

# DISTRICT LITERACY PLAN UPDATE 2010



**Rocky Mountain  
SCHOOL DISTRICT NO. 6**



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

## **ACKNOWLEDGEMENTS**

Our district is so fortunate to have such passionate literacy leaders! An incredible number of excellent literacy initiatives which were undertaken this year would not have been possible without our CBAL Community Literacy Coordinators. 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! Once again, our heartfelt appreciation goes to Kim Roberts, Nicole Pawlak and Monica De, and our CBAL Regional Manager, Betty Knight for their amazing service.

I would also like to acknowledge our Literacy Committee members, who take the time out of their busy days to attend our meetings. We have an excellent, diverse group, which truly creates interesting ways to strengthen literacy in our district. I have really enjoyed the exciting conversations and wish the committees sustained success with their endeavours.

A handwritten signature in cursive script that reads "Barbara Morris". The signature is written in black ink and is positioned above the typed name.

Barbara Morris  
Assistant Superintendent  
Rocky Mountain School District No.6

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## **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 2009 Community Literacy Plan and to identify new goals and actions for their 2010 plan. These plans form the core of the Rocky Mountain School District #6 District Literacy Plan.

The District Literacy Planning Committee also met three times in the 2009-10 school year. One of these meetings was held by teleconference to reduce the travel time required of members. The meeting agendas included reviewing progress on goals and actions in communities, sharing literacy news across the district and discussing the next steps in literacy planning. At the last meeting in May 2010, committee members reviewed the guidelines for the plan and finalized the elements of the District Literacy Plan for 2010. The District Planning Committee included the SD 6 Assistant Superintendent, the three Community Literacy Coordinators and the CBAL Regional Program Manager.

## **EVALUATING COMMUNITY PARTNERSHIPS AND DEVELOPMENT**

- Assessing the effectiveness of community partnerships is based on progress made toward the goals and on the actions in the plans, partner observation and testimonials, regular reviews of representation at the literacy committee and the number of partners contributing to both the planning and the actions.
- Maintaining a resources and services chart for each Community Literacy Plan helps to map the needs being addressed in our community, the services that are continuing, expanding, or have ceased and where communities might need to focus their energy. This information keeps the community informed of the progress toward the goals and objectives in the plan.
- All community tables have recognized the importance of an increasing number of members making a commitment to attend the community literacy planning meetings and moving beyond simply staying connected through meeting minutes, individual meetings with community literacy coordinators or other partners, and submitting information to the committee to be included in the plan. The CLP meetings provide an opportunity for agencies to check in with the plan throughout the year and to review progress on the actions that are required to achieve the goals. They also provide a chance to revise the plan of action, if necessary, and make adjustments to better support success. By sharing our information at the community tables, we are able to discuss and assess the missing links, services, challenges, and opportunities. The synergies that are recognized, the new partnerships begun, and the ideas that arise through discussion at the meetings is exciting and results in new initiatives, better understanding, and resource sharing among members.

- The Community Literacy Planning Committees continued to grow in representation and networking activity this year. Members of the committees make use of the e-mail contact list to disseminate literacy information. Members report on the value of attending the meetings, staying connected with the community and exploring common goals and ways to partner to promote literacy with their services. As committee members share and report on what each sector is doing, further collaboration opportunities arise.

“The group dynamic, the energy, networking and brainstorming that I have experienced in this Kimberley Community Literacy committee have been very rewarding. I have seen this dedicated group grow into a very cohesive and productive team that serves this community. It is a pleasure to be a part of it.”

*Karin von Wittgenstein*

*Director, Kimberley Public Library*

- The success of individual actions or projects and of learners is assessed by the organizations involved using a variety of methods and tools including:
  - Program attendance statistics
  - Learner progress evaluations as required by funders such as the Community Literacy Benchmarks
  - Formal and informal assessments of programs are made by community partners, teachers/facilitators, parents, and students
  - School based assessment tools
  - Student success in school; the number of students that stay in school; students transitioning to post secondary and/or work successfully
  - Strategic plans
  - Some organizations hire a consultant to evaluate programs and services
  - Ongoing informal evaluation and reflection of instruction/facilitation
  - Early Developmental Index

The results of these evaluations are reflected back to the CLP through discussion and are considered when planning future initiatives.

## **SUMMARY OF SD6 DISTRICT LITERACY GOALS**

### What Do We Know?

This information is taken from the 2009-2010 Achievement Contract.

### SMART Write District results tell us:

93 – 98% of students in grades 1 to 8 meet or exceed expectations.

