care in the community

**Success Statement(s)** The community will know what steps to take to address day care needs.

**Monitoring progress:** Reports from the consultant, feedback from community organizations and families

<b>Actions</b>	<b>How</b>	<b>Resources Needed &amp; Who Will Provide them</b>	<b>Start/Completion Dates</b>
Hire a consultant to do the research	Write a grant (CBT) in order to pay for the consultant. Write a Request for Proposal.	Karen Cathcart will write the grant and RFP with the help of the GTCCS and/or ECDC	Fall 2011

### **Pillar: School Aged**

**Goal:** To increase understanding and awareness of literacy services and resources in the community

**Success Statement(s)**

To increase the number of parents and students who access literacy programs and resources  
 Those who make use of literacy programs and resources show an improvement in literacy and attitude to learning.

**Monitoring progress:**  
 Attendance of programs  
 Assessment tools for school performance.  
 BCeSIS

Actions	How	Resources Needed & Who Will Provide them	Start/Completion Dates
Distribute program information to schools and students.	Distribute information through newsletter, posters, flyers, SD 6 staff	CBAL can inform or create materials, SD6 staff can post or distribute information	Fall to Spring 2011-2012
Provide community events like Family Literacy Day and Stop Drop and Read to promote literacy	<ul style="list-style-type: none"> <li>• Form a Family Literacy Day committee</li> <li>• Organize activities and promote</li> </ul>	Volunteers, supplies, ideas, space CBAL, SD6, Town, and any other interested businesses or organizations APES, LGES, NES	January 2012

**Goal:** To improve students' academic, social and recreational development as well as their attitude toward school, homework and learning

**Success Statement(s)** Those who make use of the programs will receive support with their academic development and perform better at school.

**Monitoring progress:**  
 Teacher and student feedback  
 BCeSIS

Actions	How	Resources Needed & Who Will Provide them	Start/Completion Dates
Continue to implement homework club and other youth literacy programs based on their needs and interest.	Collaborate with youth organizations such as GYOC and leadership students. Organize and promote programs	CBAL, Lady Grey, Golden Secondary School, GYOC Facilitators, space, supplies, snacks	Fall to Spring 2011-2012

## Pillar: Adult

<b>Goal:</b> Increase understanding of financial and health literacy for men and women			
<b>Success Statement(s)</b> More people in Golden will have access to information and resources to improve their well-being.			
<b>Monitoring progress:</b> Feedback forms Interviews with clients			
<b>Actions</b>	<b>How</b>	<b>Resources Needed &amp; Who Will Provide them</b>	<b>Start/Completion Dates</b>
Hold workshops on financial literacy.	Hire facilitators, conduct workshops, collect resources to have available for clients	COTR	Fall to Spring 2011-2012

<b>Goal:</b> Provide community members and parents with young children the opportunity to upgrade their high school education and/or workplace skills.			
<b>Success Statement(s)</b> People gain readiness skills to enter the workforce or continue their studies in higher education.			
<b>Monitoring progress:</b> Informal and formal assessments, benchmarks			
<b>Actions</b>	<b>How</b>	<b>Resources Needed &amp; Who Will Provide them</b>	<b>Start/Completion Dates</b>
Provide Skills Upgrading for Parents program with support system (e.g. adult basic education instructors, child care, and parenting and life skills workshops)	Secure funding, hire staff; promote program	A bit more funding needed – ask CSRD or CBT for funding. COTR, CBAL, GFC, GES, GHU, GWC	Fall to Spring 2011-2012
Provide essential skills training – especially soft skills such as interpersonal	GES staff provides one on one training with clients who can benefit from this service.	Facilitators, time GES	Fall to Spring 2011-2012
Determine the viability of summer school	Research	COTR, CBAL, GCRS	July, August 2012

**KIMBERLEY ZONE  
COMMUNITY LITERACY  
ACTION PLAN**



**Rocky Mountain  
SCHOOL DISTRICT NO. 6**

**JUNE 2011**

*Literacy has the power to change people's lives*

## Pillar: Early Years

<b>Goal:</b> To run a pre-literacy skills group for children aged 2-5 years old who are experiencing language development issues and their parents			
<b>Success Statement(s)</b> Parent's knowledge of pre-literacy skills will improve. Pre-literacy skills for the children, especially in the high-risk populations having for example language delays & disorders, will improve.			
<b>Monitoring progress:</b> Pre-literacy standardized assessments for language delayed/disordered children will be given to the children before and after the group. Ongoing anecdotal reports from parents about their pre-literacy knowledge.			
<b>Actions</b>	<b>How</b>	<b>Resources Needed &amp; Who Will Provide them</b>	<b>Start/Completion Dates</b>
Set up and run a 3 week program for families with children 2-5 with language delays/disorders at the Early Learning Center	Meet with children and parents once a week for 3 weeks	Early Years Speech and Language Pathologist will administer and deliver the program. Interior Health will provide books and phonological awareness material for the program	Spring 2012

## Pillar: Early Years & School Years

<b>Goal:</b> Increase communication between the elementary schools and early learning professionals to support children transitioning to Kindergarten successfully.			
<b>Success Statement(s)</b> A system of communication is explored and developed between the early year agencies and the schools in order to assess and provide continuous seamless support for children and families as they move from the early years to the school years.			
<b>Monitoring progress:</b> Feedback from the early year agencies and schools on the progress of their exploration review and implementation of systems. Keep stats on # of consulting team members and meetings			
<b>Actions</b>	<b>How</b>	<b>Resources Needed &amp; Who Will Provide them</b>	<b>Start/Completion Dates</b>
Explore opportunities for aligning case review processes for:	Consult with 0-3 year old program who already has <del>ve</del> case review	A consulting team includes: – ECD coordinator	Start process in Fall 2011

0-3yr olds, 3-5yr olds and school age	meetings Research existing case review models for 3-5yr olds Research communication systems being used in the province of identifying/supporting the 3-5 year old population transitioning to school	-Early Years Speech and Language Pathologist -Supported Child Development agency - Assistant Superintendent School District No. 6 -Local School Rep (Learning Assistance or/& Administrators)	
One member of consulting team to spearhead initial meeting to discuss ideas and develop an initial action plan.	Fall Literacy meeting review goal and activate & recruit members for the consulting team.	Set a time for initial meeting, create an e-mail list and team members commit to attend initial meeting	Fall 2011

