

DISTRICT LITERACY PLAN UPDATE 2009



**Rocky Mountain
SCHOOL DISTRICT NO. 6**



Literacy has the power to change people's lives

ACKNOWLEDGEMENTS

Last year, our meetings were focussed on taking inventory and planning strategies and services which would address community literacy needs that required further attention. This resulted in three very comprehensive Community Plans, with very specific action plans for this year. These plans wouldn't have been so action-oriented and diverse without the incredible commitment of our committee members.

This year, the realisation of the majority of the action plans speaks to the continued collaboration and dedication of the membership. Our District Literacy Plan has definitely been a working document, with the emphasis on **work**. The major positive impacts of the work done this year and the resulting narratives demonstrate the importance of community working together toward common goals. Sincere appreciation is extended to all of the facilitators, sponsors and co-ordinators of the quality programs and services which have enabled our residents to further develop their individual potential by improving their literacy skills.

The Rocky Mountain School District Board of Education demonstrated their belief in the power of working together when they approved three School Community Connections Grants (supported by the Union of BC Municipalities and BC School Trustees Association) to strengthen and expand programs and services which were addressed as goals of our three Community Literacy Plans. Another indicator of their belief in the efficacy of the already established roles of the Community Literacy Coordinators was to award the 2010 Legacies Now literacy coordination stewardship to the Columbia Basin Alliance for Literacy, in order to support their valued position.

An incredible number of excellent literacy initiatives which were undertaken this year would not have been possible without these Community Literacy Co-ordinators. After a plan was developed, they were often left with the huge task of purchasing resources, finding space, developing schedules, seeking volunteers and implementing training, in order to actualise the plan. In some cases, they also became the facilitators of the new initiative. Our district is so fortunate to have such passionate literacy leaders! Once again, our heartfelt appreciation goes to Kim Roberts, Betty Knight and Monica De, and everyone who worked with them, for touching new hearts and minds in our valley.



Barbara Morris
Assistant Superintendent
Rocky Mountain School District No.6

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DEFINITION OF LITERACY

The core of literacy is to the ability to understand and employ information in daily activities, at home, at work and in the community. Good literacy skills help us to acquire knowledge, achieve goals, and develop our individual potential.

Literacy development seeks to ensure that every person has the ability to read broadly and critically to access information and learn from other.

Literacy enables us to freely express thoughts, feelings and ideas and enhances opportunities to pursue personal dreams.

Literacy leads to fulfillment, confidence and security and allows people to participate in community life.

DISTRICT PROFILE

School District No. 6 includes electoral areas of two regional districts (Regional District of the East Kootenay and Columbia Shuswap Regional District) and five municipalities (Kimberley, Canal Flats, Invermere, Radium Hot Springs and Golden), with many unincorporated communities strung along Highway 95/93 as well as Field, in Yoho National Park. Reflecting school districts prior to amalgamation, Rocky Mountain School District is comprised of three Zones (Kimberley, Windermere and Golden).

As of February 2009, the BC STATS, Service BC, BC Ministry of Labour and Citizen's Services population estimate for the Rocky Mountain School District is 25,788. Headcount student enrolment for 2008 -2009 was 3,288.

LITERACY PLAN DEVELOPMENT PROCESS

Each Community Literacy Planning committee met three times over the past year to share information about literacy in their community, review progress on their 2008 Community Literacy Plan and to identify new goals and actions for their 2009 plan.

The District Literacy Planning Committee also met three times in the 2008-09 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 planning the next steps in literacy planning. At the last meeting in June 2009, committee members set out some objectives for 2009/10 which include developing a vision statement for the district and discussing the possibilities for district wide initiatives in areas such as literacy awareness. The committee also agreed that it is not the best use of community members' time to attend these meetings given the time required and the distance travelled along with the fact that they prefer to contribute to literacy planning in their communities. The District Planning Committee next year will include the SD 6 Assistant Superintendent, the three Community Literacy Coordinators and the CBAL Regional Program Manager.

The SD6 Superintendent, Bendina Miller, Assistant Superintendent Barb Morris and the three Community Literacy Coordinators, Monica De (Golden), Kim Roberts (Kimberley) and Betty Knight (Windermere Valley) participated in a teleconference February 12th with Jacquie Taylor, provincial Superintendent of Learning and Leona Gadsby, Director of Community and Adult Literacy 2010 LegaciesNow. The conversation included feedback on the School District 6 2008 Literacy Plan and a discussion of elements that should be included in the 2009 plan.

Barb Morris and Betty Knight made a presentation at a regular board meeting February 10th of the Rocky Mountain School District 6 Board of Education about the District Literacy Plan and progress in communities toward goals and actions listed in the plan.

EVALUATION

Learning Communities and the Composite Learning Index

The District Literacy Planning Committee is interested in the concept of learning communities and how we can encourage this approach in our communities. The term has been used in many ways, covering activities ranging from virtual cities, academic learning communities, communities of practice, or learning towns and cities. The definition used by the Canadian Council on Learning (CCL) is:

“Neighbourhoods, villages, towns, cities or regions that explicitly use lifelong learning as an organizing principle and social/cultural goal in order to promote collaboration of their civic, economic, public, voluntary and education sectors to enhance social, economic and environmental conditions on a sustainable, inclusive basis.”

— Ron Faris (2007)

The concept of learning communities reflects the values of lifelong learning. Lifelong learning involves the development of knowledge, skills and values throughout all stages of life from early childhood through adulthood.

The structure of the Composite Learning Index (CLI) acknowledges the complexity of lifelong learning:

- How and what you learn as a child affects how and what you learn as an adult.
- How and what you learn as an adult shapes your family's' learning environment.
- Where you live affects the learning opportunities available to you.
- Your economic situation affects your ability to take advantage of learning opportunities.
- Where you work affects your ability to improve your skills through training.

The complex interplay of an individuals' learning in the community, at home, at school, at work and through every stage of life multiplies when learning is viewed from the community level. At its core, the CLI measures the progress of lifelong learning and recognizes that learning also happens outside formal educational settings and includes all aspects of people's lives, including their role in the community, performance in the workplace, personal development and physical well-being. The opportunities that are available in communities and the degree to which people engage in them are also reflected in the CLI.

The Composite Learning Index (CLI) is based on statistical indicators that reflect the many ways Canadians learn, whether in school, in the home, at work or within the community. A high CLI score means that a particular city or community possesses the learning conditions needed to foster social and economic well-being. Two identical CLI scores can be very different because you also have to consider the pillar and trend scores. In fact, it is unusual to find a set of identical CLI, trend and pillar scores, as each community has its own strengths and challenges. A community's CLI score can be interpreted in relation to the same community's score in previous years, and in relation to communities of similar characteristics, such as population and geography.

The CCL states that by using the CLI model and underlying framework, it is possible for cities, towns and regions to measure the effect of their learning community strategies and policies. The CCL considers the CLI useful as an organizing principle for discussions with communities to help them arrive at evidence-based decisions aimed at enhancing and promoting a local culture of learning.

“The Composite Learning Index (CLI) is the first index of its kind in the world, providing an annual measure of Canada’s performance in a number of areas related to lifelong learning. CLI is a valuable measurement tool that recognizes how learning throughout a person’s life is critical to their success, the success of the community and the success of the country as a whole.”

The CLI uses the conceptual framework of lifelong learning developed by UNESCO's International Commission on Education for the Twenty-first Century. Their 1996 report, Learning: The Treasure Within, proposed a framework that organizes lifelong learning into four pillars: Learning to Know, Learning to Do, Learning to Live Together, and Learning to Be.

* Above information about Learning Communities and the Composite Learning Index can be found at <http://www.ccl-cca.ca/CCL/>

See Appendix B-7 for a visual representation of the CLI pillars indicators and measures (http://www.ccl-cca.ca/pdfs/CLI/2009/CLIComponentWheel_EN.pdf)

The District Planning Committee has chosen to include the Community Profiles available for the School District 6 geographical area in this plan and will continue to review Composite Learning Index scores in coming years to see if this measure will help us to assess progress in the broader community toward our goal of improving learning opportunities and outcomes in terms of participation.

See Appendix B-8 for CLI Community Profiles for incorporated towns, villages and rural areas in School District 6.

CLI Scores for SD6 Communities and Rural Areas (out of 100)

Community/Rural Area	CLI Score	EPPY Trend		CLI Score	EPPY Trend
British Columbia	77		Canada	75	
Golden	71	-1.4	Smaller cities and towns	73	-0.9
Columbia Shuswap A	70	-0.8	Rural Communities	68	-0.5
Kimberley	76	-1.8	Rural Communities	68	-0.5
East Kootenay E	73	-1.0	Rural Communities	68	-0.5
Canal Flats	73	-0.8	Rural Communities	68	-0.5
Radium Hot Springs	73	-0.9	Rural Communities	68	-0.5
Invermere	74	-2.1	Smaller cities and towns	73	-0.9
East Kootenay F	73	-1.4	Rural Communities	68	-0.5
East Kootenay G	73	-1.0	Rural Communities	68	-0.5

* EPPY = Estimated Points per Year

Most SD 6 communities and rural areas CLI Scores are slightly below the overall score for Canada. There are two significant variants; Golden's CLI score is 71 while Kimberley's CLI score is approaching the higher score for British Columbia. However, the trend is for all scores to have dropped in the 07-09 period from the 06-08 period. We are unsure how to interpret the scores in terms of what specifically has changed to cause the decline. The CCL states that 2009 scores in general are declining across the country which they attribute largely to decreases in the 'Learning to Be' pillar.

Canada's 'Learning to Be' score has seen a significant decrease since last year (5.0 in 2009 from 5.6 in 2008), leading to an overall three-year trend of -0.2 EPPY. Between the data used for the 2008 and 2009 CLI, the exposure to informal learning opportunities decreased. In particular, the decrease in this pillar is the result of declines in the proportion of households that reported spending on:

- Printed material (books, magazines, maps, newspapers)—down five percentage points to 75%;
 - Live performing arts—down seven percentage points to 35%; and
 - Admissions to museums and galleries—down five percentage point to 29%
- <http://www.ccl-cca.ca/CCL/Reports/CLI/CanadasResults2009.htm?Language=EN>

Early Development Instrument

All three communities in School District 6 use the data collected through the Early Development Instrument (EDI) which assesses progress in the state of children’s development at kindergarten entry. The EDI is completed by teachers in February and the results are grouped geographically by neighbourhood, school district, health area and provincial levels. The Human Early Learning Project (HELP) at the University of British Columbia compiles and maps the results. EDI results are used by both literacy planning committees and community Early Childhood Development teams to help assess and plan their work.

District Wide – Total % of children vulnerable on at least one scale of development

2008 27%
 Wave 2 23%
 Wave 1 17.6%

% Vulnerable

Area	Physical Health & Well Being	Social Competence	Emotional Maturity	Language & Cognitive Development	Communication Skills & General Knowledge
District Wide	10.5	14.0	15.1	7.5	11.5
Golden 2008 Total 31%	9.9	15.5	21.4	14.1	15.5
Kimberley 2008 Total 25.4%	10.2	20.3	15.3	1.7	8.5
Windermere 2008 Total 24.3%	11.4	7.1	8.6	5.7	10.0
Provincial Least Vulnerable					
Wave 1 01/02, 02/03, 03/04	4.5 (Revelstoke)	4.7 (West Vancouver)	5.2 (Quesnel)	3.2 (West Vancouver)	2.5 (Sunshine Coast)
Wave 2 04/05, 05/06, 06/07	4.0 (Revelstoke)	2.0 (Nisga’a)	4.0 (Revelstoke)	2.5 (West Vancouver)	3.7 (Gulf Islands)
District 6					
Wave 1 01/02, 02/03, 03/04 (Total # of	7.6	6.1	7.4	6.3	4.8
Wave 2 04/05, 05/06, 06/07	10.7	9.6	10.9	8.5	7.5
2008	10.1	14.0	15.1	7.5	11.5

See Appendix C-26 for Mapping Early Child Development, Rocky Mountain School District 6, Community Summary – Fall 2008.

