

COMMUNITY-DISTRICT LITERACY PLAN

**SCHOOL DISTRICT NO. 20
(KOOTENAY-COLUMBIA)**

JULY, 2012



**Kootenay-Columbia
School District No.20**

COMMUNITY-DISTRICT LITERACY PLAN

SCHOOL DISTRICT NO. 20 (KOOTENAY-COLUMBIA)

JULY, 2012

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A. Context & Literacy Partners

School District No. 20 (Kootenay-Columbia) includes two regional districts (RDCK & RDKB) and six municipalities (Rossland, Warfield, Trail, Montrose, Fruitvale and Castlegar) for a combined population of approximately 35,000. On the 2006 census, approximately 4.9% of homes are non-English speaking and 4.3% are Aboriginal. Student enrolment from K-12, including adult learners is approximately 4,000.

Our district and communities are fortunate to have support and funding from the Columbia Basin Trust (CBT). This funding has helped to support the work of the Columbia Basin Alliance Literacy (CBAL). CBAL has enabled the formation of two Community Literacy Advisory Committees (CLACs), one in the Greater Trail Area and one in the Castlegar Area. Each of these CLACs developed Community Literacy Plans with funding from Literacy Now, beginning in 2005. These existing literacy plans were integral to our community and district process in developing our 2007 – 2011 plans, and now our July 2012 Community-District Literacy Plan.

The Greater Trail Area and Castlegar & Area CLACs have shepherded the implementation of the 2007-2011 plans and the development of the 2012 Community-District Literacy Plan. The CLACs and School District reviews the evaluation of progress and the new plan before recommending the adoption of the plan to the Board for its approval.

The Community Literacy Advisory Committees within the district, Castlegar & Area and Greater Trail, as the two working committees, represent: School District 20, Success by Six, Understanding the Early Years, StrongStart, Children First, Family and Individual Resources (FAIR), Kootenay Family Place, Selkirk College, Interior Health Authority, Aboriginal community members, municipalities and regional districts, public libraries, youth outreach, seniors, parents, teachers, employment agencies, community schools, and the Columbia Basin Alliance for Literacy.

All sectors within our district are committed to improving literacy services and access to these services for all members of our communities.

Appendix 1 lists membership on the two Community Literacy Advisory Committees and a list of those present at the planning session held in April 2012.

B. July 2012 Literacy Plan Development Process

Original Planning Meeting – September 20, 2007

Fifty people attended from various sectors of our six communities and two regional districts, including business and industry, labour, and a range of education and community service organizations. The purpose of the meeting was to share the District Literacy Plan mandate, review existing community literacy programs and initiatives, identify literacy gaps within our communities and places of work, and identify literacy priorities to be addressed within our new Community-District Literacy Plan.



The meeting reached consensus on **eight priorities** for our literacy plan. The 2008-09 plan focused on the first three goals. For the 2009-11 Plan, one goal was brought forward in addition to the first three goals. Please note that the Evaluation of the 2011-12 Plan indicates that steps have also been taken on the remaining long term goals.

1. Enhance, promote, coordinate and communicate information on existing programs. Create some type of centralized service and information distribution centre providing print, digital and visual information on literacy initiatives and activities to all communities in the district.
2. Ensure accessibility to programs; remove barriers to ‘personal success’ and provide community literacy programs within each community in the district.
3. Cooperate, collaborate, coordinate, integrate and communicate among all agencies to reduce gaps and duplication in order to deliver services suited to clients literacy needs from birth to elder.
4. Coordinate funding to promote flexible use of funding and pooled resources to maximize community literacy services.
5. Promote multiple literacies, e.g. programs for all ages that develop appropriate social skills and improve emotional intelligence (ability to ‘read’ social cues).
6. Identify high risk clients, develop and coordinate an out-reach program and invite clients to get involved in personal success.
7. Ensure effective transition programs from birth to elder, secondary to post-secondary and/or world of work.
8. Create a central resource to support workplace literacy.