### Pillar: School Years

<b>Goal:</b> Create more opportunities for Aboriginal High School students to share and read aboriginal legends with younger students at the Elementary Schools and the StrongStart program			
<b>Success Statement(s)</b> Aboriginal High School Students will read with grade 3 students at Lindsay Park and with children and families at the StrongStart program at least once at each location during the school year.			
<b>Monitoring progress:</b> Number of times, number of aboriginal students that read and number of students and children who are read to will be recorded. Feedback will be collected from the aboriginal students, elementary students, teachers, families and facilitators about this experience.			
<b>Actions</b>	<b>How</b>	<b>Resources Needed &amp; Who Will Provide them</b>	<b>Start/Completion Dates</b>
High School students go to the Elementary school grade 3 classroom to read legends with the students	High School Aboriginal Education Worker will support the high school students to develop legends to share and assist them to prepare for reading with younger students	Ab. Ed. Worker will plan with the elementary teacher to arrange reading times in the grade 3 classroom.	Fall 2011 – begin planning dates for reading -Ab. high school students learn stories to share  June 2012 - complete

High School students go to the StrongStart program to read legends with the preschool children and their parents.	High School Aboriginal Education Worker will support the high school students to develop legends to share and assist them to prepare for reading with younger students	Ab. Ed. Worker will plan dates with the StrongStart coordinator.	Fall 2011 – begin planning dates for reading -Ab. high school students learn stories to share  June 2012 - complete
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**Goal:** To offer the program Making Connections, an 8-week program for parents of elementary aged children, and develop a Math component to be included in the sessions.

**Success Statement(s)** 8 families will participate in the program and increase their understanding of how to support their children’s learning including in the area of math skill development.

**Monitoring progress:** Attendance stats will be kept. Evaluations will be based on facilitators observations and verbal and written feedback from participants.

<b>Actions</b>	<b>How</b>	<b>Resources Needed &amp; Who Will Provide them</b>	<b>Start/Completion Dates</b>
Create a math component to be included in program. Offer the 8-week program in the fall, one night a week for 2 hours for 8 weeks. Supper and childcare will be provided.	Facilitator will research math workshops and curriculum currently offered. Will develop 2-3 session plans focusing on math skill development to help parents gain knowledge and understanding in that area. Advertise and recruit families through school and referral agencies, newspaper ads and school newsletters. Partners plan start days and times	CBAL will implement and deliver the program. CAPC will provide supper and childcare for preschoolers, Community Links S.D.#6 will provide childcare program for school age children. NSDT will provide space for the program at the Early Learning Center	Start planning and recruitment Sept. 2011 Implement program Oct-Dec. Completed Dec. 2011

**Pillar: School Years & Adults**

**Goal:** 1.Continue with library renovations: to enhance the young adult room at the library, and provide an attractive alternate space in the community for youth; complete the outdoor garden reading space

and the library frontage.  
 2. To provide opportunities for cross-generational activity that includes the library's wii console that will be located in the young adult room.

**Success Statement(s)** Young adults will use the new young adult library space. There will be an increase of young adults accessing the library and using the resources and books. The rotting boards of library exterior (front) trellis will be replaced, and a new roof will be added to provide protection for the new furniture and garden area. Young adults and seniors will interact together at the library.

**Monitoring progress:** Circulation stats and observations by staff, as well as feedback from young adults, seniors and library patrons.  
 RFP and acceptance process to be complete by the end of June, work to commence soon after, for est. 6 weeks.

Actions	How	Resources Needed & Who Will Provide them	Start/Completion Dates
Replace and repair trellis at front entrance of library. Build new roof Set up new outdoor furniture and open up the garden reading area	Funds from Towns for Tomorrow grant	City of Kimberley & Kimberley Public Library Board.	Start: July 2011 Complete: August 2011.
Purchase a wii console and gaming station, as well as additional furniture.	RDEK Grant has been applied for funding of the Wii console Director of the library consulted with L.E.E.S. participants on room development.	Friends of the Library and the Public Library will add new & relevant resources to the young adults room.	December 2011
Provide wii console for seniors and young adults to use at the library.	Advertise through Seniors Helping Seniors program, newspaper articles and special cross generational event days planned with young adults and seniors	Staff/Director time for coordination of events.	March 2012.

## Pillar: School Years & Young Adults

<p><b>Goal:</b> Sparks Youth Center secures funds to continue operating year round and offering multiple programs to meet the needs of youth and young adults in Kimberley</p>			
<p><b>Success Statement(s)</b> LEES life skills and employment program offered winter 2011-2012. Summer Leadership Outdoor Day Program offered July &amp; August 2011. Youth Pool League is established and runs from Oct. 2011 – Spring 2012. Sparks Youth Center drop-in hours remain consistent for the year.</p>			
<p><b>Monitoring progress:</b> Stats maintained on the number of programs funded, developed and initiated throughout the year. Participant attendance.</p>			
Actions	How	Resources Needed & Who Will Provide them	Start/Completion Dates
Secure funding for programs	Apply to Community Action Initiative	Director of the Sparks Youth Center will apply for grant, implement and deliver programs. City of Kimberley supplies basic building and director operating funds.	May 2011 apply to grant
Summer Leadership Program	Summer Leadership Program – Spark Center staff will develop and deliver an outdoor day program for youth that includes life skill and leadership development through outdoor activities, exploring and learning about ecosystems and field trips to local nature and provincial parks.	Director will advertise and implement Summer Leadership Program. The Center has an 8 passenger Van to transport youth to outdoor activities	July 2011 – August 2011
Offer the L.E.E.S. Employment and Life Skills Program for Young Adults 3 month program – 5 days a week.  Youth will apply to The L.E.E.S.	Young Adults will successfully attend all classes to gain life, learning and entrepreneurial skills	Staff at the Center will Implement and Deliver 3 month work/life experience program Young Adults will use the classroom,	Start: Fall 2011  Completion: Spring 2012

program (8-10 youth accepted)		bookstore and kitchen at the youth Center for work experience.	
Create a Youth Pool League at the Center	Enlist interested youth to form a league to start playing pool on a regular schedule.	Staff at the Center will organize and monitor a pool league for youth at the center. Center owns a pool table	Start: Fall 2011  Completion: Spring 2012