HELP cautions that EDI results must be considered within the context of the variety of factors that influence early child development: family environment, socioeconomic conditions, neighbourhood influences, availability of early child development services and policy directions. Understanding EDI results requires individuals and community members to reflect upon the environmental trends that may be affecting children’s development.

The HELP SES Index (Socio-Economic Status) uses five levels appropriate for each scale. For example the SES overall Index scale levels are: Most Advantaged, Advantaged, Average, Disadvantaged, and Most Disadvantaged. The SES Index for the Golden, Kimberley and Windermere Zones is ‘Advantaged’ (second level under ‘Most Advantaged’).

Individual indicators for most communities in SD 6 show average or better levels on every scale with the exception of:

Kimberley	Government Transfers - High
Golden	Residential Stability - Low
Kimberley	Poverty: Couples in Which Women are the Only Earners – Disadvantaged
Golden	Education – Low

Indicators which show increased SES vulnerability between 2001 and 2006 in SD 6 include:

Kimberley and Windermere	Poverty: Couples in which Women are the Only Earners - increased one level
Kimberley	Residential Stability – vulnerability increased one level
Windermere and Golden	Housing Density – increased one level to average
Kimberley and Windermere	Increased Diversity from low to average
Golden	Increased Diversity from average to high

Evaluation of Progress On Literacy Plan Goals and Actions

The District and Community Literacy Planning Committees evaluate progress on the goals and actions set out in their community plans based on self-reporting by the organizations and agencies involved in actions and the observations of new or enhanced services by members on the committees. Outcomes for learners or for services such as libraries are determined and evaluated by each service delivery agency for their own purposes. Encouraging literacy service providers to share their internal evaluations requires a high level of trust. This is an area the committee may choose to focus more attention on in the coming years.

Role of Community Literacy Coordinators in the School District Planning Process

The three Community Literacy Coordinators (CLC’s) in Golden, Kimberley and Windermere Valley provide administrative support to Community Literacy Planning Committees. In this role, they create meeting agendas in consultation with the School District representative, Barb Morris, Assistant School District Superintendent, take the meeting minutes, maintain contact

with committee and other community members, and gather information and feedback for their community literacy plans. The Coordinators also prepare the Community Literacy Plan for their zone.

The CLC's also attend the District Literacy Planning meetings along with other representatives from district sectors and the School District to share information district wide and collate the various parts of the plan. A portion of the funding provided this year for Community Literacy Outreach Coordination was reserved to pay travel, meeting, and final plan preparation expenses.

CLC's are the main link between the School District and community literacy initiatives. These three communities have had community literacy coordinators since 1994. Their job has expanded and evolved over the years from a focus on family literacy to include literacy services for all ages.

SUMMARY OF SD6 DISTRICT LITERACY GOALS

As a result of a “School Planning Think Tank” experience, led by Judy Arnold, Director, System Performance Governance and Accountability Division, Ministry of Education, and Marion Turner, Superintendent of Achievement, schools in the district have changed to an inquiry/action research model when planning for student success. Consequently, the Rocky Mountain School District Achievement Contract also underwent a transformation in its structure, in order to reflect this inquiry based model and the increased focus of most schools on our vulnerable students.

What Do We Know?

This information is taken from the 2008-2009 Achievement Contract.

SMARTWrite District results tell us:

- 93-98% of students in Grades 1 to 9 meet or exceed expectations in impromptu personal writing
- 2004-2005, 2006-2007 ‘Aboriginal’ student cohort data shows 21% improvement beginning with 74% of students meeting or exceeding expectations in Grade 7 to 95 % in Grade 8 and 95% in Grade 9.
- 2006-2007, 2007-2008 cohort data for ‘all students’, ‘male’, ‘female’ and ‘Aboriginal’ students shows an increase in success at all grade levels except grades 5 and 6, which showed a decrease of 1% for ‘all students’, 5% for ‘female’ and 4% for ‘Aboriginal’ students.
- Grade 7 results were the lowest in the district and have shown steady improvement between 2004-2005 and 2007-2008, with 8% improvement for ‘all students’, 6% improvement for ‘male’ students. ‘Female’ students remain the same at 99% meeting or exceeding. There was a 38% improvement for ‘Aboriginal’ students.
- The district trend line shows improved success in writing.

Provincial English 12 2006-2007 tells us:

- 94% successful
- 65% ‘Good’ or better

Provincial Communications 12 2006-2007 tells us:

- 84% successful

Where Do We Want to Go?

This information is taken from the 2008-2009 Achievement Contract:

Performance targets for literacy are:

- Writing Achievement: By 2011: Grade 7 male and Aboriginal students will achieve at the same level as all students as measured by the SMARTWrite Assessment.

SCHOOL ACTION RESEARCH QUESTIONS RELATED TO STUDENT SUCCESS IN LITERACY

Some of the schools within the Rocky Mountain School District #6 have school plans with a focus on improved literacy. We also have schools which have an action plan around social responsibility; because they are teaching specific vocabulary, developing more effective communication skills (oral language development) and are using literature to support this work, we have included their questions as well. Below is a list of the literacy related action research questions that were being asked in the 2008-2009 school plans, with updates and plans for 2009-2010 in italics.

GOLDEN ZONE

1. Will teaching behavior specific language increase our students' sense of social responsibility? (Alexander Park Elementary School)
 - *APES students produced a delightful book with photographs which illustrated the behavioral expectations and reinforced the common vocabulary. There has been an increased number of children meeting or exceeding expectations on the "Solving Problems in Peaceful Ways" and "Contributing to Classroom and School Community" Performance Standards. School Plans for next year includes continuing to work in this area, and to further involve students in self assessment and to communicate the common language to parents.*
2. Will more opportunities for one-on-one reading increase our vulnerable students' (those at risk in terms of reading) reading achievement, confidence and enjoyment? (Nicholson Elementary School)
 - *NES: 1. Implemented a weekly buddy class program which focused on learning reading strategies and ways to teach them to buddies. 2. Increased home-school connections in relation to developing reading skills. 3. Used parent/community volunteers for One to One Reading, with assistance of CBAL. 4. Used community resources such as the Library and author visits to encourage interest and enjoyment of reading. 5. Used Learning Coach to facilitate support of the other reading goal strategies and to "champion" literacy (eg. Organized 2 family reading nights, ordered books for reluctant readers and implemented a "word board" by the water fountain). Results: "One on one hugely enhances kids' chances of becoming better readers. Some children are coming off the vulnerable list and fewer are going on. Improved some kids' awareness of how someone learns to read." This year was the year to establish some baseline data. School Plans for next year includes continuing to work with this goal, with more focus on inferential questioning and to teach reading strategies and skills more explicitly in all subject areas.*
3. Based on the idea that it takes a village to raise a child, would it be possible to generate greater community involvement with the school and greater reading opportunities for the

school children, by creating a “Community Classroom” in the existing library room? (Field Elementary School)

- *Due to reasons beyond the school’s control, this goal was not completed this year, but will continue next year.*

KIMBERLEY ZONE

1. Will students working with a “buddy writing” partner improve their performance on the “meaning” band of the B.C. Performance Standards for writing? (Lindsay Park Elementary School)
 - *Lindsay Park staff had successfully implemented “buddy reading”. This success and research on the positive impact that buddies can have on student success, led to asking if a similar approach would work with writing. This year’s data shows significant improvement and shift towards meeting or exceeding expectations on the ‘meaning’ aspect of the B.C. Performance Standards. The goal will continue next year, with a few alterations, such as having a school-wide pairing, and a scheduled time for the whole school to be writing.*
2. What impact will a school-wide character education program have on social responsibility at the primary level? (Marysville Elementary)
 - *This year has provided the school with the necessary baseline data to move forward in making connections between social responsibility and academic achievement. The focus for the 2009-2010 year will be to use character education literature to create SMART learning sequences for all grade levels.*

WINDERMERE ZONE

1. If we guide families to engage in purposeful literacy activities with their children on a regular basis, will student success improve? (Eileen Madson Primary School)
 - *EMP implemented: 1. School-wide Literacy Program. 2. “Talko Time” – oral language focus. Results: Reading, writing and problem solving data indicate an improvement for most learners, including most vulnerable learners. This may or may not be attributed to parental involvement at home. The question for 2009-2010 is revised to ask: “If we guide our **learners** to engage in purposeful literacy activities with their families on a regular basis, will student sense of well-being and achievement improve?”*
2. Will students with the ability to image and predict be more powerful readers and writers? (Windermere Elementary School)
 - *WES implemented: 1.the SMART Learning approach, with school-wide focus on imaging.2. School-wide Language Arts sequences, using the SMART Learning approach. The 2009-2010 question will continue to assess whether the imaging strategy and predicting strategy has resulted in more powerful readers and writers, and add further emphasis on making connections.*

3. If we develop a personalized Home-School Language Arts component, can we help our students with low average results achieve academic success in Language Arts, moving one grade level or standard higher? (Edgewater Elementary, 2009-2010)
 - *This is a new question for EES, which narrows last year's question around vulnerable students to a specific focus. Data indicates that student results in reading and writing are good; however, there are students who are minimally meeting, or meeting expectations, who the staff believes could be fully meeting expectations with more home-school support and communication.*

4. If we improve communication skills and provide opportunities for students to strengthen their connections to school, will we be able to improve children's academic and social/emotional growth? (Martin Morigeau Elementary)
 - *MMES related some positive success stories. The broad question and variety of strategies has made it difficult to ascertain the causal relationship between the strategies and success. They will re-examine the question and assessment measures.*

SUMMARY OF COMMUNITY LONG TERM GOALS

GOLDEN ZONE

GOAL 1: Children and youth value education as reflected through their actions and choices from birth to adulthood.

GOAL 2: All people in our community see themselves as lifelong learners.

GOAL 3: Build understanding and awareness about the importance of literacy.

GOAL 4: Continue to support existing programs.

KIMBERLEY ZONE

GOAL 1: Maintain and sustain the central place where parents and children can go

GOAL 2: Reach out to isolated individuals and families

GOAL 3: Provide literacy and learning programs where people already feel comfortable and safe, offering programs where families are.

GOAL 4: Maintain and support existing programs

WINDERMERE ZONE

GOAL 1: Improve networking to support planning and collaboration for literacy issues and services.

GOAL 2: Increase awareness of literacy issues and services.

GOAL 3: Develop or expand programs that support youth literacy development.

GOAL 4: Support increased networking and development of literacy services for adults.

GOAL 5: Work with Akisqnuq and Shuswap First Nations to identify opportunities to support literacy skills development for youth and adults.

GOAL 6: Support and enhance current programs.