- 2006-2007/2008-2009 cohort data shows an increase in success for 'all students' in the grade 2, 5, 6 and 8 cohorts, for 'male students' in the grade 2, 4, 5 and 8 cohorts, for 'female students' in the grade 6 and 8 cohorts and for 'Aboriginal students' in the grade 7 and 8 cohorts.
- 2006-2007/2008-2009 'Aboriginal' student cohort data demonstrates a 5% improvement in success for the students in the grade 7 cohort, and a 9% improvement in success for the students in the grade 8 cohort
- 2006-2007/2008-2009 'male student' cohort data shows a 4% improvement in success for students in the grade 2 cohort, a 5% improvement in success for students in the grade 8 cohort; however, 'male students' show a decline in success of 5% in the grade 3 cohort, and 3% in the grade 7 cohort.
- The District Write trend line continues to be generally positive or flat in all grades.

### Provincial English 10 2007/2008 results tell us:

- 94% successful (4% higher than 2006/2007; 2% higher than province)

### Provincial English 12 2007/2008 results tell us:

- 95% successful ( same as 2006/2007; 2% higher than province)

### Provincial Communications 12 2007/2008 results tell us:

- 88% successful ( 4% higher than 2006/2007; 6% lower than provincial)

### Where Do We Want to Go?

This information is taken from the 2009-2010 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. An increased number of schools are partnering with the Columbia Basin Alliance for Literacy in order to facilitate increased opportunities for students and their families to improve their literacy skills and habits. Below is a list of the literacy related action research questions that were being asked in the 2009-2010 school plans. In italics are the partnering services and programs.

### GOLDEN ZONE

- Will teaching behavior specific language increase our students' sense of social responsibility? (Alexander Park Elementary School) *One to One (CBAL), PALS (CBAL)*
- 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) *One to One*
- 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)

### KIMBERLEY ZONE

- 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) *POPS and donation of a book for every student (CBAL), One to One (CBAL)*
- What impact will a school-wide character education program ( using literature) have on social responsibility at the primary level? ( Marysville Elementary School) *POPS (CBAL), One to One (CBAL)*

### WINDERMERE ZONE

- 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? (Eileen Madsen Primary School) *One to One (CBAL), Making Connections (CBAL)*

- Will students with the ability to image be more powerful readers and writers? (Windermere Elementary School) *Guys Read (CBAL)*
- If we develop a personalized Home-School reading component, can we help our students with low to mid-average results in reading achieve academic success, moving one grade level or standard higher? (Edgewater Elementary School) *Guys Read (CBAL), One to One (CBAL),, Making Connections (CBAL)*
- 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 School) *Guys Read (CBAL) Making Connections (CBAL)*

## **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 Early Learning Center.
- Goal 2:** Reach out to isolated individuals and families.
- Goal 3:** Provide literacy and learning programs where people already feel comfortable and safe.
- Goal 4:** Maintain and support existing and expanding programs.
- Goal 5:** Continue to recognize opportunities for growth.

### **WINDERMERE ZONE**

- Goal 1:** Improve networking for literacy issues and services between organizations, individuals, schools, local governments, the college and businesses.
- Goal 2:** Increase community awareness of literacy issues and services in the Windermere Zone.
- Goal 3:** Continue to support existing programs while seeking to fill gaps in service.

**GOLDEN ZONE  
COMMUNITY LITERACY PLAN**



**Rocky Mountain  
SCHOOL DISTRICT NO. 6**

**JUNE 2010**

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

## **REFLECTIONS ON 2009-2010 COMMUNITY LITERACY PLAN**

### Early Learning

- Speech and Language Pathologist, Tom Coe, began providing services in March 2009. As a result, more children with language delays have been identified and treated earlier.
- There were budget cuts to Success by Six and by March 2011 there will be no funding. However, there may be a chance for funding because of pressure put on by Early Years Community Developers. The impact of the budget cuts will affect our ability to support community and outreach programs 2010-2011.

### School Aged

- Full day kindergarten in Golden was passed this year and will start in September 2010. This will provide more learning opportunities for our 5-year olds and free up more spaces in day care centres. In terms of literacy, parents will have more time to volunteer or upgrade their skills.
- More children have been coming into school with one or more vulnerabilities. Schools will need to find ways to meet these increased needs such as providing professional development for teachers, providing community programs such as Parents as Literacy Supporters for families, and providing literacy tips in newsletter and reading calendars.
- More support has been made available for youth. For example, Columbia Basin Alliance for Literacy (CBAL) has organized programs that complement school programs such as study hall at Golden Secondary School.