### Pillar: Adults

<b>Goal:</b> To offer Seniors Computer programs in coordination and partnership with the Library Mobile Computer Program, CBAL Kimberley, Seniors Helping Seniors and the Kimberley College.			
<b>Success Statement(s)</b> Senior Computer workshops will be offered 3 times a year – Fall, Winter and Spring. There will be 5-8 participants at each session.			
<b>Monitoring progress:</b> Attendance stats and skill achievement benchmarks will be recorded. Feedback from participant and agencies involved will be collected. Collaborative efforts between the organizations will occur throughout the year.			
<b>Actions</b>	<b>How</b>	<b>Resources Needed &amp; Who Will Provide them</b>	<b>Start/Completion Dates</b>
Provide computer classes for seniors: 2hrs/ 2x wk. for 4 weeks. Offer 3 times a year.	Coordination between the 4 organizations on time/location/access to computers	-Library loans out computers. Provides space -CBAL provides the instructor to deliver and implement the classes. Advertises through posters, newspapers. -Seniors helping Seniors recruits participant -College provide computer labs	Start: Planning Sept.2011 Implement Fall session: Oct. – Dec. 2011. Winter session: Jan. – Mar. 2012 Spring session: April-May 2012  Complete May 2012

# **WINDERMERE ZONE COMMUNITY LITERACY ACTION PLAN**



**Rocky Mountain  
SCHOOL DISTRICT NO. 6**

**JUNE 2011**

*Literacy has the power to change people's lives.*

**Pillar: All**

**Long Term Goal:** Improve networking for literacy issues and services between organizations, individuals, schools, local governments, the college and businesses.

**Success Statement(s)** Current members of the Community Literacy Planning Committee remain connected and informed and new members are recruited. A broad contact list of literacy supporters is developed and connections are maintained.

**Monitoring progress:** CLP committee will evaluate networking improvement and record in CLP minutes and member lists

<b>Actions</b>	<b>How</b>	<b>Resources Needed &amp; Who Will Provide them</b>	<b>Start/Completion Dates</b>
Maintain Community Literacy Planning Committee with regular communication and an annual meeting schedule.	Maintain regular meeting schedule – 1 <sup>st</sup> Tuesday in October, Jan and May Noon – 1:30 PM News updates with current information summaries, links to further information, and local literacy news – distribute electronically to committee members and to broader community through networks such as CVAT, ECD Team, School District, Libraries etc. Invite representation from local governments. Build a group of literacy supporters who are informed and connected.	CLP members CBAL Meeting space, member commitment Time to prepare and maintain connections	ongoing
Form a youth literacy sub-committee to plan and develop community literacy	Hold an exploratory meeting with representatives of the	CLP members Organization and	Fall 2011

and learning initiatives for youth 12-18	Youth Centres, High School, Alternate School, CBAL, High School Youth Action Team etc.	meeting time	
Enhance connections and networking between the community and School staff	Attend a Principal's meeting or school staff meetings to present information about current services relevant to parents and children, encourage referrals Continue to offer community programs in schools	CLP representative Time	ongoing
Increase volunteer base for community literacy programs by tapping into retiree population in Windermere Valley.	Regularly promote volunteer opportunities for retirees. Attend seniors events.	CLP members CLC Resources for advertising costs	ongoing

**Long-term Goal:** Increase community awareness of literacy issues and services in the Windermere Zone.  
The community Literacy Planning Committee will encourage service providers, the College, the School District, recreation and cultural organizations to work with a local publisher to produce a publication for this area that includes education, cultural and leisure programs and services available to families, children, youth and adults.

**Success Statement(s):** A literacy Resource Guide is prepared and distributed widely in print and electronically.

**Monitoring progress:** The Community Literacy Planning Committee minutes will reflect progress on actions. Awareness materials provide evidence of progress on some actions.

<b>Actions</b>	<b>How</b>	<b>Resources Needed &amp; Who Will Provide them</b>	<b>Start/Completion Dates</b>
Distribute literacy resources guide widely	400 Printed copies - COTR, all schools, daycare and preschools, health	CLP committee members Community member time, school district	March 2010- draft completed/

	professionals, Family Resource Centre, program locations, Libraries, Akisqnuk and Shuswap Band Halls, Welcome Wagon, Good Food Box recipients, Food Banks, Books for Babies and Books for Toddlers. Put .pdf on School District website	permission to post community literacy guide, printing costs.	
Submit regular articles about literacy issues and services to the Columbia Valley Pioneer.	CLP members submit articles or information to the paper; organize a series of four articles that will be based on each of the four pillars of the literacy plan.	CBAL Coordinate with papers and CLP members  CLP member volunteer time and CLC time	Oct-June
Make literacy presentations to the business sector and social agencies -	CLC work with CBAL Regional Program Manager to make community presentations - Presentations to the Chamber of Commerce or Rotary and to social agencies - offer literacy audit, IALS information, health literacy local literacy services information and explore the need for new or enhanced services.	CBAL CLC and CBAL RPM  Time to plan and deliver	Oct-May
Presentation to the Windermere Zone of SD6 School Board	Presentation based on the planning process and community literacy partnerships	CLP members Time to plan and deliver	Aug. retreat and Feb 2012 DTSS
Have a display and information about programs and services available in the community available at	Contact Principals after Sept 16 to gather information about dates	CLP members /CBAL Time to deliver display/brochures and time to be at events	Sept 2011 collect open house dates from schools and schedule displays

schools for parent/teacher meetings or open house evenings	Distribute printed copies of the literacy guide and a display board representing all literacy service providers and brochures. Preferably have someone attend the event to answer questions.	Staff time to gather/prepare information	
Support the Literacy Charity Golf Tournament	Volunteer Recruit and prepare literacy presenters Participate on organizing committee	CLP Members and volunteer time	Collect survey information Sept. 2011

**Pillar: EARLY LEARNING**

**Short Term Goal:** Continue to support and enhance early learning programs for families with young children through the Windermere Zone.

**Success Statement:** Programs and services for young children and their caregivers are maintained and enhanced and are made locally accessible whenever possible.