**GOLDEN ZONE
COMMUNITY LITERACY PLAN**



**Rocky Mountain
SCHOOL DISTRICT NO. 6**

JUNE 2009

Literacy has the power to change people's lives

PROCESS

Community Literacy Planning Committee Meetings:

October 27, 2008

Goals for all 5 pillars (Early Learning, School Aged, Youth and Young Adult, Adult and Aboriginal Literacy) from the 2008/2009 action plans were reviewed. Members of the Community Literacy Planning Committee discussed which goals were being attended to, which goals needed to be addressed, which goals would be feasible to achieve by the end of the school year and which goals would have to be omitted.

Also discussed was the literacy infrastructure in BC at the provincial, regional and local levels and the School Community Connections Grant that CBAL in partnership with Golden Secondary School applied for.

January 27, 2009

One new member of the Community Literacy Planning Committee was introduced - Steve Bentley, new vice principal of Lady Grey Elementary School.

Members of the committee discussed updates in the community such as new programs being implemented, new partnerships formed, new funding sources to run programs, and community literacy events organized.

Also discussed were updates to the Action Plans and Golden's Literacy Resources table. New actions were added to early learning and school aged short-term goals and new programs were added to the literacy resources table.

April 27, 2009

Two new members of the Community Literacy Planning Committee were introduced - Katherine Fiebig, the new Lifelong Learning program coordinator for the College of the Rockies and Tom Coe, the new early learning speech and language pathologist.

The committee was told about the one-time grant that was awarded to literacy outreach coordinators by 2010 Legacies Now to support community and district literacy planning.

The committee got into groups to provide feedback on the outcomes of the short-term goals for their pillar of the 2008/2009 Community Literacy Plan. In groups, they also determined new short-term goals and actions to take to achieve those goals for the 2009/2010 Community Literacy Plan.

This meeting was also a celebration of the committee's efforts and accomplishments - lunch was provided and everyone was thanked for contributing to the Community Literacy Plan.

Role of the Community Literacy Coordinator in the Community

The role of the community literacy coordinator (CLC) is to promote literacy and lifelong learning, to develop partnerships and to develop relevant, effective local literacy programs. The CLC also provides coordination and administration support to the community planning process. The CLC invites representatives in the community to discuss the literacy assets, needs, goals and actions to achieve those goals; compiles the information for the Community Literacy Plan; and continues working with the committee to revisit and revise this living document.

The CLC position enhances literacy work in the community by providing literacy services and programs, supporting other literacy initiatives in the community and coordinating the Community Literacy Committee meetings, which helps members to network and focus on their goals.

Collaborations and Partnerships:

Collaboration has been an important part of providing our community with effective and relevant programs to increase literacy from birth to seniors. The Community Literacy Planning meetings allow members from the local schools, organizations and the college to come together to share information about what they are doing, what their goals are to increase literacy and what the challenges or needs are. Collaboration and partnerships have helped to provide an increase in awareness, support, problem solving and resources.

Some of the enhanced partnerships that have formed this year are between the local schools and the Columbia Basin Alliance for Literacy (CBAL). For example, Golden Secondary School (GSS) donated portable space for the use of youth and community programs. With the School Community Connections grant, CBAL and GSS were able to refurbish the portable. This contributed greatly to community literacy because finding spaces with suitable resources for literacy programs has been an issue in Golden. This year, CBAL was able to offer 7 different programs in the portable. Participants can now access 4 computers, 2 camcorders, DVD player, iPod dock, and new furniture. The Golden Youth Opportunities Council will receive funding from the Columbia Basin Trust to continue refurbishing the portable.

Another partnership strengthened was between the College of the Rockies (COTR) and CBAL. CBAL and COTR have agreed to share resources, assessment tools and tutors for adult literacy programs. Participants and instructors both benefit from this partnership with the increase in resources and reduction of program costs.

Other relationships strengthened were between the Golden Employment Centre (GEC), the Golden Women's Centre (GWC) and CBAL. CBAL partnered with these organizations to offer adult literacy programs based on the needs of their clients (e.g. computer skills workshops at GEC and Writing Out Loud program for GWC).

New Resources

2010 Legacies Now awarded \$30 000 to every school district geographical area in BC to support district and community literacy planning. School district 6 has three zones, so each of the community literacy coordinators received \$10 000. This money is going towards coordination costs which frees up other existing funding for increased services and programming.

Evaluation Methods

The kinds of evaluation methods that we use in Golden's literacy programs are:

- assessing reading, writing, math, oral communication and information technology skills with the use of adult and family literacy benchmarks at intake and end of programs
- using observational checklists to assess information technology skills of adult learners
- assessing progress of participants and effectiveness of lessons through observational evaluations
- assessing effectiveness and relevancy of program through summary evaluations
- assessing effectiveness and relevancy of program through feedback forms
- assessing progress of learner through self-evaluation
- assessing success of program by monitoring attendance, registration records, Early Development Instrument scores and Golden Health Unit statistics
- Using assessment tools for school performance
- Revisiting goals and actions of the Community Literacy Plan to assess its progress

REFLECTING ON PROGRESS TOWARD 2008 GOALS

LONG TERM GOALS

GOAL 1: Children and youth value education as reflected through their actions and choices from birth to adulthood.

Success Statement 1A: Children are socially, emotionally, intellectually, and physically ready to enter school and be successful.

Success Statement 1B: All children have the support to be successful throughout their school age years.

GOAL 2: All people in our community see themselves as lifelong learners.

Success Statement 2A: Easily accessible and free comprehensive literacy service for adults/seniors available in Golden.

Success Statement 2B: The value of continuous learning in the workplace is recognized and supported in Golden

GOAL 3: Build understanding and awareness about the importance of literacy.

Success Statement 3A: Service providers in Golden engage in integrated planning service.

Success Statement 3B: Service providers in Golden engage in collaborative service delivery.

GOAL 4: Continue to support existing programs.

Success Statement 4: Service providers in Golden continue to support successful programs.

SHORT-TERM GOALS

Early Learning Pillar

The 2007/2008 EDI results for Golden suggest that 31% of children (ages 4 and 5) are considered vulnerable in at least one domain of development. The following percentages show the specific areas in which children in Golden are vulnerable:

- 21.4% emotional maturity
- 14.1% language and cognitive development

- 15.5% social competence
- 9.9% physical health and well-being
- 15.5% communication and general knowledge

In order to increase readiness skills and reduce the EDI results to 15% by 2015, ECD members have been working on the five short-term goals below.



Short-Term Goal 1:

Provide multiple opportunities for parents to access the necessary language, emergent reading and play programs; thus, reaching a broader range of parents and children.

Actions:

- Provide outreach programs
- Provide programs on weekends or weekday evenings

Outcomes:

- Infant Development Program (IDP), Early Childhood Development (ECD), Community Action Program for Children (CAPC), Golden Family Centre (GFC) and Columbia Basin Alliance for Literacy (CBAL) partnered to provide 5 to 8-week outreach programs in the Blaeberry, Nicholson, and Field:

Blaeberry: 4 families attended the Ready Set Parent Outreach at the Blaeberry Parent and Tot. The parents were very appreciative to have the 8-week program because it gave them new ideas, the activities were educational and it was like an introduction to school. Parents noted they would be interested in having the program come again.

Nicholson: An average of 3 families attend the new Nicholson Parent and Tot regularly. New families come to see the program every month or two. This program

has had an impact on families: shy, socially isolated children are socializing and taking part in activities and playing with other children and families are getting connected with other programs and events occurring within Golden.

- Programs that provide developmentally appropriate activities for children and information and ideas for parents to support their children's learning are more accessible to working parents. For example:

Wednesday evening StrongStart: StrongStart, Golden Family Centre, Golden's Food Bank and community businesses partnered to implement a Wednesday night program for families. 36 families in total have attended Wednesday night Strong Start and an average of 5 to 8 families attend regularly. The numbers have grown and have dramatically increased compared to the Wednesday afternoon program. More families with working parents are able to come out and enjoy a program that is geared to children birth to six. Large motor play is also one of the greatest draws to the program and in the winter the families have often had very positive feedback concerning the gym space that has been made available for their children.

Saturday Strong Start: 62 families in total have attended Saturday Strong Start and an average of 10 families attended in the winter and 6 in the spring. Families have commented that they enjoy coming to the Saturday session because they can meet other parents, learn new ideas, feel less isolated and working parents have commented that they are now able to be involved in a program with their child.

Short-Term Goal 2:

To provide early childhood educators and child care providers with the latest research and early emergent literacy activities/resources for children.

Actions:

- Continue to conduct Child Care Resource and Referral (CCRR) speech and language development workshop
- Offer the services of an early learning language speech and language pathologist (SLP) on Thursday mornings at Strong Start
- Provide literacy theme boxes at CCRR

Outcomes:

- ECD coalition members have been discussing the Early Learning Mandate
- ECD professionals in Golden are interested in attending workshops, conferences and meetings to increase their knowledge and develop their skills. ECD professionals have been acquiring professional development throughout the province this year
- An early learning speech and language pathologist was hired. He is at the Golden Health Unit on Mondays and Tuesdays
- 3-5 theme kits are available at CCRR and are continuing to be developed

Short-Term Goal 3:

To provide parents with tools, skills, ideas that foster oral language development, book awareness, print awareness and reading for pleasure and interest.

Actions:

Continue to implement family literacy programs that provide parents with tools, skills and ideas to support their children's learning

**Outcomes:**

- Various organizations in the community offer family literacy programs that provide parents with tools, skills and ideas to support their children's learning. Examples of programs are Baby and Mother Goose, Bubbly Babies, Hoola Hoops, Seeds of Empathy, Language Fun Group, Strong Start, Food Flair, Baby Talk, and Food Flair.
- Parents are able to access a variety of family literacy programs in the community in different locations and times. Feedback from parents in programs such as Mother Goose, Strong Start and Food Flair state that they are learning new ideas from these programs and they are learning about where to access resources.

Short-Term Goal 4:

Promote literacy programs that lead to parents making healthy lifestyle choices, finding and understanding health and safety information and locating health services.

Actions:

- Provide programs like LEAP, HOP and FLAIR
- Combine healthy lifestyle programs with the Parent and Tot programs
- Promote healthy lifestyle programs at Ready, Set, Learn Activities

Outcomes:

- HOP was used in the Ready Set Learn Parent Outreach program at the Blaeberry Parent and Tot. This resource promotes healthy activities, nutrition and literacy. Participating parents were shown the resources and given handouts so that they could use them at home. A total of 4 families attended the Ready Set Learn Parent Outreach program in the Blaeberry. Families were excited to learn about the HOP resource. They found the activities fun and educational.

- Strong Start and CBAL partnered to start the Food FLAIR program for parents of children birth to 6 on Tuesday mornings at Strong Start for 6 weeks. Parents learn about making healthy food choices. A total of 13 families have attended Food Flair and an average of 6 families attends this program regularly. Parents in the Food Flair Program have been showing great interest in learning about the nutrition of various foods and making healthy choices for their children. During discussions, they ask questions, and read the supplementary handouts and resources displayed in the room.
- Nobody's Perfect was offered 3 times in 3 outlying communities from winter to spring 2009. Parents received information on safety, taking care of themselves so they can care well for their children, and engaging in healthy activities.

Short-Term Goal 5:

To identify children at-risk of low language and literacy development and support them through assessment and intervention services prior to school entry.