### Adult learning

- Because of the greater number of layoffs in the past year, more people have been upgrading or taking specific short-term courses such as first aid and traffic control at the College of the Rockies. Because of fewer job opportunities, there have been fewer immigrants in the ESL program. Attendance for the Adult Basic Education program, however, has not changed and still has steady numbers.
- For the Golden Women's centre, the greater number of layoffs this year has resulted in more people accessing resources (e.g. help with resume writing and financial literacy).
- A partnership formed between the College of the Rockies and Golden Senior association for the start-up of the Lifelong Learning Program. As a result, older adults in the community have been given the recognition they deserve regarding their needs and wants.

## **Major impacts or outcomes of this year's actions:**

### Early Learning

- There has been greater communication with early childhood personnel regarding transition to kindergarten. There has also been teacher dialogue on how to better meet the needs of students and how to be more successful at reaching parents.
- Child Care Resource and Referral provided child care providers with workshops that were well attended and rated as excellent by 70% of participants. Child care providers provided feedback for workshops they would be interested in next year.
- Expanded partnerships allowed for more family literacy programs at StrongStart, which resulted in an increase in attendance and provided more opportunities for parents to obtain information and resources to support their children's learning. Parents noted in surveys that the programs were appreciated, informative and useful, but for some parents and children, the family literacy programs had a great impact on them. One father in particular became more involved with his child's learning and used the strategies from the program. After only 6 weeks, the children's program facilitator and preschool teacher noted that his son's social and emotional skills improved so much that he would be ready for kindergarten.

### School Aged

- A video literacy course was offered by CBAL at the Golden Alternate Program and it had a tremendous impact on one student in particular. His entire attitude toward school changed so that now he attends regularly and has resumed progress with his academics. He has also become more excited about career opportunities related to film.
- The One to One program continues to be a successful program for school aged children. At Nicholson Elementary School, the One to One program has helped them to reach their goal to provide more one-on-one reading for students and to help students improve their reading skills. Teachers, parents and students at Lady Grey and Alexander Park Elementary Schools have also stated in feedback forms that the One to One program has helped improve students reading skills and their attitude toward reading.

### Adult Learning

- Because of the workshops and courses offered by the Lifelong Learning Program, there are now more options and opportunities for adults aged 50 and older.
- In the past year, a number of organizations such as College of the Rockies, Golden Family Centre, Golden Employment Services, the Columbia Basin Alliance for Literacy and the Golden Health Unit have collaborated to bring the Parent Education Program back to Golden. This program will provide parents ages 16 and older with young children the opportunity to upgrade their high school or workplace skills and will start in September 2010.

#### Factors that contributed to success:

- Community involvement engages kids of all ages to make use of the available resources.
- Monica De's CBAL coordinator time is essential; otherwise, people are working off the corner of their desk.
- Cliff Markham, the video production facilitator of a youth program, was excellent with the students and offered a flexible schedule.
- Communication with other organizations can provide programming that complements existing programs and provides further support for students.
- Having appropriate resources; partnership with CBAL; commitment from all stakeholders; and parents, teachers, and community working together and being on the same page.
- Having dedicated volunteers committed to lifelong learning, community partnerships, and a paid program coordinator to keep it all together and moving forward.
- Word of mouth.
- Referrals from other organizations.
- Partnerships are important for Early Childhood Development Coalition.

#### What has been learned about collaboration and the community development process:

- Regular meetings have been great for getting community groups on side.
- The more meetings the better! We are meeting with success!
- There are many resources that can easily be accessed.
- Working together is critical because it involves more people with different experiences and expertise. As well, organizations can pool resources and funding to provide more support for the community.
- Effective communication is critical.
- It takes times to see change.
- Community organization, collaboration, support and program coordination are essential components of a successful social service.
- Collaboration is incredibly valuable. Some programming would not be possible without the expertise, ideas, support and funding from other organizations. Collaboration also attracts a wider scope of clientele for programs.

## Golden 2010-2011 Plan

### **NEW OPPORTUNITIES, CHALLENGES OR ISSUES:**

#### Early Learning

- A new 5-year strategic plan has been developed by the Early Childhood Development Coalition. This plan will help determine the goals and actions to further support our parents and children.
- One challenge is to determine how to fund existing successful programs because of budget cuts (e.g. Books for Babies, Mother Goose, Outreach programs).
- Access to programming is a challenge. The coalition will determine why families are not accessing programs and provide support so that they can attend.