**Monitoring progress:** Program records and statistics. Publication and promotion samples.

<b>Actions</b>	<b>How</b>	<b>Resources Needed &amp; Who Will Provide them</b>	<b>Start/Completion Dates</b>
Continue to work together to distribute books to children birth-6 years old at least once each year	Books for Windermere Valley Babies (newborns)	CBAL, Public Health Nurses WV ECD Team, CBT	All year
	Books for Toddlers (12-18 months)	Staff time and a book, Staff time, ECD Services guide, books, CDs	All year
	Ready Set Learn	CBAL, Public Health Nurses Staff time, funding to	Spring

	<p>(books for 3 and 4 year olds)</p> <p>Family Literacy Day books at family programs and events</p> <p>Christmas Book Drive for Christmas Hampers</p>	<p>purchase supplies for 10/11</p> <p>Schools and CBAL Books and/or activities</p> <p>CBAL/ books</p> <p>CBAL, Rotary, volunteers, promotions</p>	<p>Jan.</p> <p>Dec.</p>
Continue to include literacy information in the early childhood development and family services information guide	Literacy information and services relevant to families – use the asset charts for information	<p>Growing Together partners, CLP members, ECD Team</p> <p>Staff time to work with ECD Team</p> <p>Funding to pay for space in booklet</p>	Ongoing
Family service providers continue to work together to provide and enhance early learning programs in Canal Flats, Invermere, Windermere and Edgewater in schools	<p>Plan and deliver programs jointly to make the best use of community resources</p> <p>Include new components – environmental, indoor playground, LEAP, and a focus on nutrition and safety</p>	<p>Family Resource Centre, CAPC, CBAL, ECD Team , greenhouse</p> <p>Interior health fair (fall)</p> <p>Funding/trained staff/ space for programs</p>	Ongoing
Support Strong Start Outreach Centre	Contribute community staff time to provide program enhancements	<p>ECD Team, School District, CLP committee</p> <p>Community partner agencies, WV ECD Team, School District i.e. arts council, greenhouse, guest speakers</p>	Ongoing

## Pillar: School-Aged

<b>Short Term Goal:</b> Develop or expand programs that support youth literacy development.			
<b>Success Statement(s):</b> Literacy programs for youth are organized and well attended.			
<b>Monitoring progress</b> CLP gathers information from service providers.			
Actions	How	Resources Needed & Who Will Provide them	Start/Completion Dates
Determine the interests of youth and resources available in the community to support services	Discussion and idea sharing between youth and people working with youth  Generate interest and initiatives with the youth centre based on the things that youth are interested in keeping in mind ideas to reach at-risk youth as well.	Youth Committee  Space to meet  Resources to implement initiatives	Fall 2011
Maintain book club for boys Grades 4-7 (Guys Read)	CBAL allocate funding for staff time, travel and expenses  Work with partners to find ways to grow program outside of CBAL	CBAL, Libraries, Schools, CLP committee, CBAL, school PAC's  Funding for Staff time, travel, food, books, Space for groups. Need additional funding or partners	ongoing

Investigate possibility of beginning school based book clubs for girls	Canal Flats & Edgewater started their own- discuss with other schools how they too can accomplish this. Collaborate with Public Library	CBAL, Schools, Library  Funding for Staff time, travel, food, books, Space for groups  Need additional funding from partners	Fall 2011
Focus on expanding the volunteer base for the One to One reading program in schools	Attend PAC meetings to recruit volunteers and school coordinators Email requests for volunteers to all CLP committee contacts Start an "adopt-a-school" program with local book clubs to share volunteer responsibilities for program. Awareness: Newspaper, school newsletter articles, posters	CBAL  CBAL and school staff  PAC funding support  Volunteers	ongoing

**Pillar: Adult**

<b>Short Term Goal:</b> Support increased networking and services development for adults
<b>Success Statement(s):</b> Adult literacy services are maintained, expanded or started.

**Monitoring progress:** CLP gathers information from service providers.

<b>Actions</b>	<b>How</b>	<b>Resources Needed &amp; Who Will Provide them</b>	<b>Start/Completion Dates</b>
Support and expand English as a Second Language One to One tutoring and conversation group	Organize a meeting to plan for adult literacy services in the Windermere Zone	COTR, CBAL, Rocky Mountain Distributed Learning Centre (SD6), CV Employment Centre  Staff time	Summer 2011
Expand community based adult literacy support	Train tutors who are ready to work with learners as needed	CBAL  Funding is in place – ALMD Tutor Trainer/Coord - CBAL	ongoing
Increase seniors' involvement in literacy activities	Work with seniors centre and libraries to identify literacy needs and partner to provide services	CBAL, Seniors Centres, Libraries, COTR  Funding Use of Seniors Centre computers, Invermere and Headwaters Canal Flats or Library space	Fall 2011
Look for opportunities to develop a program or transition parents in family programs into adult literacy programs	Focus groups to determine interests Schedule conveniently/provide support to reduce barriers i.e. transportation/childcare	CBAL, College. Libraries  CLC time Funding for adult literacy programs\	Ongoing

**Pillar: Aboriginal**

**Goal:** Work with Akisqnuq and Shuswap First Nations to identify opportunities to support literacy skills development for youth and adults.

**Success Statement(s):** Contacts have been developed and discussions about literacy goals and actions are proceeding.

<b>Monitoring progress: Meeting notes and action plans.</b>			
<b>Actions</b>	<b>How</b>	<b>Resources Needed &amp; Who Will Provide them</b>	<b>Start/Completion Dates</b>
Meet with the Akisqnuq Education Committee and the Healthy Community Committee at Akisqnuq.		SD6 reps CBAL CLC	Ongoing
Identify and meet with a representative of Shuswap.		CLC contact Rosalita Pascale	Fall 2011
Explore how to better connect/include aboriginal youth.	Focus for youth sub-committee	Youth Sub-Committee Aboriginal Youth	Fall 2011
Support Akisqnuq and/or Shuswap to apply for funding.	CLC meet with reps Consider a needs survey Develop a program concept Apply for funds – CBT	CLC	Ongoing
Pursue connection and integration with Ktunaxa language early years curriculum into family literacy programs	CLC meet with Chelsea Nicholas, Aboriginal Early Years Outreach Worker Look at ways to connect with Strong Starts	Aboriginal Early Years Outreach Worker CLC CBAL Program Staff StrongStart program staff	Fall 2011

# **APPENDICES**

**JUNE 2010**

*Literacy has the power to change people's lives*

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**GOLDEN COMMUNITY LITERACY PLANNING COMMITTEE  
2010/2011**

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2010 - 2011 Member List**

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**Windermere Zone Community Literacy Planning Committee  
Membership List 2010 - 2011**

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# LITERACY RESOURCES AND SERVICES CHARTS

## GOLDEN LITERACY RESOURCES AND SERVICES CHART 2010-11

### LEGEND

New initiatives are highlighted in pink.