Actions:

- Child care and preschool programs can refer vulnerable children to intervention services
- Use multiple assessment tools and collaborative teams to guide and encourage interpretation of assessment scores to develop a comprehensive plan for young children

Outcomes:

- Interior Health prevention services is in progress of developing a list of at-risk children
- The Birth to 6 team is changing meeting time to include a physiotherapist.
- The support for families with concerns about their young children's development has grown and includes the Infant Development Program, Speech and Language Pathologist, Physiotherapist, Occupational Therapist, Pediatrician, Public Health Nurse, Supported Child Development Program, Adult and Child Counseling, Child Care Resource and Referral, Columbia Basin Alliance for Literacy, and Community Action Program for Children.

School-Aged Literacy Pillar



Short-Term Goal:

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

Actions:

- Give new families at each school a list of age/grade appropriate literacy programs
- Distribute lists and information to students
- Have staff talk to specific parents of target children about available resources
- Have students introduced to homework club by a staff member
- Conduct student surveys of fun homework club activities
- Look into transportation to various after school programs
- Provide a community event like Family Literacy Day to promote literacy
- Provide family literacy programs such as Family Nights to engage families with children of all ages in fun and educational activities and to promote other community services.

Outcomes:

- Awareness of literacy services such as the Homework Club and the One to One Reading Program was addressed. These services were advertised in the newspaper and school newsletters; flyers were given to students; posters were hung at school and various places in the community; teachers have been telling their students about the homework club; and the CBAL literacy coordinator presented the homework club to each class at Lady Grey Elementary at the beginning of the school year.
- A third session of One to One Reading program was added to both Alexander Park and Nicholson Elementary school. A total of 29 tutors volunteered in the One to One reading program this year and helped 61 students to improve their reading. Feedback from students, parents and teachers involved with the program were very positive. All but one of the students and their parents noted in surveys that they thought reading skills, confidence and/or attitude to reading improved.

- More students are participating in the homework club this year. 13 students have attended and 8 come regularly.
- To promote literacy and celebrate Family Literacy Week, a community event was held at Lady Grey Elementary School where families with children of all ages (preschoolers to teenagers) attended. Approximately 100 families attended Family Literacy Day this year.
- To promote literacy and celebrate Family Literacy Week, Ready Set Mother Goose Rhyme was held at Alexander Park Elementary school (APES) for families of preschool children. Approximately 55 families attended.
- To promote the importance of reading, a community reading event, Stop Drop and Read was held at APES during Family Literacy Week
- Schools are promoting community and family literacy programs in newsletters, newspaper articles, classes and meetings. Lady Grey, Alexander Park and Nicholson Elementary write news articles that have include family literacy tips



Youth and Young Adult Literacy Pillar

Short-Term Goal:

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

Actions:

- Discuss the opportunity to provide a community adventure/wilderness therapy program that includes team building practice, leadership skills, group wilderness lessons, storytelling, journaling and map reading

- Provide pregnancy outreach and parent education programs for youth mothers and fathers (including high-risk parents)

Outcomes:

- The adventure/wilderness therapy program was implemented in August 2008. Feedback forms filled out by participants and parents were positive. Participants noted that they liked having the opportunity to learn leadership skills, self reliance and work through social/emotional challenges with the group. Every night was spent doing reflective journaling. By the end of this 4-week program, students became more confident and independent in various aspects of their lives. For example, 3 moved out on their own. Participants are eager to participate in another session in the summer of 2009.
- Nobody's Perfect, a parent education program for young parents (under 25 years old), was requested by young parents and offered at Nicholson Elementary School, Blaeberry and Parson Parent and Tot. From February to March 2009, 15 parents and 26 children participated.

Adult Literacy Pillar

Short-Term Goal 1:

Increase dissemination of information regarding adult offerings in Golden

Actions:

- Distribute flyers with adult offerings to various community organizations.
- Conduct workshops at the Golden Employment Services and promote adult course offerings.

Outcomes:

- An adult literacy flier was made and distributed to various community organizations between March and May, 2009. The brochures were well received by helping agencies and are informative and clear. No students have mentioned seeing the brochure however.
- 1000 quarter page flyers promoting One to One adult tutor help for reading, writing, math and computer skills were given to local grocery stores, businesses and organizations. 10 adults have called requesting help to improve mostly computer skills as well as math and ESL. 4 of those adults received tutoring consistently.
- A 6-week computer workshop was offered at the Golden Employment Centre in partnership with CBAL. Flyers from COTR and CBAL are posted in the centre. 2 participants from the 6-week computer workshop called CBAL for one to one tutor help to improve computer skills. 4 adults saw the flyers and called CBAL for One to One tutor help.

Short-Term Goal 2:

Profile adult students monthly as a way of publicizing COTR to the general population of Golden

Actions:

- Find sponsor.
- Get information on students

Outcomes:

COTR agreed to sponsor “Student of the Month” ads in the Golden Star. Students were selected and their personal successes were highlighted. Seven “Student of the Month” ads were run in the Golden Star. Students were acknowledged in the community and school as well and received a gift package from COTR. Students mentioned that they had been recognized by the community and that they appreciated the attention placed on their success.

Short-Term Goal 3:

Create access to public computer space at COTR.

Actions:

Allocate space

Outcomes:

Creating access to public computer space at COTR was not feasible this year.

Aboriginal Literacy Pillar**Short-Term Goal 1:**

Educate and raise awareness of aboriginal history and culture through cultural activities such as storytelling and displays as well as to stimulate the desire to read and participate in storytelling.

Actions:

- Organize gatherings for all ages to socialize, lend books, storytelling, mentorship (links elders to younger folk)
- Implement a storytelling/literacy program

Outcomes:

- A teepee was set up at the Golden museum so that gatherings can take place.
- 11 youth/elder workshops have been offered for passing on oral stories and traditional crafts. Still moving toward the goal of implementing a storytelling/literacy program by applying for funding.

Major Impacts of Literacy Work this Year

The most successful aspect of the work done in Golden this year was the collaboration and partnerships that formed to increase awareness, resources, support and overcoming barriers. For example, community connections with the schools were strengthened. They promoted literacy and community literacy programs at the school and in the local paper. They provided space to run family literacy programs and community events such as Family Literacy Day, Ready Set Learn and Stop Drop and Read. Golden Secondary School provided valuable resources by contributing the newly refurbished portable space for youth and community literacy programs. Community organizations also partnered to provide family literacy programs that would reach a broader spectrum of locals by offering programs in outreach areas and at convenient times for working parents. Community organizations and the College of the Rockies partnered to provide participants with access to more opportunities to learn and more resources. Businesses contributed to support literacy events and programs by providing food and promoting programs. People in Golden really came together to promote and support literacy initiatives.

Because there were so many programs available for families with children birth to six, one of the most challenging aspects was trying to coordinate programs so that they wouldn't conflict with others. This concern was raised and members of the ECD team will meet to discuss solutions.

GOLDEN LITERACY RESOURCES AND SERVICES CHART

Prenatal to 5 years	Kindergarten to Grade 3	Grades 4-6	Grades 7-12	Adults	Seniors
Golden Health Unit Course	French Immersion	French Immersion	French Immersion	Free Computer/Internet – ORL, GWC, GES	Free Computer/Internet – ORL, GWC, GES
CCRR	Smart Learn Materials Reading Power	Smart Learn Materials Reading Power	Smart Learn Materials Reading Power	GES – employment process, computer assistance, ESL	GWC –Workshops, programs, computer support, resource library
Books for Babies and Books for Toddlers	After School Care	After School Care	GYOC (Golden Youth Opportunities Council)	Employment and Career Training COTR	COTR - Computer Classes and ESL program
Blaeberry, Golden, & Parson Parent and Tot	Community Links, Counselor, Aboriginal Support Workers	Community Links, Counselor, Aboriginal Support Workers	Community Links, Counselor, Aboriginal Support Workers	COTR - Adult Basic Education	Lifelong Learning Program
CAPC programs for babies (e.g. Bubbly Babies)	Summer Reading Program	Summer Reading Program	Summer Reading Program	ESL tutor-based program-COTR	ORL
Family Daycare and Pre-school	Free Computer/Internet	Free Computer/Internet	Free Computer/Internet	GWC – Workshops, programs, computer support, resource library	CBAL Community Literacy Coordinator, One to One tutor help and small group literacy programs
Wee Care Play and Learn	ORL, CCRR, CLPC	ORL, CCRR, CLPC	ORL, EKAS, CLPC	Precision Reading Parent Night – Lady Grey	Aboriginal Programs – storytelling, cultural workshops
CBAL Community Literacy Coordinator and Programs (e.g. Mother Goose Sing and Rhyme)	CBAL Community Literacy Coordinator and Programs (e.g. One to One Reading Program)	CBAL Community Literacy Coordinator and Programs (e.g. One to One Reading Program)	CBAL Community Literacy Coordinator and Youth Literacy Programs	CBAL Community Literacy Coordinator, One to One tutor help and small group literacy programs	

Ready, Set, Learn and Ready, Set, Learn Parent Outreach	Learning Assistance	Learning Assistance	Leadership Program	Special Needs Program - COTR	
Story Hour	Kindergarten Speech and Language Screening	Afterschool Shakedown (homework club)	Employment Services for Youth	ORL, CCRR, CLPC GFC	
Language Stimulation and Discussion Group	Roots of Empathy	Girlz Group	Girlz Group	LP lifelong Learning	
CCRR, ECDC, Community Links, Success by Six, Leisure Services, CLPC, ORL Strong Start	Kindergarten Observational Learning Profile	Communication Program	Communication Program	Parenting programs – Nobody’s Perfect, Toddler Talk, Baby Talk	
Baby Talk and Toddler Talk	Aboriginal Programs – storytelling, cultural workshops	Aboriginal Programs – storytelling, cultural workshops	Aboriginal Programs – storytelling, cultural workshops	Aboriginal Programs storytelling, cultural workshops	
Phonological Awareness Program – Hoola Hoops, Hand Towels and Happy Words		Author visits		CBT subsidy for work related education/ training	
Early Intervention Services (IDP, OT, Supported Child Development Program, PT, GFC, CAPC, SPL)					
Aboriginal Programs – storytelling, cultural workshops					

ABBREVIATIONS

CAPC – Community Action Program for Children
 CBAL – Columbia Basin Alliance for Literacy
 CLPC - Community Literacy Planning Committee
 CCRR – Child Care Resource and Referral
 ECDC – Early Childhood Development Coalition
 EKAS – East Kootenay Addiction Services
 GCRS – Golden Community Resources Society
 GFC – Golden Family Centre

GWC – Golden Women’s Centre
 IDP – Infant Development Program
 ORL – Okanagan Regional Library
 OT – Occupational Therapy
 PT – Physiotherapist
 SD – Rocky Mountain School District 6
 SPL – Speech and Language Pathologist

2009-10 COMMUNITY LITERACY PLAN

Introduction

Since submitting the 2008 District Literacy Plan, our community has undergone some changes that may have an affect in the coming year. For example, the economic downturn in Golden has resulted in a large number of layoffs in forestry, at the Louisiana Pacific Mill and Canadian Pacific Railway. As well, tourism has decreased, which affects the people employed in this industry. Perhaps as a result, we will see an increase in people participating in college or community literacy programs as learners, facilitators or volunteers.