#### School Aged

- Full day kindergarten is a new opportunity for children in Golden because it will provide them with more opportunities to learn. It is also a new opportunity for parents because they will have more time to volunteer, work or study. Full day kindergarten, however, may also be a challenge for parents, students and teachers because it is new for everyone and will take some getting used to.
- Toys and early literacy books are now available at the Golden Alternate School for students with babies.

#### Adult learning

- With the implementation of the Parent Education Program in the fall, new opportunities to upgrade high school education or workplace skills will be available for parents with young children. These parents will also receive support, child care, as well as life skills and parenting workshops. The challenge will be to find funding for the following year to sustain this program.

### **ADJUSTMENTS MADE ON THE 2010-11 PLAN**

Goals that were accomplished this year and will carry on in 2010-2011 will not be recorded in the 2010-2011 Action Plan Worksheets.

#### Early Learning

- The goal to provide multiple opportunities for parents to access programs was accomplished this year. Outreach programs were held in Field, Blaeberry, Parson and Nicholson. As well, StrongStart and Wee Care family programs were held on Wednesday evenings and Saturday afternoons. These programs are intended to continue in 2010-2011.
- The goal to provide early childhood educators and providers with the latest research, activities and resources was achieved this year and will continue next year.

Child Care Resource and Referral provided workshops, monthly Literacy Theme Boxes and Binders, and other early literacy books and toys.

- The goal to provide parents with information, resources and ideas to support their children's early learning development was achieved by offering programs like Bubbly Babies, Mother Goose, Parents as Literacy Supporters and Parents Reading Children Succeeding. Many of these will continue to run next year depending if funding can be secured. The new actions are to discuss how to provide this information to parents who do not attend programs and discuss summer programming.
- A new goal to improve language skills of preschool children using a parent collaboration model was added.

### School Aged

- The goal to increase understanding and awareness of literacy services and resources in the community will need to be carried over into the 2010-2011 school year. A brochure that lists literacy-based programs and services for all ages has been developed and now needs to be distributed. School District 6 staff can distribute this information to families.
- The goal to improve reading skills with struggling readers in grades 1 to 6 was met. Feedback from parents, teachers and students show that they thought there was improvement either in fluency, comprehension, understanding, confidence and attitude toward reading after finishing the program. This program will be continued at Alexander Park and Nicholson Elementary Schools. The program was also expanded to include Lady Grey Elementary this year. It needs to be determined whether the program will continue there next year.
- Improving students' academic, social and recreational development by implementing the homework club for elementary schools was one of the goals this year. An after school homework program was also offered at Golden Secondary School and Alternate School. If funding can be secured, both programs will be continued.

### Adult Learning

- One of the goals was to increase awareness of the Adult Basic Education at the College of the Rockies. The action to distribute flyers to various organizations will continue. The action to profile ABE students in the local paper to promote the program was difficult to do because the students were reluctant to participate, so this action will be omitted. Instead, COTR will promote their programs through articles in the newspaper, Twitter and Facebook.
- The goal to provide informal learning opportunities for adults with varying levels of literacy skills was provided by various organizations. The One to One adult tutor help run by CBAL will be discontinued because of low registration numbers. COTR offers the ABE program, which provides learners with an individualized curriculum. Small group classes will continue mainly through the Golden Family Centre, Golden Women's Centre, COTR and the Lifelong Learning Program.

- A new goal has been added to provide parents with young children the opportunity to upgrade their high school education and/or workplace skills in the Parent Education Program. This program also provides parents with childcare, transportation, a meal, support and lifeskills and parenting workshops.
- A new goal has been added to increase understanding of financial AND health literacy at the Golden Women's Centre.

The complete Golden Zone Action Plan can be found in the Appendices.

# **KIMBERLEY ZONE COMMUNITY LITERACY PLAN**



**Rocky Mountain  
SCHOOL DISTRICT NO. 6**

**JUNE 2010**

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

# **KIMBERLEY ZONE COMMUNITY LITERACY PLAN**

## **REFLECTIONS ON 2009-2010 COMMUNITY LITERACY PLAN**

### Early Learning

**Goal 1:** Early Childhood Development Team, Kimberley: Increase advertising and public awareness of the early learning programs available in Kimberley.

**Outcome:** The Kimberley ECD team secured funds through grant writing to pursue this goal. Over 1000 promotional brochures were distributed to various agencies and public venues and several articles were in the local paper. At the information/activity booth at the Marysville Fall Fair over 60 families participated and the Ready Set Learn Fairs were attended by 70 families. Advertising in the citywide activity guide was sent for free to all households. Over 200 families attended programs at the Early Learning Center this year.