Expanded programs are highlighted in green.

Expanded partnerships are highlighted in blue.

### Abbreviations:

APES – Alexander Park Elementary School CAPC – Community Action Program for Children CBAL – Columbia Basin Alliance for Literacy CLPC - Community Literacy Planning Committee CCRR – Child Care Resource and Referral COTR – College of the Rockies ECDC – Early Childhood Development Coalition EKAS – East Kootenay Addiction Services GCRS – Golden Community Resources Society GES – Golden Employment Services GFC – Golden Family Centre GHU – Golden Health Unit	GSS – Golden Secondary School GWC – Golden Women’s Centre GYOC – Golden Youth Opportunities Council IDP – Infant Development Program LGES – Lady Grey Elementary School NES – Nicholson Elementary School ORL – Okanagan Regional Library OT – Occupational Therapy PT – Physiotherapist SD 6 – Rocky Mountain School District 6 SLP – Speech and Language Pathologist SS - Strongstart
--	--

Prenatal to 5 years	Kindergarten to Grade 3	Grades 4-6	Grades 7-12	Adults	Seniors
Golden Health Unit Prenatal Course and Baby Talk Program	French Immersion (APES)	French Immersion (LGES)	French Immersion and Spanish at GSS	COTR - Adult Basic Education - ESL tutor-based program - special needs program - employment and career training - Lifelong Learning Program	COTR - ESL program -Lifelong Learning Program
CCRR – parenting information, toy lending, craft supplies	Smart Learn Materials Reading Power (SD 6)	Smart Learn Materials Reading Power (SD 6)	Smart Learn Materials Reading Power (SD 6)	GES – employment process, computer assistance, ESL, Essential Skills	GWC – Workshops, programs, computer support, resource library
Blaeberry, Field, Golden, & Parson Parent and Tot (Partners: GFC, GCRS, Town of Golden)	Community Links, Counsellor, Aboriginal Support Workers, Learning Assistance, SLP (APES, NES)	Community Links, Counsellor, Aboriginal Support Workers, Learning Assistance (LGES, NES)	Community Links, Counsellor, Aboriginal Support Workers (GSS)	GWC - Workshops - programs - computer support (full time support worker) - resource library - financial literacy program	Lifelong Learning Programs

Story Hour (ORL)	Summer Reading Program (ORL)	Summer Reading Program (ORL)	Summer Reading Program (ORL)	ORL – free Internet access, books, DVD, magazines	ORL– free Internet access, books, DVD, magazines
Aboriginal Programs – storytelling, cultural workshops	Aboriginal Programs – storytelling, cultural workshops	Aboriginal Programs – storytelling, cultural workshops	Aboriginal Programs – storytelling, cultural workshops	Aboriginal Programs – storytelling, cultural workshops	Aboriginal Programs – storytelling, cultural workshops
CBAL Community Literacy Coordinator and programs e.g. Parents Reading Children Succeeding at SS, Mother Goose at ORL in partnership with ECDC	CBAL Community Literacy Coordinator and programs e.g. One to One Reading Program at APES and NES - 3 session per year	CBAL Community Literacy Coordinator and programs One to One Reading Program at LGES and NES	CBAL Community Literacy Coordinator and programs Afterschool Shakedown Homework Club for grades 3 to 7	CBAL Community Literacy Coordinator and programs e.g. One to One adult tutor help	CBAL Community Literacy Coordinator and programs e.g. One to One adult tutor help
Family Literacy Day – Jan 27, 2011	Family Literacy Day – Jan 27, 2011	Family Literacy Day – Jan 27, 2011	Family Literacy Day – Jan 27, 2011	Family Literacy Day – Jan 27, 2011	Family Literacy Day – Jan 27, 2011
Books for Babies (CBAL, GHU, GCRS)	After School Care (APES)	After School Care (SD 6)	GYOC (Golden Youth Opportunities Council)	CCRR, CLPC GFC	ORL, CLPC, GFC
Family Daycare and Pre-school	Free Computer/ Internet (ORL, SD 6, GWC)	Free Computer/ Internet (ORL, SD 6, GWC)	Free Computer/ Internet (ORL, SD 6, GWC)	LP lifelong Learning	
ECDC, Community Links, Success by Six, Leisure Services, CLPC, ORL	ORL, CCRR, CLPC	ORL, CCRR, CLPC	ORL, EKAS CLPC	Parenting programs –GFC, CBAL, CAPC	
Ready, Set, Learn (APES, NES)	- Drop Everything and Read at APES	Precision Reading Parent Night and Author visits – Lady Grey	GSS programs - - Leadership Program - Study Hall, Math Homework Club, Homework Book Club - Peer Tutoring - Learning Centre includes Learning assistance and ESL support	CBT subsidy for work related education/ training	
GFC – Child and Youth Counseling; Emotional Literacy Counseling	GFC – Child and Youth Counseling; Emotional Literacy Counseling	GFC – Child and Youth Counseling; Emotional Literacy Counseling	GFC – Child and Youth Counseling; Emotional Literacy Counseling	GFC – Individual, Family and Emotional Literacy Counseling; Nobody's Perfect Parenting Program	
CAPC programs for babies (e.g. Bubbly Babies at APES and Parents and Tots at NES)	Kindergarten Speech and Language Screening (APES)	Afterschool Shakedown (CBAL homework club for grades 3 to	Employment Services for Youth	Skills Upgrading for Parents – COTR, CBAL, GFC, GWC, GES,	

		7)		SS, GHU	
Ready, Set, Learn Parent Outreach (Field, Blaeberry, Parson, Nicholson)	Roots of Empathy (NES, APES, GFC)	Girlz Group (GWC)	Girlz Group (GWC)		
Strong Start - includes parenting programs such as Food Flair and Parents Reading Children Succeeding - speech and language enrichment sessions with SLP	Kindergarten Observational Learning Profile (SD 6)		Roots of Empathy (NES)		
Early Intervention Services (IDP, OT, Supported Child Development Program, PT, GFC, CAPC, SLP)	Full Day Kindergarten (APES, NES)				
Full Day Kindergarten (APES, NES)	Alpine Independent School				

## KIMBERLEY LITERACY RESOURCES AND SERVICES CHART 2010-11

### LEGEND

New initiatives are highlighted in pink.

Expanded programs are highlighted in green.