Another change that will have an affect in the coming year is the discussion around the community hub concept. Members of the ECD team, the Giving Tree Childcare Society (GTCS) and a more recently developed group called The Hub have been discussing the development of a community hub of resources and services. The GTCS has started working on developing a childcare facility and community hub that would house other community organizations at the Mount 7 Rec Plex. The Hub has been previously meeting as the *Prevention and Intervention for Young Vulnerable Teens*, but has changed their name because they are discussing a wide range of services designed for all stages of a family's life. While a physical hub is in the works, they have been discussing the development of a combination of printed and web-based information which all community members can share. "Ideally, all community services would function as an 'open door' for clients, helping clients 'navigate' the array of services and resources available in Golden." These discussions and work to develop a community hub will continue to increase collaboration, partnerships, resources, awareness and accessibility of effective and relevant programs and services for families.

Adjustments to the Golden Zone 2009-2010 Plan

For the **Early Learning Pillar**, the five goals remain the same. Two more actions to achieve those goals have been added:

1. To offer the services of a speech and language pathologist
2. To provide literacy theme boxes at the Childcare Resource and Referral centre.

Because the EDI results for Golden suggest that 31% of children (ages 4 and 5) are considered vulnerable in at least one domain of development, ECD members will focus on improving children's readiness skills by implementing parent information programs, providing Early Childhood Educators with the latest research and resources, and providing more support to families with children at risk of low language and literacy development. Because of the many programs available in Golden for families with children birth to six, ECD members will coordinate the timing and location of these programs so that programs are not conflicting or duplicating one another.

For the **School Aged Pillar**, some of the actions pertaining to the homework club have been removed because more students are aware of this program, are attending it and have been giving feedback throughout.

One new goal that has been added to this pillar is to improve reading skills as well as confidence and attitude toward reading with struggling readers.

For the **Youth and Young Adult Pillar**, one goal has been added to offer informal literacy opportunities that improve literacy skills and foster a positive attitude toward learning.

For the **Adult Pillar**, one goal was removed because the College of the Rockies was not able to provide public access to their computer space.

Two goals were added to the adult pillar:

1. To provide informal learning opportunities for adults with varying levels of literacy skills
2. To increase understanding of financial literacy for women in rural BC

The **Aboriginal Pillar** remains the same.

GOLDEN ZONE GOALS AND ACTIONS FOR 2009-10

The complete 2009/2010 Action Plan is in the Appendix D-33.

Early Learning Pillar

Short-Term Goal:

Provide multiple opportunities for parents to access the necessary language, emergent reading and play programs; thus, reaching a broader range of parents and children.

Actions:

1. Provide outreach programs
2. Provide programs on weekends or weekday evenings

Short-Term Goal:

To provide early childhood educators and child care providers with the latest research and early emergent literacy activities/resources for children.

Actions:

1. Continue to conduct CCRR speech and language development workshops
2. Offer the services of a speech and language pathologist
3. Provide Literacy Theme boxes at CCRR
4. CCRR offers Early Childhood educators monthly workshops and childcare for those workshops. Workshop themes could be nutrition, dental hygiene, child care subsidies

Short-Term Goal:

To provide parents with tools, skills, and ideas that foster oral language, book awareness, print awareness and reading for pleasure and interest

Actions:

Continue to implement family literacy programs that provide parents with tools, skills, and ideas to support their children's learning.

Short-Term Goal:

Promote literacy programs that lead to parents making healthy lifestyle choices, finding and understanding health and safety information

Actions:

1. Provide programs like LEAP BC, HOP, HEAL and FLAIR
2. Combine healthy lifestyle programs with the Parent and Tot Program
3. Promote healthy lifestyle programs at Ready, Set, Learn Activities

Short-Term Goal:

To identify children at-risk of low language and literacy development and support them through assessment and intervention services prior to school entry.

Actions:

1. Child care, preschool and community family literacy programs can refer vulnerable children to intervention services
2. Use multiple assessment tools and collaborative teams to guide and encourage interpretation of assessment scores to develop a comprehensive plan for young children.

School Aged Pillar**Short-Term Goal:**

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

Actions:

1. Give new families at each school a list of age/grade appropriate literacy programs.
2. Distribute lists and information to students.
3. Have staff talk to specific parents of target children about available resources.
4. Provide a community event like Family Literacy Day to promote literacy (e.g. community spelling bee, Scavenger hunt, author visit such as Jacqueline Guest or Ktunaxa Nation Elder storyteller)
5. Discuss with the Golden Star to have community literacy articles and ads on one page so that it's easy for people to find information.

Short-Term Goal:

To improve reading skills as well as confidence and attitude toward reading with struggling readers in grades 1 to 6

Actions:

1. Continue to implement One to One reading programs at APES and NES
2. Use software such as “Ghot it”, “Ginger,” “Word Talk,” “Thunderscreen,” and “Click Speak” to help students with reading

Youth and Young Adult Pillar**Short-term Goal:**

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

Actions:

Provide a community adventure/wilderness therapy program that includes team building practice, leadership skills, group wilderness lessons, storytelling, journaling and map reading.

Short-term Goal:

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

Actions:

Provide pregnancy outreach and parent education programs for youth mothers and fathers (including high-risk parents)

Short-term Goal:

Offer informal literacy opportunities that improve literacy skills and foster a positive attitude toward learning

Actions:

Provide youth programs based on student feedback

Adult Pillar**Short-term Goal:**

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

Actions:

1. Distribute flyers promoting adult literacy programs to various community organizations
2. Conduct computer workshops at the Golden Employment Services and Golden Women’s centre and promote adult course offerings.

3. Promote literacy programs on the GWC Bulletin board

Short-term Goal:

Profile adult students monthly as a way of publicizing COTR to the general population of Golden.

Actions:

1. Find sponsor
2. Get information on students
3. Post adult students monthly on Golden Women's centre website

Short-term Goal:

Provide informal learning opportunities for adults with varying levels of literacy skills

Actions:

1. Provide one to one adult literacy tutor help to increase basic reading, writing, math and computer skills
2. Provide small group classes for all literacy levels

Short-term Goal:

Increase understanding of financial literacy for women in rural BC

Actions:

1. Host community meeting with partners to discuss financial literacy and how it pertains to our community
2. Create awareness of financial literacy in our community
3. *6 Pillars of Self Esteems* book club – reading with women

Aboriginal Pillar

Short-term Goal:

Educate and raise awareness of aboriginal history and culture through cultural activities such as storytelling and displays

Actions:

Organize gatherings for all ages to socialize, lend books, storytelling, mentorship (links elders to younger folk)

Short-term Goal:

Stimulate the desire to read and participate in storytelling

Actions: Implement a storytelling/literacy program

KIMBERLEY ZONE COMMUNITY LITERACY PLAN



**Rocky Mountain
SCHOOL DISTRICT NO. 6**

JUNE 2009

Literacy has the power to change people's lives

PROCESS

The Kimberley Community Literacy Committee is made up of a broad scope of individuals representing agencies and resources in our community. We have been coming together to help each other with ideas, to network and share resources, and to support challenges that people face, for all groups involved with literacy work in Kimberley. This year the Committee had 3 meetings.

October 2008

The meeting in October was an opportunity to celebrate the completed hard copy of the 2008 District Literacy Plan. We discussed the process of what we needed to do this year to address our actions and goals and the data we needed to collect to report on our outcomes. We reviewed the Kimberley 2008-2009 goals, and involved agencies updated the group on actions, successes and challenges.

Provincial literacy information was presented about the infrastructure that is being put in place to support literacy planning with some of the key components being the Regional Literacy Coordinators (funded through the colleges) and Literacy Outreach Coordinators (funded through a Ministry grant to Legacies 2010). Descriptions of regional and community literacy coordinators roles were outlined and the goals of looking at how to support community literacy and have it more integrated within the existing systems.

There was discussion about the Community Connections Grant being used to support Kimberley Literacy Goals and an update about new, one year, funding from Literacy Now, for community literacy coordination being sent to School Districts throughout the province to support the existing local organizations that are providing literacy coordination services.

January 13th, 2009

The committee members shared local agency literacy news. This included reports from the Schools, Kimberley Library, Columbia Basin Alliance for Literacy, College of the Rockies and Friends of the Burmese Refugees. Updates on the literacy initiatives were presented and actions required for the final report were discussed. Everyone agreed to update their information on the Kimberley asset grids, to add new programs to the service charts and to send that info to the community literacy coordinator to compile. Mass e-mails were sent to agencies and literacy partners to cover all four pillars in our community. The literacy coordinator contacted new individuals by phone and in person to invite and include them in the planning process to ensure a thorough gathering of information for Kimberley. Committee members submitted ideas and plans for next year for the committee to review and discuss at the next meeting in May in order to establish 2009 goals and actions.

May 4th, 2009

We had a working meeting to plan our actions for next year. We discussed community changes that would affect the plan. We shared and addressed new challenges and opportunities that have occurred over the last year to assist in the planning. New one year funding at the Early Learning Center has allowed the ECD team to pursue further actions on their 3 year plan in the

area of public awareness and promotion of the programs available at the Early Learning site (formerly Blarchmont Elementary School). Kimberley received the StrongStart program that also operates at this site. Further changes have included the moving of our College of the Rockies Campus in Kimberley and the Distance Education program to this same site (the former Blarchmont School) To have a hub center with Early Learning and drop-in programs for families with preschoolers, a Day Care and Adult Education all at one site has allowed for some wonderful synchronicity of services for our community members.

Another new development this year was that the Aboriginal support worker at McKim school was able to co-facilitate and do outreach work at an existing literacy program, Cruise-In, because of the increase in the number of aboriginal students participating in that program. She was also involved in the development of a new literacy initiative with the school counselor at McKim called the Homework Help Club. At the Selkirk High School, the Aboriginal worker and the Learning Assistance teacher in partnership with the CBAL community literacy coordinator were able to develop a new Book/Writing Club with the high school students.

In our community, it has made sense to combine the Aboriginal Pillar with the School Age pillar. Having no Early Learning Speech Services continues to be problem. The Library offered Tutor.com –a tutoring service offered off the library site. This is free, online help with a tutor for students grade 1-12 in core subjects, 7 days a week from 2p.m. - 7:00p.m. Unfortunately, the service was too slow and students would have to wait on-line for up to ½ or more to get help. For this reason, the service was not practical and not utilized and will not be continued. The School Community Connections Grant provided the funds needed for the equipment and resources for the You Make a Difference Program and for the resources needed to offer the POPS program at the 2 elementary schools.

We then worked in groups around the different pillars on goals that we could realistically pursue for 2009-2010. The literacy coordinator gathered the information, provided the administration support to pursue further smaller meetings to complete the written action plans and wrote up the report for Kimberley literacy initiatives.

Kimberley Zone Literacy Initiatives 2008-2009 Goals:

LONG TERM GOALS:

Goal 1: Create a central place where parents and children can go

- Development of the Early Learning Hub –ECD strategic plan
- Advocate for a Strong Start Program

Goal 2: Reach out to isolated individuals and families

- More families accessing services

Goal 3: Provide literacy and learning programs where people already feel comfortable and safe offering programs where families are.

- More programs being offered at more locations

Goal 4: Maintain and support existing programs

- Programs continue to be sustained.

Goal 1 has been achieved with the development of The Early Learning Hub. The goal is now to maintain and sustain the Center.