### School Age

**Goal 1:** To provide an alternate space for young adults in the community

**Action:** Create a Library Youth Space with new library renovations and upgrades

**Outcome:** Renovations are finally underway after a year of delays due to difficulties securing funds, hiring contractors and creating building designs. The space should be completed by fall 2010 and then further plans on how to fully utilize and create an inviting youth space will be developed.

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

**Outcome:** 8 students and 1 parent participated in the 2 days/week program for the summer. They increased their English language skills which helped them to reintegrate back into the school system in the fall 2009

**Goal 3:** The POPS (Parents of Primary Students) program will run 2 times at Marysville and 3 times at Lindsay Park elementary School

**Outcome:** All five POPS sessions were successfully implemented. 30-70% of the school population attended each session. Families, teachers and administration valued the information and activities and reported that they would like to see this program continue next year.

### School Age/Aboriginal

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

**Outcome:** Selkirk Book/Writing Club successfully continued meeting once/wk for the school year. The student members posted regular book reviews in the local paper and organized a writing competition at the school. The plan is to continue the program dependent on securing funds. The Graphic Novel Club was explored but due to difficulties securing a facilitator the idea was put on hold until next year.

### Adult Plan

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

**Outcome:** Three cooking/literacy workshops were offered. Food bank client feedback was that 3 workshops were far easier to commit to than a 6 week program. Through the recruitment efforts of the volunteers at the Food Bank 4 men signed up and 3 attended. After attending the first workshop, all 3 participants were interested in having more offered. This program will continue to be offered on based on need and interest with ongoing outreach and recruitment at the Food Bank.

There are been several new initiatives, as well as expanded and continuing ones.

- Seniors accessing computer information workshop at the Library and CBAL offering computer classes.
- The Youth Center had a change in staff and a change in their mandate and goals to include a focus on life and work skills. This resulted in the opening of a used bookstore at the center.
- Parenting workshops were offered in partnership with CAPC and StrongStart at the Early Learning Centre
- Healthy Moms, Healthy Babes - A new initiative last year is continuing this year for pre and post natal moms.
- Making Connections program for parents of school age parents on how to support their child's learning, was offered twice due to demand and included day and evening sessions in response to parent's work schedules.
- A new community writers group was developed through the Arts councils
- Selkirk School received an Arts Start Grant to have a local Ktunaxa storyteller teach the legend of how Kimberley got its Ktunaxa name to the grade 9 Humanity classes. The students created water drawings to illustrate and present the story and then shared this with students at the primary schools.

## **CHANGES THAT AFFECTED LITERACY IN KIMBERLEY IN 2009-10**

- H1N1 had an impact on attendance to the early childhood family programs last fall. There were fewer families attending the programs at the Early Learning Center. Advertising was increased in January to address this concern. More families did start to attend again. Also, after consultation with community members and families an evening supper program has been started at the StrongStart program to allow working families the opportunity to attend. Hopefully this will address more needs in our community and increase the number of families able to attend.
- Having the StrongStart program in our community has really helped to anchor the Blarhmont Early Learning Center. The School District has been incredibly supportive of all efforts to develop and sustain the Center. The strength of having five days of programming each week throughout the school year has enhanced all the services available to the community. One corporate donator shared that the value of the hub center concept and of having so many agencies involved strengthened our application in terms of them wanting to support the Early Learning Center.
- The library has experienced technology difficulties and funding difficulties. They continue to explore options and seek funds. The valuable and well used tutor.com service was going to be cut due to lack of funds, however, a private donation has sustained those services this year.
- There was an increase in the number of new clients and frequency of use of the services at the Kimberley Food Bank this winter and spring.
- Alpine Employment has seen an increase in clients seeking services as there is an increase in the number of referrals from the Ministry of Social Assistance.
- There are more families in which one parent is working out of town for several weeks. There are more single parents looking for support networks. Increasing numbers of these families are finding support in part by attending Early Childhood drop-in programs.

## **MAJOR IMPACTS OR OUTCOMES**

- The outreach program through the library has increased from 1 to 85+ people accessing this service. The library attributes this success to effective marketing and having created 2 outreach collection sites at Garden View and Kimbrook Manor - both senior resident locations.
- Kimberley Arts Council supported the development of "Write On" a free, drop-in, writers group that meets once a month intended for adults and teens. So far there are

18 adult members. They hosted a publishing workshop and hope to do more in the future.