Expanded partnerships are highlighted in blue

### ABBREVIATIONS

CAPC: Community Action Program for Children

CBAL: Columbia Basin Alliance for Literacy

CLPC: Community Literacy Planning Committee

CCRR: Child Care Resource and Referral

ECD: Early Childhood Development

EKAS: East Kootenay Addiction Services

IDP: Infant Development Program;

SD6: Rocky Mountain School District 6

Prenatal to 5 years	Kindergarten to Grade 3	Grades 4-6	Grades 7-12	Adults	Seniors
Blarhmont Early Learning Center Space: School District #6	School District #6	School District #6	School District #6	School District #6	School District #6
Library Story-time twice per week	Library Summer reading club	Library Summer reading club and	Library equipment rentals e.g. LCD projector	Library equipment rentals e.g. LCD projector	Library equipment rentals e.g. LCD projector Library Outreach services offered.
Fun Night Supper Program CBAL/CAPC/StrongStart/ Healthy Moms/Healthy Babes			Library Collection development with aim to encourage youth	Library Computer sessions for email use, internet navigation & word document creation	Library collection at Garden View village (Large Print, Audio books on cassette and CD, players provided
Baby Goose CBAL, Public Health Nursing, CAPC with FRP	POPS Marysville and Lindsay Park Schools, CBAL	Library Continually adding resources to the collection		Adult/Senior Computer Classes – Mobile computer lab – New Horizon grant	Library collection at Kimbrook seniors facility (Large Print, Audio books on cassette and CD, player provided

Play & Learn Parenting/Literacy programs Love to Learn, You Make a Difference, CBAL/CAPC with FRP	Roots of Empathy Lindsay Park, Marysville Shools, Child Mental Health,CBAL	Roots of Empathy East Kootenay Alcohol and Drugs	Roots of Empathy East Kootenay Alcohol and Drugs, Alternate School, Selkirk PAC	Library Book club support  Library Author readings	Library Collaboration with ESL /Adult CBAL coordinator about new materials to collection –
Strong Start	1-1 Reading program	1-1 Reading program	School District #6Cont. Education	School District #6Cont. Education	ESL Tutors using library space
Prenatal to 5 years	Kindergarten to Grade 3	Grades 4-6	Grades 7-12	Adults	Seniors
Alphabet Soup Kimberley Food Bank, CBAL, CAPC with FRP	Food Bank	Food Bank	Food Bank	Food Bank	Food Bank
CBAL Family Tutoring	CBAL Family Tutoring	CBAL Family Tutoring	CBAL Family Tutoring	Summit Services Family Center	Summit Services Family Center One Stop
Tree house drop in program CAPC		Sparks Youth Center	Sparks Youth Center & L.E.E.S. Center L.E.E.S. Employment Program/ FinancialLiteracy workshops, CBAL Blade Runners	L.E.E.S. Center L.E.E.S. Employment Program/ FinancialLiteracy workshops, CBAL Blade Runners	1-1 volunteer training to work with adults , ESL learners or children in programs- CBAL
EKCCR	Making Connections CBAL,CAPC Community Links SD6	Making Connections CBAL,CAPC Community Links SD6	Selkirk Book/Writing Club Selkirk Staff and CBAL	College of the Rockies	College of the Rockies
Supported Child Care Services			Selkirk Graphic Novel Club Aboriginal Worker, PAC	Alpine Employment Resource Center	Alpine Employment Resource Center
Infant Development Program	Friends of the Kimberley Public Library Events	Friends of the Kimberley Public Library events	Friends of the Kimberley Public Library Events	Friends of the Kimberley Public Library events	Friends of the Kimberley Public Library events

Books for Babies Library Public Health Nursing, CBAL Friends of the Library, Teachers' association, Selkirk sewing class Kootenay Library Federation			Cruise-In Games Club McKim Aboriginal and Community Links CBAL, & parent volunteers	ESL/Adult CBAL1-1 Tutor & Group Program	ESL/Adult CBAL 1-1 Tutor & Group Program
Healthy Moms Healthy Babies (Better Babies Pregnancy Outreach Program) CAPC	Child Mental Health Workers	Child Mental Health Workers	Child Mental Health Workers	1-1 volunteer CBAL training to work with adults, ESL learners or children in programs	Rocky Mountain Distributed Learning School Online courses with personal assistance
Prenatal to 5 years	Kindergarten to Grade 3	Grades 4-6	Grades 7-12	Adults	Seniors
Jimmy Crickets Gym School			Writers Group – Arts Council Summer workshops	Writers Group – Arts Council Summer workshops	Writers Group – Arts Council Summer workshops
ECD Co-ordinator NSDT (North Star Dream Team)		East Kootenays Addiction Services	East Kootenays Addiction Services	East Kootenays Addiction Services	Seniors Computer Classes CBAL , College of the Rockies
Paq'mi Nuq'yuk Early Years Program	Paq'mi Nuq'yuk Early Years Program			Paq'mi Nuq'yuk Outreach	Paq'mi Nuq'yuk Community Events
Speech-Language Therapist for Preschoolers	Speech-Language Pathology School District #6	Speech-Language Pathology School District #6	Speech-Language Pathology School District #6		Seniors Helping Seniors Step by Step Walking Program Seniors in Motion Swim Program Expanding Our Learning -New Horizons grant

Early Learning Center summer program CBAL/NSDT					
Parenting Workshops CAPC, StrongStart				Chopping Block Food Bank, CBAL	Chopping Block Food Bank, CBAL
Gently Used Book Drive – books for Christmas food bank hampers	Gently Used Book Drive – books for x-mas food bank hampers	Gently Used Book Drive – books for x-mas food bank hampers	Gently Used Book Drive – books for x-mas food bank hampers	Gently Used Book Drive – books for x-mas food bank hampers	Gently Used Book Drive – books for x-mas food bank hampers

# WINDERMERE VALLEY LITERACY RESOURCES AND SERVICES CHART 2010-11

## LEGEND

New initiatives are highlighted in pink.

Expanded programs are highlighted in green.