Meetings to Develop the July 2012 Community-District Literacy Plan

The Community Literacy Advisory Committees within the district, Castlegar & Area and Greater Trail Area, met both individually and collaboratively on the following dates to examine progress on the 2011 plan and to update the plan for 2011-12: September 21, 2011, October 3rd, 2011, January 18th, 2012, January 30th, 2012, April 27th, 2012 and May 30, 2012.

Board Meeting –June 2012

At its regular open meeting on June 18, 2012 the Board approved the Community-District Literacy Plan, July 2012, for submission to the Ministry of Education.

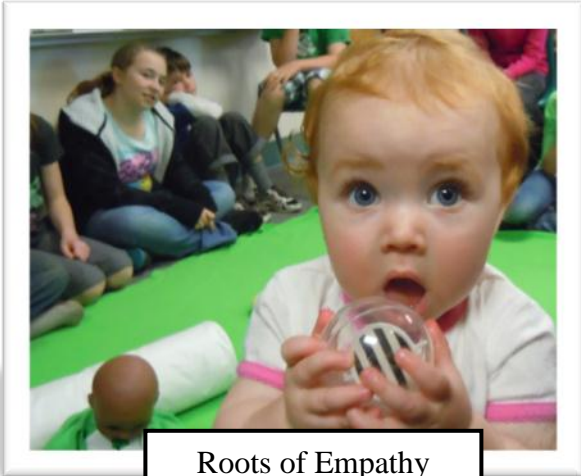
EVALUATION of The Plan 2011-12

The right hand column, “Progress”, of Evaluation of the 2011-12 Plan in Section C contains evaluation comments on the 2011-12 Plan.



Parents as Literacy Supporters (PALS)

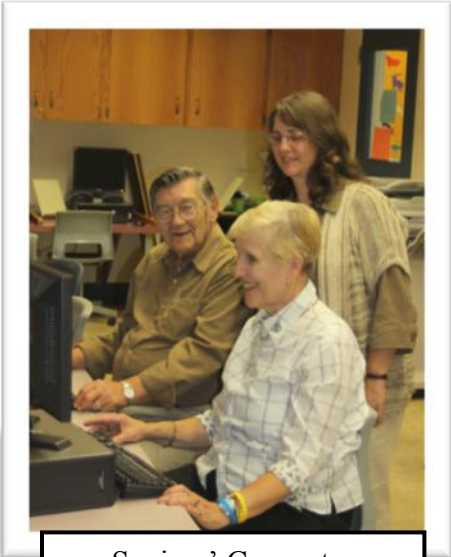
Parents as Literacy
Supporters (PALS)



Roots of Empathy



ABE Upgrading
Program



Seniors' Computer
Classes



Parent-Child
Mother Goose

C. Evaluation of the 2011-2012 Plan

Based on our initial Community District Literacy Plan meetings we identified three areas of focus to address the most pressing needs in our community. These priorities are ones we continue to address. We added an additional goal in 2009–2010. Our other long terms goals are outlined separately.

1. Enhance, promote, coordinate and communicate information on existing programs.

- Create centralized service and information centres providing print, digital and visual information on literacy initiatives and activities to all communities in the district

How	Who	Resources Needed	Progress
1. Use the SD20 website to link with other literacy service provider and stakeholder websites.	Bill Ford Alana Murdoch Desneiges Profili Robert Cacchioni Andrea Winkers Alana Medeiros Brad McVittie	SD20 technical support Buy in from agencies and local government	Updated September 2011, January 2012 and March 2012 Community literacy calendars are promoted on School District website along with other key websites accessed by community members
2. Create a list of “niche” places to post & distribute information, including print, electronic and social media.	Desneiges Profili Alana Murdoch	Literacy Advisory Committee support	Completed September 2011
3. Distribute Literacy Service Directories for Castlegar and Trail.	Desneiges Profili Sonia Tavares Margaret Sutherland Alana Murdoch	Literacy Advisory Committee support Agency copying services	Completed October 2011-Castlegar printed and distributed December 2011-Greater Trail printed and distributed