- The Early Learning Center hosted a family workshop with StrongStart keynote presenters. Over 40 families attended this successful event.
- One of the outcomes from the POPS program at Lindsay Park was having the writing sessions be part of a school wide environmental initiative of composting. The book chosen, Diary of a Worm, was incorporated into the classroom curriculum in every classroom as the students studied and participated in this school wide theme. The efforts of the school to combine literacy and environmental elements into this project resulted in Lindsay Park being one of the 2010 Elementary school winners of the B.C. green environmental award this year.
- The success of the Beginner Seniors Computer class led to offering another beginner class and an intermediate class.
- Learners enrolled in the ESL program and most matched with 1-1 volunteer tutors.
- For the first time, adult food bank clients have attended a literacy program offered through the food bank.

## **FACTORS THAT CONTRIBUTED TO SUCCESS**

Community partners working together and combining their efforts create possibilities that can not happen in isolation. One of the main factors of success in Kimberley has been the ongoing building of trusting relationships within the community which leads to effective collaboration and a focus on common goals.

Some examples include:

- The Blarchmont Early Learning Center: The StrongStart program has been successfully integrated into the development of the center. Its growth has been possible because of the collaboration between SD6, the ECD team and CBAL to operate and further develop the center. The synergy of the community agencies collaborating together has created a cohesive hub that offers a variety of programs to meet the needs of families in our community. This includes Healthy Moms Healthy Babes, CAPC, CBAL, Strong Start, and Public Health Nursing.
- Seniors Computer classes: The College of the Rockies provided their computer classroom to CBAL in order to offer free Seniors Computer classes this year

- The Books for Babies program: The province cut the funding; however in order to continue this program several groups and agencies worked together to continue to provide this service. The Friends of the Kimberley Public Library provided the funds to buy board books, C.D.'s and bag fabric, the Kimberley Public Library was able to order books through a provincial network that was bulk buying to keep costs lowered, the Selkirk School Grade 8 sewing instructor organized the students to sew the bags, the Kimberly Teacher's Association provided funds for the information activity cards for the parents, (purchased at a reduced cost through the efforts of our local book store), and CBAL Kimberley recruited and coordinated all the contributions. Public Health Nurses distribute the book bags to families with babies.
- Making Connections program: It was possible to offer an evening session for families through multiple partnerships. CBAL, CAPC, the SD6 Community Links worker and ECD coordinator collaborated to offer this program. In this way, the barriers to access this program were addressed: child care for preschool, a program for the school age children, supper for everyone, space to accommodate everything and transportation. Outreach was provided by multiple agencies and a successful program was delivered.
- The adult literacy development through cooking program recruitment was solely successful because of the food bank volunteers' commitment to support the adult clients to participate. Because of the positive relationship and trust between the adults and the food bank volunteers, the adults were willing to try out this new program. With the Food Bank partnering with CBAL, the combination provided outreach and opportunities for the adults to explore and experience literacy services through cooking and nutrition information useful to them. It has opened the door for other possibilities.
- The Library, L.E.E.S. and the Kimberley Arts council have been increasing their partnering together to provide services, resources and special events for the Youth. It has been a two way path; bringing the community to the center and having the youth access the community services such as going to the library and the arts center. The youth center has encouraged the youth to be active members in our community and have been encouraging partnerships and involvement with community agencies. StrongStart and the Youth Center staff have been exploring the idea of providing cooking/catering work skills to youth to provide a supper program once a month at the StrongStart program.

### **KIMBERLEY 2010-2011 PLAN**

- The college ESL classes will not have funding next year. Hopefully more ESLSAP funds can be allocated to the CBAL, Kimberley ESL program in order to address this loss and offer more ESL group work.
- There is an awareness that we might need to consider and monitor what demand there might be on services for families with preschool children with the increased number of babies born in Kimberley in the last 2 years. The library has experienced an increase in

the number of preschool children attending the library story time and will consider offering a third day if this trend continues next year.

- With Kimberley Schools introducing all day Kindergarten in 2010-11, there are questions about how this will impact daycare and after school care, as well as family scheduling in terms of program times. Community agencies will monitor how this is impacting families and will take the information to community teams in the fall. Other potential challenges from this will be access to space in the schools depending on the number of kindergarten classes and sustaining funding for the family drop-in programs at the elementary schools. Success by 6 funds have been reduced which had provided some of the funds for the school-based programs this year. Discussions are underway with a variety of partners on how to create some alternate programming in order to continue some level of service.