Goals 2, 3, and 4 will continue to be our long term goals for 2009-2010

REFLECTING ON PROGRESS TOWARDS 2008 GOALS

Early Learning Pillar

EDI Results for Kimberley Fall 2008

- | | |
|--|-------|
| • Physical Health and Well-Being | 10.2% |
| • Social Competence | 20.3% |
| • Emotional Maturity | 15.3% |
| • Language and Cognitive Development | 1.7% |
| • Communication Skills and General Knowledge | 8.5% |

Goal #1: Early Childhood Development Team Kimberley develops a strategic plan for the next 3 years

Actions: To create an ECD Strategic Plan

Outcome: 3 Year Strategic Plan was completed in July 2008 and reviewed in April 2009. The plan was distributed by e-mail and was handed out at the Early Learning Center Open House to all key community partners.

Goal #2: To provide support and information to parents about language and communication development of preschool children.

Actions: Offer a You Make a Difference program, Fall 2008 and 10 families attend

Outcome: CBAL Kimberley offered You Make a Difference program at the Early Learning Center. 5 families participated and it was completed June 1 2009. Due to changes with the IDP society retiring and their agency having wait lists for individual services, they could not be involved as partners to deliver the program. Therefore there was a delay in offering the program until the spring and fewer families were involved as there were fewer funds available to run the program.



School Age Pillar

Goal #1: To provide a safe, supervised after school/weekend place for youth to go. To encourage the youth to improve literacy skills through the use of computers, exposure to new written materials etc.

Actions: Homework club

Library Youth Space

Gaming systems to attract youth and teach skills

Audio stories on MP3's available for lending out to students/youth

Outcomes:

Mp3's being used by all people and the library added to the collection throughout the year 2008-2009

Library Youth Space: Renovations started with "hole in the wall" to utilize meeting space upstairs to create a youth focused space where youth will hopefully come and enjoy using computers, and using resources. This was started in Jan.2009

Everyone is feeling very positive about this part of the plan and looking at how to create an inviting space. The community is looking at adding computers/gaming systems in 2010 once renovation is completed. Difficulties to completing renovation plans this year:

- Obtaining some grants as library is located in City owned building
- Lack of practicality of using upstairs space without an elevator for transportation of resources
- Need an elevator for disability access
- Cost of an elevator
- In order to proceed with some renovations need to change the agreement with the City.

With the support of the City, the Kimberley Public Library received a grant of \$369,939 from federal funding. It was allotted to the City for upgrades and expansion of the Library to begin this summer and fall, which would also include the development of a Library Youth Space

Homework Club: Changes of Staff at the Youth Center put these plans on hold. The Director of the library initiated meetings with the new staff to start discussions around possible joint collaboration of services.

Major Impacts in our community from the literacy work carried out:

-An active Early Learning Center with year round programming being offered by many agencies. More families are accessing the variety of programs. The closed school is also housing the college campus, the School district #6 Distant Education Program and a Day Care. Having so many agencies operating out of the same building has created an increased awareness and easier access of literacy programs available in our community. It is truly a “Community Learning Hub”

-Federal Funding to renovate our Public Library will create some wonderful new opportunities this year.

Evaluation Methods in our community needs to be explored to gain a full understanding of what tools and methods agencies use who deliver literacy programs and services. Organizations such as CBAL use attendance stats, benchmarking tools, participant evaluations and facilitator observations. The Kimberley Food Bank keeps track of the #'s of clients, ages of clients, family units, # of hampers given out each month and the monthly cost of each hamper.

Collaboration. New collaborations this year with agencies at the Early Learning Center created the opportunity to address the community identified gap in services for prenatal support and secured some funding for the ECD team. The results were, a new partner, Better Babies, through the Connections Society, offering a prenatal outreach drop-in program at the ELC and, increased ECD coordination hours to help integrate and support the multiple services available at the center. There has also been increased collaboration with the School District staff in Kimberley. This has created several new opportunities: a new program being offered in partnership with CBAL at the Selkirk High School; the Aboriginal school support worker co-facilitating a program at McKim; teachers at both Elementary schools planning and coordinating with the CBAL Literacy Coordinator to implement a POPS program at their schools; an elementary teacher co-facilitating a 9 week parenting literacy course with a CBAL facilitator; and the Superintendent of School District #6 attending the ECD Kimberley team meetings once a month. The Kimberley Public Library Board and the City Council collaborated together to secure Federal funding for renovations of the library.

Resources. The Early Learning grant supported the renovations and development of the Early Learning Center and the Day Care space. This resource funding resulted in helping to actualize a long term literacy goal our community has had for 5 years -creating a central location for families to access programs. The Community Connections grant helped to achieve several outcomes outlined in the 2008 literacy plan. It was used to purchase equipment needed in order to implement the You Make Difference program –one of the goals and actions of the 2008 plan. It was also used to purchase all the materials needed for the POPS program. One POPS session was offered this year and the rest of the sessions are planned for next year. This has been a school wide initiative at the 2 elementary schools to do outreach with families and to connect families more with the schools and community through fun, interactive, inclusive literacy events. The initial feedback from families attending the first POPS session was very positive and that the resource materials were great for them to use at home with their children. Further evaluations will be gathered next year as the program continues next year.

2009 Community Literacy Plan

As the world has experienced the global economic change there has also been an impact on our community. The economic downturn has impacted the forest industry sector in our area which has led to shutdowns in local mills, lay offs with railway staff, less work for the loggers, developers and builders. With the shut downs and increase in unemployment there was an increase in the number of new clients at the Kimberley Food Bank this Spring and increased use of the services. Alpine Employment is expecting to see an increase in clients seeking services as there is an increase in the # of referrals from the Ministry of Social Assistance. The College is also anticipating that as unemployment increases there might be an increase in the number of registrations for courses as people are seeking new skill development to attain work in different fields. Agencies are considering how to meet these increased and potential increased demands. Of the 2008 initiatives, the ECD team will continue to review their strategic plan and pursue the goals created, CBAL Kimberley will continue to pursue funding to offer the You Make a Difference program again, and the Library is continuing their work towards creating a youth space. The new initiatives this past year in Kimberley: a StrongStart program and other family programming available at the Early Learning Center; funding for major renovations at the Public Library; and increased collaboration with the School District, are providing some wonderful opportunities to support and sustain current literacy programs, and, to pursue further partnerships and literacy development in Kimberley in 2009-2010. One of the challenges this year will be sustaining funding for the family drop-in programs at the elementary schools, as the SS outreach model was not approved. Discussions are underway with a variety of partners on how to create some alternate programming in order to still provide some level of service.

Kimberley Literacy Plan 2009

2009-2010 Goals and Action Plans

Long Term Goals:

Goal 1. Maintain and sustain the central place where parents and children can go

- Support the operation of Early Learning Center –ECD strategic plan
- Advocate for a Strong Start Outreach Program

Goal 2. Reach out to isolated individuals and families

- More families accessing services

Goal 3 –Provide literacy and learning programs where people already feel comfortable and safe offering programs where families are.

- More programs being offered at more locations

Goal 4 –Maintain and support existing programs

- Programs continue to be sustained.

Short Term Goals:

Early Learning Plan

Goal 1: To increase advertising and public awareness of the Early Learning program in the community

School Age Plan

Goal 1: Provide an alternative space for young adults in the community

Goal 2: Provide a summer ESL Literacy support program for school age children of Refugee families in Kimberley

Goal3: The POPS (Parents of Primary Students) program will be run at Marysville School 2 times and at Lindsay Park School 3 times during the school year

School Age/Aboriginal Plan

Goal 1: To continue offering the Selkirk Book/Writing Club. To explore and create a Selkirk Graphic Novel Club

Adult Plan

Goal 1: To offer two 6 week Adult cooking/literacy program through the Kimberley Helping Hands Food Bank

“The Selkirk Book/Writing club has inspired teachers to look at different opportunities our school can be providing. It has been wonderful to partner with CBAL Kimberley Literacy to provide this program. Although, Selkirk is a very active school, we realized there were a group of kids that were not having their needs met through the already established teams and clubs. It has been very rewarding, and inspiring to watch the enthusiasm and success of the book club, and teachers are now inspired to look at other ways to meet kid’s needs. Not only has it been great for the kids, but it has brought a new energy for the staff!”

-Lynne Cox, Learning Assistance Teacher

-Rhonda Haws, Aboriginal Education Support Worker
Selkirk High School, Kimberley, BC



KIMBERLEY LITERACY RESOURCES AND SERVICES CHART

Prenatal to 5 years	Kindergarten to Grade 3	Grades 4-6	Grades 7-12	Adults	Seniors
Library Story-time twice per week	Library Summer reading club	Library Summer reading club and	Library Tutor service offered online	Library Author readings	Library Outreach services increased.
CBAL Play & Learn drop-in programs Lindsay Park and Marysville Schools, Early Learning Center summer program	Library Film night at the library with literary tie-in	Library Author readings held at the school	Library Collection development with aim to encourage youth Presentations to students at Selkirk School by Librarian to show what the library has to offer	Library Computer sessions for email use, internet navigation & word document creation	Library New collection at Garden View village (Large Print, Audio books on cassette and CD, Cassette and CD players provided
Baby Goose CBAL and Public Health Nursing	1-1 Reading program	Library Continually adding resources to the collection	Sparks Youth Center	Library Film night with literary tie in	Library New collection at Kimbrook seniors facility (Large Print, Audio books on cassette and CD, Cassette and CD player provided
Play & Learn Parenting Literacy programs Love to Learn, You Make a Difference, Nobody's Perfect Public Health Nursing & CBAL	Roots of Empathy East Kootenay Alcohol and Drugs Child Mental Health Lindsay Park School	Roots of Empathy CBAL,	School District #6 Selkirk Secondary "Short short story writing contest" Selkirk Secondary Library's Re-cycled book sale: proceeds toward Kimberley Daily Bulletin Newspaper subscriptions for new immigrant families	Library Book club support	Library Collaboration with ESL /Adult CBAL coordinator to add new materials to collection – not duplications of existing resources
Strong Start	CBAL Family Tutoring	1-1 Reading program	School District #6Cont. Education	Lee Haskell Youth Center	ESL Tutors using library space on a regular basis
Prenatal to 5 years	Kindergarten to Grade 3	Grades 4-6	Grades 7-12	Adults	Seniors

EKCCRR	School District #6	Cruise-Inn Homework Games Club McKim Staff & CBAL	Food Bank	School District #6	College of the Rockies
Family Tutoring		Family Tutoring	Friends of the Kimberley Public Library events	Food Bank	Summit Services Family Center
Cap C Tree house	Friends of the Kimberley Public Library	Sparks Youth Center	Selkirk Book/Writing Club Selkirk Staff and CBAL	School District #6Cont. Education School District #6Cont. Education Literacy Foundations Curriculum Pilot	1-1 volunteer CBAL training to work with adults , ESL learners or children in programs
Alphabet Soup Kimberley Food Bank & CBAL	ESL CBAL Summer Camp	Friends of the Kimberley Public Library		College of the Rockies	Alpine Resources
Supported Child Care Services		School District #6		Alpine Resources	Food Bank
Infant Development Program		ESL CBAL Summer Camp	ESL CBAL Summer Camp	Summit Services Family Center	Friends of the Kimberley Public Library
Books for Babies Library Public Health Nursing, CBAL			Royal Canadian Legion: Poetry and prose Remembrance day Writing contest	ESL/Adult CBAL1-1 Tutor & Group Program	ESL/Adult CBAL 1-1 Tutor & Group Program
Healthy Moms Healthy Babies (Better Babies Pregnancy Outreach Program)				1-1 volunteer CBAL training to work with adults, ESL learners or children	Rocky Mountain Distributed Learning School Learn Now BC 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					Seniors Helping Seniors
ECD Co-ordinator NSDT (North Star Dream Team)					

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 Pathology School District #6	Speech- Language Pathology School District #6	Speech- Language Pathology School District #6		

ABBREVIATIONS

CAPC: Community Action Program for Children; CBAL: Columbia Basin Alliance for Literacy; CLPC: Community Literacy Planning Committee; CCRR: Child Care Resource and Referral; ECDC: Early Childhood Development Coalition; EKAS: East Kootenay Addiction Services; GCRS: Golden Community Resources Society; GFC: Golden Family Centre; GWC: Golden Women's Centre; IDP: Infant Development Program; ORL: Okanagan Regional Library; OT: Occupational Therapy; PT: Physiotherapist; SD: Rocky Mountain School District 6

Please see attached files:

2009 Member list Appendix A-5.

Goals and Action Plans for 2009-2010 Appendix D-48.