Expanded partnerships are highlighted in blue

## WINDERMERE RESOURCES AND SERVICES CHART

### ABBREVIATIONS

CAPC: Community Action Program for Children

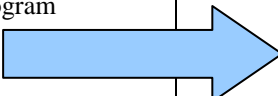
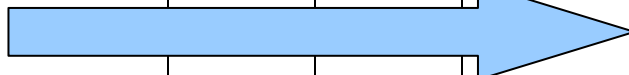

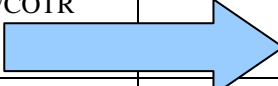


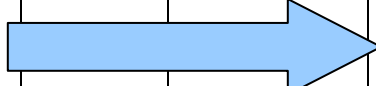

CBAL: Columbia Basin Alliance for Literacy

CLPC: Community Literacy Planning Committee;

ECD: Early Childhood Development

IDP: Infant Development Program

SD6: Rocky Mountain School District 6

Birth to 5 years	Kindergarten to Grade 3	Grades 4-7	Grades 8-9	Grades 10-12	Adults	Seniors
Play & Learn Programs CAPC	1-1 Reading Program 		Rocky Mountain Distributed Learning (SD6)	SD #6 Open Doors Alternate School	Columbia Valley Employment Centre	Invermere Seniors Centre Radium Seniors Centre
StrongStart Early Learning Outreach Program SD6, CBAL	School District #6, 				College of the Rockies, ABE Fundamental /Community Learning classes	
Library Story Times Invermere Radium	Learning@Home (SD6) 				Targeted Initiative for Older Workers: Columbia Valley Employment Centre/COTR 	
Public Libraries Invermere Radium						
Friends of the Invermere Public Library						
Sonshine Children's Centre		Summit Youth Center 			One to One Volunteer Training 	

Windermere Valley Child Care Society		Guys Read Program, CBAL	Guys Read Program, CBAL		ESLSAP, Tutoring, Conversation Group, Small Language Group CBAL	
Little Badger Early Learning Centre	Making Connections, CBAL				Financial Literacy, CBAL	
Infant Development Program	Summer Reading Program, Libraries				Writing Out Loud, CBAL	
Supported Child Development	Parents Reading, Children Succeeding CBAL				Seniors Computer Program, CBAL	
Books for Babies CBAL, ECD Team, Public Libraries, Interior Health					Open Computer Access and training Headwaters, Canal Flats, CBAL	
Books for Toddlers CBAL, ECD Interior Health						
Little Sproutz Preschool Radium					Job Search and Support Headwaters Canal Flats, CBAL	
Parent Time/ Family Time Programs CBAL, CAPC			Akisqnuq Learning Centre – Youth		Akisqnuq Learning Centre	Akisqnuq Learning Centre
CBAL Community Literacy Coord						
Family Resource Centre		Family Resource	Family Resource	Family Resource	Family Resource	Family Resource Center
WV ECD Team						

Early Intervention Vision Screening Program, Public Health						
Early Intervention Speech Therapist						
East Kootenay Aboriginal ECD Team						
Aboriginal Early Years Outreach Worker						
Baby Goose/ Baby Talk Program Invermere CBAL						
Headwaters Learning Centre & Community Reading Room, Canal Flats, CBAL						
Book Under Every Tree CBAL, Rotary and Christmas Bureau						

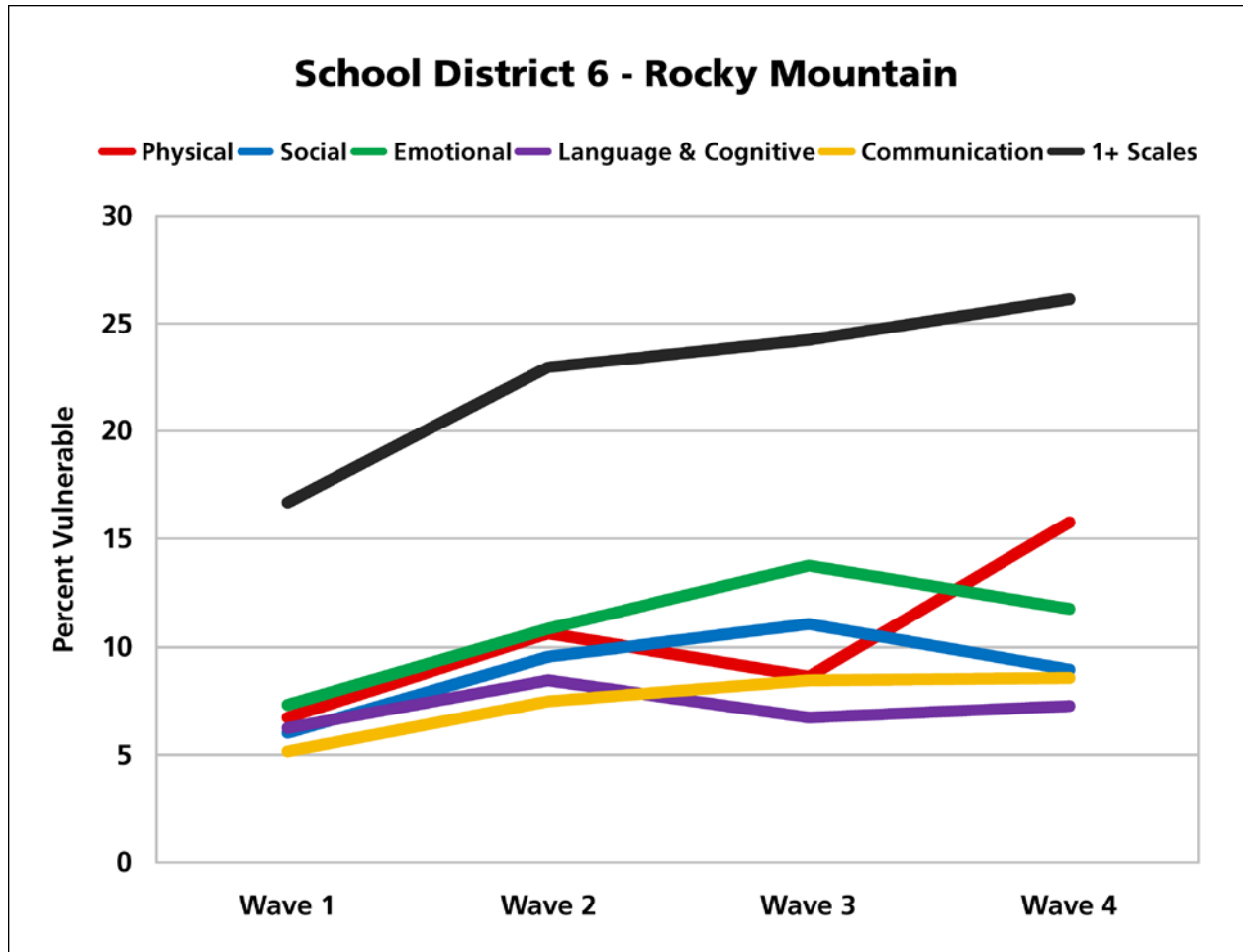


# Rocky Mountain School District #6 Early Development Instrument

The table below shows the number of children in each neighbourhood in each round of data collection. There were a total of 460 children in Wave 1 (2000-2004), 627 children in Wave 2 (2005 – 2007), 415 in Wave 3, and 221 in Wave 4 (Year 1).