### **ADJUSTMENTS TO THE PLAN FOR 2010-11**

- The plan for next year will still include the library renovation of a youth space as well as further development and upgrading of the Early Learning Center.
- The opening of the L.E.E.S. second hand bookstore that is attached to the Kimberley Youth Center has created opportunities for the youth attending the center to receive workplace training and experience with the support of LEES staff.
- The Arts Council writing group will be promoting the inclusion of youth as well as adult participants and hope to offer further writing workshops for interested community members.
- The Selkirk book club and the POPS program will continue next year as well.
- The Seniors Computer program will continue and hopefully expand to offer more classes.
- The committee is also trying to raise awareness of literacy in our community by launching a Champion of Literacy campaign. Nominees will be recognized in September through a series of newspaper articles and a photo display that will circulate to various locations in Kimberley throughout the year.
- The initiatives this year in Kimberley that will continue include the StrongStart program and other family programming available at the Early Learning Center; completion of major renovations at the Public Library, increased collaboration with the School District, and new developments at the Youth Center. All these have provided some wonderful opportunities to support and sustain current literacy programs. The work done this year provides a solid foundation for the community to pursue further partnerships and literacy development in Kimberley in 2010-2011.

## **RESOURCES AND PARTNERSHIPS NEEDED TO MEET GOALS**

- The ECD team is applying for grants to renovate and upgrade the center. They will need the in-kind support of the School District and support letters from community partners and participants to secure funds.
- The LEES center is trying to secure further grants to increase workplace training for the youth.
- The Seniors Computer program will require a continued partnership with the College to have access to a computer lab.
- The POPS program has the support of the school PACS and they are hoping to secure funds to purchase the materials required for the sessions.
- The library renovations are underway and continued discussions will happen at the board and staff level regarding services and space for the youth.
- A sub committee of the community literacy planning committee has been formed with the support of the CBAL Community Literacy Coordinator. The committee will implement the Champion of Literacy event in September.

The complete Kimberley Zone Action Plan can be found in the Appendices.

# **WINDERMERE ZONE COMMUNITY LITERACY PLAN**



**Rocky Mountain  
SCHOOL DISTRICT NO. 6**

**JUNE 2009**

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

## **REFLECTIONS ON 2009-10 COMMUNITY LITERACY PLAN**

**Goal 1:** Improve networking for literacy issues and services between organizations, individuals, schools, local governments, the college and businesses.

- It was challenging this year to draw a broad representation of people who were available to attend the CLP meetings. At the May meeting, attendance was greatly improved and this was reflected in the rich discussion that was generated around the table.
- A broad contact list was maintained and the committee met regularly throughout the year. Meeting minutes were circulated to the contact list and committee members were kept up to date.
- While no progress was made towards establishing a youth literacy sub-committee, the planning table still considers this to be an important action and will keep this as part of the 2010 plan.

**Goal 2:** Increase community awareness of literacy issues and services in the Windermere Zone.

- A weekly "School Matters" column ran in the Valley Echo that was arranged by SD6 Superintendent. School principals as well as the CBAL Community Literacy Coordinator submitted two articles and at least one of the articles from each school highlighted literacy goals and partnerships that were occurring between the school and community groups.
- The committee agreed that making literacy presentations to the business sector and social agencies should still remain an action for this goal as well as having a display available at schools for open house nights.
- The Assistant Superintendent provided CLP highlights to the Windermere Zone SD6 School Board this year.

## **BUILDING COMMUNITY PARTNERSHIPS**

There have been several examples over the last year of new community partnerships. For instance, in the Early Learning pillar, the Books for Babies program was in jeopardy earlier in the year because of funding cuts until the WV ECD Team came forward as a new community partner with CBAL and the Public Health Unit to ensure that the program continued. In the School Aged Pillar, there has been a desire to see the Guys Read program be expanded to include Gr. 8 boys at the high school. However, lack of funding has been a barrier for CBAL alone to put this new program in place. At the May CLP meeting, the principal from DTSS put forward the initiative to explore the possibility of the high school contributing some funding and program support in order to make it work. If the two agencies are able to partner on this project, the result will be that boys coming in to the regional high school will be able to continue participating in this popular program.

## **ENHANCEMENT OR EXPANSION OF COMMUNITY PROGRAMS**

In the Early Learning Pillar, the Family Resource Centre offered a new family program, “Dads 4 Kids”, on Saturday mornings in Invermere and Canal Flats. This has enhanced service delivery for families in these two communities and has provided an opportunity to meet the needs of working fathers who cannot attend weekday family programs.

A new partnership was established between CBAL and the Radium Public Library that allowed for the delivery of a family literacy program for the first time in Radium. Up until now, programs could not be offered in the community because of a lack of adequate space.

In the Adult Pillar, the services offered to ESL learners were enhanced with the addition of the Conversation Café program that provided opportunities for the learners who are new to the area to take part in community events and become more integrated into the day to day life.