WINDERMERE ZONE COMMUNITY LITERACY PLAN



**Rocky Mountain
SCHOOL DISTRICT NO. 6**

JUNE 2009

Literacy has the power to change people's lives.

PROCESS

Community Planning Meetings:

See Appendix # ... for Planning Committee List

October 14, 2008

The committee acknowledged and celebrated our accomplishment in completing the 2008 District Literacy Plan. We reviewed the requirement to update the plan annually and submit it by July 31st. The committee then reviewed the goals and actions identified in the 2008 plan. Members of the committee discussed specifics regarding which of these goals were being addressed and how other goals might be reached by the community.

The committee members discussed the new initiatives to stabilize a provincial infrastructure for literacy and the funding provided by LiteracyNow this year to support community literacy coordination. In the Windermere Zone, the new funds for coordination allowed some other funding to be reallocated to service delivery.

We also discussed the School Community Connections grant and agreed that CBAL would submit a proposal to support the reading program in schools for boys in Grades 4-7 that was identified as a goal in the 2008 plan.

January 6, 2009

The Community Literacy Coordinator informed the committee that the School Community Connections Grant was approved for the boys reading program. The funding meant that an action under the school aged pillar would be achieved this year. Committee members shared community literacy news from CBAL, the School District, the College of the Rockies, Invermere Public Library and the Windermere Valley ECD Team.

Members of the committee discussed new and continuing literacy initiatives in the community and program progress toward goals and actions identified in the Community Literacy Plan.

Committee members also discussed the Composite Learning Index and suggested that we consider its usefulness as a measure of success toward our vision for supporting the development of community lifewide and lifelong learning.

May 5, 2009

The committee members again reviewed progress toward the goals and actions in the 2008 Community Plan. The table agreed that actions not accomplished this year would be carried over to 2009/10. The table also reviewed the six goals and agreed that they would be maintained for the coming year. The committee discussed the affect of funding changes to CBAL and the new Windermere Zone Outreach StrongStart program in four schools. The members considered the 2009 plan including new actions the committee would like to include. The committee set a date for the first meeting in the 2009-10 school year.

Role of the Community Literacy Coordinator in the Community

Collaborations and Partnerships

Collaboration and partnership development has been a consistent theme for community literacy in the Windermere Valley since the first family literacy advisory committee was formed and a coordinator was hired in 1997. Collaborations are key to identifying community needs and working together to try to find ways to address them. The Community Literacy Planning Committee has evolved from the CBAL Community Literacy Advisory Committee and its focus has broadened to include the literacy development in our community beyond the work that CBAL is able to lead. Partnerships and linkages have continued to grow over the years with the increased provincial focus on literacy as a major goal for the entire province.

As increased funding became available for literacy and as more organizations began to see their role in literacy development, programs, events and literacy initiatives have been developed and include more focus, investment and collaboration by many people and agencies. Important partners for literacy include the Windermere Valley ECD Team, Success by Six, East Kootenay Early Childhood Coalition, CBAL, the Family Resource Centre, the Community Action Program for Children, the School District and individual schools, the College of the Rockies, the Invermere and Radium Public Libraries, and Interior Health. Support from the community also includes financial, in-kind and human resources contributed by service clubs, town councils and over 150 businesses support the Literacy Charity Golf Tournament.

The most notable expansion of collaboration has been between community agencies and School District #6. This has been strengthened through allocation of funds for literacy initiatives through the Early Learning grant, collaboration to secure School Community Links funding for literacy programs, support for allocating new Literacy Outreach Coordination funding to CBAL, shared professional development opportunities, close cooperation in the application and management of the new Outreach StrongStart centres and support for several community programs and services in schools that are offered by CBAL. This relationship has become both stronger and deeper over the past two years as a result of the District Literacy Planning process.

New Resources

New one-time funding from 2010 LegaciesNow for community coordination allowed CBAL to redirect some other funds to program delivery. The School Community Connections grant also supported a new program for boys in Grades 4-7. Early Learning Grant funding paid for a family literacy program in four schools. The new StrongStart Outreach program began in June 2009 and will ensure that early learning support to families will continue to be provided in Windermere Zone communities that would have seen a reduction in services in 2009-10 as a result of the LiteracyNow funding that has been received by CBAL coming to the end of its three year allocation and a 10% reduction in funding for family literacy programs from the Ministry of Advanced Education and Labour Market Development.

Evaluation Methods

Libraries, the School District, the College and community agencies have their own methods to evaluate their services. As a Community Literacy Planning Committee, we rely on those who are providing services to share their assessment of their success beyond our observations of the existence and increase or decrease in the services they provide. The planning committee evaluates the progress of the Windermere Zone as a community based on the achievement of goals and actions laid out in the Community Literacy Plan. Encouraging literacy service providers to share their internal evaluations requires a high level of trust. This is an area on which the committee may choose to focus more attention in the coming years. We are interested to see if, over several years, the Composite Learning Index will provide useful data regarding overall community progress toward becoming a community that broadly supports learning and literacy.

Programs and services provided by CBAL, alone or in partnership are evaluated using a variety of methods. They include:

- use of the Community Adult Literacy Benchmarks in both adult literacy programs and family literacy programs
- assessment of specific skill development using the Canadian Language Benchmarks for ESL learners and Canadian Adult Reading Assessment for English speakers
- registration and attendance statistics and participant profiles
- reviewing Early Development Instrument scores and using them as a guide for program development
- feedback forms completed by learners
- records are kept of learner comments about their learning
- facilitator observations of learning and summary program evaluations
- CLC summary evaluation of program design, delivery and effectiveness

CBAL recognizes that more work needs to be done in the area of the methods of assessment of individual adult learner progress to better inform the benchmarking process. There is concern that the adult literacy benchmarks do not accurately reflect the learning that adults experience in family literacy programs and do not address the value of the learning experienced by children or the family as unit. Facilitator and tutor observations and participant feedback are currently used to gather information about the effectiveness of programs for children, families and for adults in areas that are not addressed by the Community Adult Literacy Benchmarks.

REFLECTING ON PROGRESS TOWARD 2008 GOALS

Networking and Awareness

Goal: Improve Networking between organizations, individuals, schools, local governments, the college and businesses.

Success Statement: Current members of the CLP remain connected and informed and new members are recruited.

Success Statement: A broad contact list of literacy supporters is developed and connections are maintained.

Actions taken

- The Community Literacy Planning Committee met on a regular schedule
- The Summit Youth Centre and its Board in Invermere went through a major restructuring half way through this year which made it difficult to develop working relationships and programs. A new Board is now in place and we believe that strong opportunities for literacy programs at the Youth Centre exist for next year.
- Connections between the community and the schools was enhanced through increased program initiatives and community literacy planning

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

Success Statement: A literacy resource guide is prepared and distributed widely

Actions Taken

- A community literacy resources guide was combined with information for the Literacy Charity Golf Tournament in a professionally designed brochure. Extra copies were ordered which can be used throughout the year in the community.
- The Columbia Valley Pioneer was approached to request space for a regular literacy column. The Pioneer agreed to accept submissions and publish when space allowed. Two articles and crosswords or word searches were published and two free advertisements were donated for the golf tournament fundraiser.
- A presentation was made to the Rotary Club of Invermere which resulted in support for the book drive at Christmas.
- A presentation was made to the Board of Education on behalf of all three zones by the Assistant District Superintendent and the CBAL, Regional Program Manager.
- Committee members assisted at the Literacy Charity Golf Tournament

Short-Term Goals

Early Learning Pillar

<u>EDI Results</u>	<u>Windermere Zone</u>	<u>District</u>
Physical Health and Well-Being	11.4%	10.5%
Social Competence	7.1%	14.0%
Emotional Maturity	8.6%	15.1%
Language and Cognitive Development	5.7%	7.5%
Communication Skills and General Knowledge	10.0%	11.5%

The Windermere Valley ECD Team refers to the EDI results to inform the focus of the Team and individual organizations and agencies. The most vulnerable scale in our area is physical health and well being. This information led to the development of the Pips family program (Preschool Indoor Playground) along with purchase of the required equipment and an increased focus on healthy activity through a family swimming program offered by the Community Action Program for Children. Communication and General Knowledge scale is the second highest scale which led to our decision to enhance the focus in family programs on songs, rhymes, story telling and a wide range of general learning activities including the Earthworms environmental program.

GOAL: Support and enhance current early learning programs for families with young children.

Success Statement: Programs and services for young children and their caregivers are maintained and enhance.

Actions Taken:

- Books were distributed to children of all ages through Books for Babies (partners: Libraries, CBAL and Interior Health) and a new Books for Toddlers program (CBAL and Interior Health), Ready Set Learn (partners: Ministry of Education, CBAL), Family Literacy Day events (CBAL), and in hampers through the Christmas Book Drive (CBAL, Rotary Club of Invermere, community members)
- ‘Earthworms’, an environmental learning program for families with young children, was developed by the WV ECD Team Coordinator. A ten week curriculum and supporting materials were distributed to 3 preschools and one set was used at family programs in three communities.



- Literacy services and programs such as libraries, preschools, community learning programs and school information was included in the Windermere Valley Community Services Guide for families and children under six.
- Community agencies continued to work together to provide early learning programs for families with young children in three communities under the name Growing Together. These programs included three, 10 week three-component programs; ABC123, Family SEEDS, and PhD (Parenting for Healthy Development) and three PACT style programs; Pips (Preschool Indoor Playground), Earthworms and Creative Adventures. (Partners: CBAL, Family Resource Centre, Community Action Program for Children) and Baby Goose/Baby Talk. A total of 224 half day sessions were provided. Approximately 150 families attended these programs.

Examples of parent feedback:

“Growing together has helped me to create lasting relationships with other mothers, and has helped my toddler to be more outgoing, his vocabulary has increased tremendously and his ability to share and interact with other children has been further developed.”



“We have been going to this program for many years and I have been very impressed with the outcome of getting my children ready for school. This program has fully educated, developed, mentally and socially preparing them for the society today. This program also gave me many suggestions as well as the other moms to help myself and my children with any problem solving”

“My daughter has been going to the programs at Headwaters for MANY years now and will be moving on to Kindergarten this September. I believe that without these programs she would not have such an easy time adjusting to starting school.”

“I have only been in this community for a year and already I feel like I have a strong support network for myself which has helped with my PPD and also has given me a sense of belonging. As well, being able to brainstorm ideas about some of the difficulties that may arise while raising children and what possible solutions there are, has helped greatly in giving me the tools I need to help raise my children in a happy home.