Neighbourhood	Wave 1	Wave 2	Wave 3	Wave 4 (Year 1)
Golden	159	213	127	54
Windermere	184	237	163	92
Kimberley	117	177	125	75

## District Trends




- District wide, 26.2% of children were vulnerable on at least one scale of development in Wave 4 (Year 1). This is a small decrease from Wave 3 (24.3%) yet considerably higher than Wave 1 (16.7%).
- This represents a consistent trend of approximately one-quarter of the children in the Rocky Mountain population vulnerable in kindergarten.
- District wide, the largest proportion of children vulnerable was on the Physical Health and Well-Being scale (15.8%).
- The smallest proportion of children vulnerable was on the Language and Cognitive Development scale (7.3%).

- All of the scales have fluctuated – for the most part minimally – with the largest increase being in the Physical domain, which rose from 8.7% in Wave 3 to 15.8% in Wave 4 (Year 1).


The trend in vulnerability has been consistent over time in Windermere and Kimberley, which have had small increases since Wave 1. Golden continues significantly higher in vulnerability since the Wave 1 results, with an increase from 13% in the first Wave to 37% in Wave 4 (Year 1).

- Windermere had the lowest level of vulnerability of all of the neighbourhoods in Wave 4 (Year 1) (21.7%).
- There were no decreases in vulnerability in the Wave 4 (Year 1) results.
- Golden saw a 7% increase in vulnerability between Wave 3 and 4 (Year 1). This neighbourhood has had approximately one-third of children vulnerable since Wave 2.
- Golden saw the greatest increase in vulnerability on the Physical Health and Well-Being scale, which rose from 7.1% in Wave 3 to 29.6% in Wave 4 (Year 1).
- Overall, Golden was the only neighbourhood to have notable increases between Wave 3 and Wave 4 (Year 1).



### EDI Data Table

SD 5, 6 & 19 East Kootenay/Revelstoke



SD 5	EDI Count				Physical Health & Well-Being				Social Competence				Emotional Maturity				Language & Cognitive Dev.				Communication Skills				Vuln. on One or More Scales			
	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4
Cranbrook - Rural	1188	1246	1334	63	7.7	14.0	10.1	17.9	10.4	12.6	20.3	11.1	14.0	16.0	19.7	12.7	4.8	10.3	18.0	9.5	2.7	11.6	9.4	15.8	20.9	33.8	33.3	22.2
Cranbrook - South	241	241	243	20	11.1	14.9	12.2	11.1	13.8	14.6	10.8	17.8	15.5	16.7	21.1	7.8	10.1	8.4	8.0	5.6	6.4	9.4	10.3	8.9	20.5	30.6	26.6	24.4
Cranbrook - North	1184	121	73	45	8.8	21.7	15.3	15.6	8.1	18.5	23.3	13.3	10.2	34.2	23.3	8.9	5.0	10.8	16.4	13.3	3.8	11.7	15.1	13.3	18.1	44.6	39.7	24.4
Spanwood/Elkford	237	223	183	81	5.1	9.0	11.8	9.9	8.9	11.3	13.1	16.0	6.8	4.9	12.4	19.8	5.1	6.8	7.2	6.2	6.3	9.4	12.4	12.3	15.6	21.5	26.1	28.4
Cranbrook - East	203	185	126	41	6.9	20.5	13.5	17.1	6.4	16.8	7.1	17.1	8.4	31.9	10.3	12.2	6.4	10.3	6.3	12.2	6.4	9.2	7.1	4.9	18.2	41.1	24.6	36.6
Fernie	146	124	70	43	11.0	11.3	4.4	18.6	18.5	15.4	11.4	18.6	12.3	9.8	10.0	16.3	9.0	6.5	4.4	7.0	8.2	8.1	7.2	16.3	28.1	25.0	17.1	39.5
SD 6	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4
Windermere	1194	1237	1163	92	4.3	5.5	8.6	13.0	8.7	5.5	6.7	4.3	6.0	3.4	6.1	6.5	6.5	5.1	4.9	6.6	5.4	6.8	6.7	8.7	16.3	13.1	18.4	21.7
Kimberley	1117	1127	1125	75	13.7	9.6	10.4	9.3	7.7	10.7	15.2	16.0	10.3	13.6	16.0	14.7	9.6	9.6	4.0	6.7	5.2	5.6	8.0	6.7	22.2	22.6	24.8	24.0
Golden	186	243	127	54	4.4	17.4	7.1	29.6	1.9	13.1	12.7	7.4	7.0	17.0	21.8	16.7	3.8	11.3	11.9	9.3	5.0	9.9	11.1	11.1	13.2	34.3	31.5	37.0
SD 19	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4
Revelstoke	89	150	150	58	4.5	4.0	3.4	1.7	5.6	4.7	2.7	6.9	5.6	4.0	3.3	3.4	12.4	4.0	2.7	10.3	5.6	4.0	3.3	3.4	19.1	12.0	6.7	15.5

Source:  
2000-2010 EDI (Human Early Learning Partnership)  
W1 - Wave 1 (2000-2004), W2 - Wave 2 (2004-2007), W3 - Wave 3 (2007-2009), W4 - Wave 4, Year One (2009-2010)

The East Kootenay Children First Manager provided us with the following revised result for Wave 3 table to assist us in comparing Waves 1 & 2 to Wave 3 using three years for each wave.

Neighbourhood			Count		Physical	Social	Emotional	Language	Communication	One or more domain
ID	Name	SD of child's residence	Total EDI cases	Total valid EDI cases						
6.01	Golden	Rocky Mountain	186	181	13.8	11.1	20.2	11.1	11.1	33.1
6.02	Windermere	Rocky Mountain	259	255	10.2	5.9	6.3	5.5	7.5	19.6
6.03	Kimberley	Rocky Mountain	206	200	10.0	15.5	15.5	5.0	7.5	24.5