In the Aboriginal Pillar, COTR and the Ktunaxa Nation have entered into a MOU to see the delivery of 15 weeks of programming to local communities. Invermere COTR will be providing the training at the Akisqnuk Learning Centre.

## **WINDERMERE ZONE COMMUNITY LITERACY PLAN 2010-11**

### **NEW OPPORTUNITIES, CHALLENGES AND ISSUES**

- The CLP Committee discussed the possibilities for tapping into the volunteer base of retirees who are a part of the area. Many of these retirees have come here from other communities and may not be aware of the array of volunteer opportunities for them. The challenge is to find a way to connect with them and to engage them in the services of their new community. It was agreed that this effort would be worthwhile because of the knowledge base that would be gained from connecting with the retirees and because of the potential for supporting volunteer-based programs such as One to One reading, Adult/ESL volunteer tutors, etc.
- The CLP committee feels that the full impact of economic shifts in the Windermere Valley is still to come. The effect of the mill closures will start to be seen in the near future as workers who were laid off last year make more permanent decisions as their EI coverage runs out. Until now, families have stayed put in anticipation of new jobs opening up but these jobs have not materialized. This will have an impact on families as they face the related financial stressors. As families move away from the area, schools will feel the impact on their enrollment numbers as will other agencies who may face reduction in funding if service needs decline when families move away.

- CBAL is investigating the feasibility and need for expanding its adult services delivery to include Essential Skills. This in turn will open up opportunities for new partnerships between agencies who also have a vested interest in this area such as COTR and the Columbia Valley Employment Centre.

## **ADJUSTMENTS TO THE 2010 PLAN**

- The long term goals of improving networking and enhancing community awareness will be maintained over the next year. Actions proposed in the 2009 plan will be either pursued further or initiated in the 2010.
- The CLP committee would like to pursue the publication of a community literacy guide through joint funding between agencies involved at the CLP table and other community agencies with a vested interest.

### Early Learning

- CBAL, Windermere Valley and the Radium Public Library will work together to try to provide a family literacy program in Radium for the 2010-11 program season.
- CBAL will expand its three component family literacy program curriculum to provide the parents with a financial literacy course.
- The Family Resource Centre will strive to fund the Dads 4 Kids Saturday morning program in Windermere Valley communities for the 2010-11 program season.
- The Windermere Zone StrongStart Outreach Early Learning Centre will continue to provide programming to families at its centres in four elementary schools.

### School-Aged

- Establishing a youth sub-committee for the CLP table will be a priority for 2010. Several agencies have identified an interest in moving forward with this action.
- CBAL will work with DTSS to see if a Gr. 8 Guys Read program can be implemented for the fall 2010. This will require funding from sources outside of CBAL's capacity but both agencies are committed to figuring out a way to make it happen.
- A focus will be put on attracting more volunteer support for the One to One volunteer reading program so that students can access the tutors at each of the elementary schools in the Windermere Zone.

### Adult

- The ESL and Adult volunteer tutor support will be promoted more widely through the community. Additional training sessions will be held to increase the number of volunteers available to carry out this work and trained volunteers will have opportunities to develop their skills further.

- The Conversation Café ESLSAP program will expand to offer community participation opportunities for newcomers at least twice per month.
- CBAL will be exploring the possibility of providing Essential Skills workshops in the community and forming new partnerships along the way with agencies such as COTR and the Columbia Valley Employment Centre.

#### Aboriginal

- School District No. 6 will continue to work closely with the Aboriginal people of the Windermere Valley through the Aboriginal Education Committee.
- CBAL will maintain connections and continue to be open to partnerships.
- The Invermere COTR campus will begin providing programming for 9 hours per week for 15 weeks to members of the local Aboriginal communities at the Akisqnuq Learning Centre.
- Opportunities for StrongStart and family literacy program enhancement will be pursued with the Aboriginal Early Years Outreach Worker to deliver the Ktunaxa language curriculum for young children to families who attend these programs.

### **RESOURCES AND SUPPORTS NEEDED**

- Human resources, both paid staff and volunteers, are needed to continue to provide services at current level and additional staff time and volunteers to work in expanded or new program initiatives.
- Funds will need to be found for program supplies, such as the addition of books to the Guys Read program that are suitable for Gr. 8 boys. This is one of the more costly expenses that is associated with expanding the Guys Read program. This also holds true for the action to implement a similar program for girls.
- Communication, collaboration, and support between agencies through networks such as the CLP committee are essential to see the growth of community partnerships.

The complete Windermere Zone Action Plan can be found in the Appendices.