“My son who has hypersensitivity and has always struggled with being in crowds, and who I was worried would struggle with school due to this, has come a long way in being able to manage his hypersensitivity and has even managed to make some good friends in the process.”

“I couldn't believe there was a quality free public centre like Headwaters and the family programs running in Canal Flats when I first moved to Canada”

“These programs are a huge asset to the community. I know I look forward to attending every week, as do my children.”



- Four ten-week Parents Reading Children Succeeding programs were offered in four elementary schools. (partners: CBAL, schools, School District)

Examples of parent feedback:

One mom whose youngest child, age three, has a speech delay said that the information gave her and her husband different ideas on how to support and encourage his language skills, and she said by the end of the program he was definitely speaking more.

Parents enjoyed the chance for discussion, and found that they learned from each other. There was a discussion on story-telling and one mom shared that whenever they go on a long trip, they tell stories in the car to keep the kids entertained. She said that they will even each take a turn telling a part of a made up story, and they always have lots of fun with it. All the other parents thought this was a great idea, and a few of them reported that they tried it.

Parents of a very prematurely-born child (she has delays in speech and language and gross motor skills) said that the program was good for them as they took home lots of great, practical, useful information on how to help their child learn.

- The community and the School District successfully advocated for an Outreach StrongStart in the Windermere Zone in four schools. Three Outreach centres opened in June, the Outreach StrongStart will begin at the fourth school in September 2009.

School-Aged Literacy Pillar

GOAL: Develop or expand programs that support youth literacy development.

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

Actions Taken:

- Guys Read, a program to encourage reading and reading enjoyment among boys in Grades 4-7 was offered in four schools and will continue at least through August 2009 with current funding. 45 boys participated in the program. (partners: CBAL, Board of Education, municipal councils and rural areas representatives, libraries, community volunteers)

Examples of student feedback:

“These books are so cool. How many can we check out?” “I wish we could have this program more than once a month.” “These are great books.” “Could we have more books about skateboarding and snowboarding?” “Thank you for giving us great books.” “This is so much fun.” “I like how Gary Paulsen writes.” “I have a hard time reading, but I really like Charlie Bone books.” “We get to meet once a month and there are no girls....cool.”

- Red Cedar book collections were offered to four schools for use during class time. One school participated with two classes. (partners: CBAL, school)
- One to One Children’s Reading program continued to be hosted in four schools and was reintroduced at Edgewater Elementary for the first time three years as a result of new volunteers (partners: CBAL, schools, PACS, community volunteers)
- A Girls Reading Club was established (Invermere Public Library)
- Family tutoring was provided to one family with a Grade 3 student reading well below his grade level. (CBAL)
- An ESL family component was added to the ESL adult program throughout the summer of 2008. Six children of four of the adults attended. (CBAL)
- Five workshops in one day were offered to students at David Thompson Secondary School by Barbara Adler, a spoken word poet who was in the area as a special guest at the Literacy Charity Golf Tournament (CBAL)

Adult Literacy Pillar

GOAL: Support increased networking and development of literacy services for adults.

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

Actions Taken

- The College hired a new fundamental instructor. College resources for fundamental literacy, ABE and community learning programs are well utilized.
- Two new ESL instructors were hired (CBAL). They are now serving 16 ESL adults.
- Adult literacy tutoring continued (CBAL)
- Seniors computer programs were continued in Canal Flats and Invermere. Drop-in times were maintained and workshops of six to 10 weeks were offered in both communities. (CBAL, Invermere Seniors Centre)
- CBAL and the college fundamental instructor developed a working relationship. These are the main providers of literacy services to adults.

Aboriginal Literacy Pillar

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.

Actions Taken

- The CLC met with the Education Coordinator at Akisqnuq to discuss potential literacy initiatives. There is interest in finding a way to encourage reading among aboriginal children and to make use of the Computer Centre at the Band Hall
- Three youth were sponsored to attend the Gathering Our Voices, Aboriginal Youth Conference in Kelowna which was focused on opportunities for learning and post secondary training (CBAL)

Major Impacts of Literacy Work this Year

The relationship between community and the schools became broader and more established this year. One to One Children's Reading programs, Red Cedar and partnership in Ready Set Learn have been long time collaborations with CBAL. This year, we were also able to offer Parents Reading, Children Succeeding and Guys Read programs in elementary schools. The CLC worked with Aboriginal Support Workers to send youth to the Aboriginal Youth Conference and offered spoken word poetry workshops at the high school. Some of these initiatives were financially supported in whole, or in part, with grants the School District provided or worked with us to access. The School District also invited the ECD Team Coordinator and the Community Literacy Coordinator to a relevant professional development opportunity. These initiatives in addition to the close relationship developed through the District Literacy Planning process has solidified and expanded school/community collaboration and partnership. Many more children and adults were able to access literacy services as a result.



Parents and children from the Growing Together program in Canal Flats on their float at a community celebration.

LITERACY RESOURCES AND SERVICES CHART

Birth to 5 years	Kindergarten to Grade 3	Grades 4-7	Grades 8-9	Grades 10-12	Adults	Seniors
Play & Learn Programs	1-1 Reading program	1-1 Reading program	School District #6	School District #6	Columbia Valley Employment Centre	Invermere Seniors Centre
	School District #6	School District #6	School District #6 Open Doors	School District #6 Open Doors	College of the Rockies ABE Fundamental Community Learning classes	College of the Rockies ABE Fundamental Community Learning classes
Public Libraries Invermere Radium	Public Libraries Invermere Radium	Public Libraries Invermere Radium	Public Libraries Invermere Radium	Public Libraries Invermere Radium	Public Libraries Invermere Radium	Public Libraries Invermere Radium
Invermere Library Story Times	Friends of the Invermere Public Library - various services to patrons	Friends of the Invermere Public Library - various services to patrons	Friends of the Invermere Public Library - various services to patrons	Friends of the Invermere Public Library - various services to patrons	Friends of the Invermere Public Library - various services to patrons	Friends of the Invermere Public Library - various services to patrons
CAPC		Summit Youth Center	Summit Youth Centre	Summit Youth Centre	1-1 Volunteer training	1-1 Volunteer training
Windermere Valley Child Care Society	Windermere Valley Child Care Society					Seniors Computer Tutoring
Sonshine Children's Centre	Sonshine Children's Centre	Guys Read Program	Girl's Book Club	Family Resource Center	Friends of the Invermere Public Library	Family Resource Center
Supported Child Dev'tment	Summer Reading Program	Summer Reading Program			ESL tutor program	College of the Rockies
Windermere Valley Child Care Society	CBAL Family Tutoring	CBAL Family Tutoring			Open Computer Access and training – Canal Flats	ESL Tutor program
Infant Dev'tment Program		Red Cedar Reading Program			Adult tutoring	
Little Badger Early Learning Centre		Royal Canadian Legion:	Royal Canadian Legion:		Rocky Mountain Dist'buted Learning	

		Poetry and prose Remembrance day Writing contest	Poetry and prose Remembrance day Writing contest		Learn Now BC Online	
Books for Babies					ESL Tutor program	
Books for Toddlers						
Baby Goose/ Baby Talk Program						
Parent Time/Family Time Programs						
Parents Reading, Children Succeeding Program						
WV ECD Team						
CBAL Programs and Community Literacy Coord	CBAL Programs and Community Literacy Coord	CBAL Programs and Community Literacy Coord	CBAL Programs and Community Literacy Coord	CBAL Programs and Community Literacy Coord	CBAL Programs and Community Literacy Coord	CBAL Programs and Community Literacy Coord
Family Resource Centre	Family Resource Center	Family Resource Center	Family Resource Center	Family Resource Center	Family Resource Center	Family Resource Center
Headwaters Learning Centre & Community Reading Room Canal Flats	Headwaters Learning Centre & Community Reading Room Canal Flats	Headwaters Learning Centre & Community Reading Room Canal Flats	Headwaters Learning Centre & Community Reading Room Canal Flats	Headwaters Learning Centre & Community Reading Room Canal Flats	Headwaters Learning Centre & Community Reading Room Canal Flats	Headwaters Learning Centre & Community Reading Room Canal Flats

2009-10 COMMUNITY LITERACY PLAN

The economic downturn and particularly the loss of forestry jobs in this area with the closing of two major mills, in Canal Flats and Radium Hot Springs, has resulted in the loss of several hundred jobs. The impact is just starting to be felt with families leaving for work elsewhere and others struggling to remain here in their community. The College is already reporting an increase in inquiries about upgrading and training courses. The food banks are experiencing increased demand. Library circulation has increased and of course, school enrollment continues to decline. We are unsure what the impact on community programs will be. We may see fewer families but more adults for tutoring. The demand for ESL services may decrease if employers are not looking overseas as much for staff.

The new StrongStart Outreach program in four schools was approved just in time to mitigate the probable decrease in service that could have been provided by community agencies. CAPC funding remains stable but Family Resource Program funding is limited and CBAL funding decreased following the end of the 2010 LegaciesNow funding. We are grateful to the Ministry of Education for approving the application of the School District for this program.

One challenging outcome of the new StrongStart Outreach program in Canal Flats and the decision to try to offer all the family programs in the schools next year, is the difficulty of justifying the annual cost of operating the Headwaters Learning Centre in Canal Flats. CBAL is currently searching for partners, other uses and possible funders to assist with the rent for the space. Headwaters has become a valued community service in Canal Flats. It houses the community 'library' or reading room, access to computers and the internet, computer skill instruction and a literacy tutoring space for adults. It would be a great loss to the community if we cannot either find new users or new sources of funds.

Adjustments to the Windermere Zone 2009 Community Literacy Plan

The long term goals of improving networking and enhancing community awareness will be maintained next year. Actions proposed in our 2008 plan will be pursued further or started in 2009.

Early Learning Pillar

A new goal is to integrate the StrongStart Outreach program and community programs in the same school spaces. This will enhance the use of the StrongStart spaces and encourage families to see the schools as the place to go for early learning programs.

CBAL will increase its focus on three component family literacy programs and will support integrated school and community planning for early learning. CBAL will also look for opportunities to enhance the learning of adults in family programs by exploring adult focused skills development for parents attending those programs.

School Aged Pillar

All four schools who hosted the Guys Read program have requested that the program continue next year. In addition, two school principals inquired about the possibility of a similar program for girls. The Community Literacy Planning committee will explore ways to address these requests next year.

The high school Principal also requested a Guys Read program at David Thompson Secondary School next year. He pointed out that some of the boys who participated in the program this year will be going on to high school for Grade 8 next year.

CBAL will develop connections with the Windermere Valley Youth Centre Board that manages the Summit Youth Centre in Invermere to explore program possibilities. A Homework Club or workshops focused on video making, pod-casting, graphic arts or animation skills all offer partnership potential. Our hope is that other community agencies and services will also want to work on a Youth Literacy sub-committee.

Adult Literacy Pillar

There will be an enhanced focus on increasing the involvement of seniors in literacy activities in 2009.

Aboriginal Literacy Pillar

The School District will continue to work closely with the Aboriginal First Nations.

CBAL will maintain connections and continue to be open to partnerships.

A Health Literacy program will be explored for Aboriginal Youth.

StrongStart Outreach programs will include a focus on diversity by making sure some books, toys and activities reflect First Nations culture.

The complete 2009/2010 Windermere Zone Action Plan is in the Appendix D-53.