<p>4. Update existing maps and directories – Success by Six, FAIR, CBAL, and Welcoming Communities.</p>	<p>Bill Ford Gail Lavery Desneiges Profili Sonia Tavares Margaret Sutherland Alana Murdoch</p>	<p>Buy in from community program providers</p>	<p>Completed Success by Six program was not printed in 2011/2012</p>
<p>5. Promote literacy through public awareness events and/or contests.</p>	<p>Arlee Venier Laurie Watson Alana Murdoch Denise Flick Desneiges Profili Sonia Tavares Joanne McMeekin Jaime Malcolm Andrea Winkers</p>	<p>Support from local media Buy in from merchants Venues for events Support for advertising, etc. Support from community partners</p>	<p>Completed September 2011 - Events to celebrate International Literacy Day October 2011- Reach A Reader Campaign to raise awareness of literacy and funds for local literacy programming January 2012- Local events to celebrate Family Literacy Day June 2012 - Events held in Castlegar and Greater Trail to celebrate Champions for Literacy</p>
<p>6. Use social media to communicate about community programs.</p>	<p>Desneiges Profili Sonia Tavares Belinda Wilkinson</p>	<p>Support from community partners and other service providers</p>	<p>Completed Fall 2011 – Facebook pages (CBAL and MacLean and Robson StrongStarts) created and updated on a regular basis</p>

Success Statement
The School District 20 website is linked to other community literacy provider websites. Castlegar and Greater Trail Literacy Service Directories are distributed to service providers and community members. Community resource directories and maps are current and in use. At least one contest or promotional event is held in each of Castlegar and Greater Trail. Social media is used regularly to communicate program information.

- 2. Ensure accessibility to programs.**
- Remove barriers to “personal success”
 - Provide community literacy programs within each community in the district

How	Who	Resources Needed	Progress
1. Provide plain language training and resources for service providers so information they present is accessible.	Desneiges Profili Margaret Sutherland	CBAL Plain Language workshop	Completed April 2012- Workshop service providers in the Castlegar and Greater Trail area
2. Continue to offer and/or expand community literacy programs in a variety of locations and for a variety of age/target groups, including those that develop numeracy, social skills, and emotional intelligence.	School District 20 CBAL Selkirk College Public libraries Community schools Program partners	Continued funding from CBAL, SD20, Selkirk College, community schools & public libraries Continued work with community partners	Ongoing Fall 2011- CBAL, Kootenay Family Place and Selkirk College partnered to continue ABE Upgrading program for parents/caregivers who wish to upgrade their skills in Castlegar September 2011 - ABE program began in Trail in at Trail Middle School Community Learning Place in Castlegar and Trail continue to assist adults/seniors in a variety of literacy

			<p>activities including: computers, English Language skills, math, etc.</p> <p>Expanded Mother Goose sessions in Greater Trail and Castlegar to accommodate increased participant numbers</p>
<p>3. Support and promote opportunities for people with English as a Second Language.</p>	<p>Arlee Venier Margaret Sutherland Desneiges Profili Trish Harrison Belinda Wilkinson Theresa Berdusco Andrea Winkers</p>	<p>Support from community partners</p> <p>Information from other program providers</p>	<p>Ongoing</p> <p>Winter 2012- Offered an ESL class at the Rossland Secondary School to English language learners who faced transportation barriers</p> <p>ESL learners are invited to a number of learner events throughout the year (i.e. Christmas Skating Party, trip to Zuckerberg Island, potlucks, etc)</p>

<p>Success Statement</p>
<p>A Plain Language workshop for service providers is offered in the fall of 2011. Community literacy programs continue to be offered in every school, public library, and Selkirk College campus in SD20. Opportunities for people with English as a second language are supported and promoted by community service providers.</p>

3. Cooperate, collaborate, coordinate, integrate and communicate among all agencies.

- Reduce gaps and duplication in order to deliver services suited to client’s literacy needs from birth to adult

How	Who	Resources Needed	Progress
1. Host yearly literacy service provider luncheons to encourage collaboration and cooperation in program planning.	Desneiges Profili Sonia Tavares Alana Murdoch Margaret Sutherland	Meeting room	No progress due to scheduling conflicts- postponed until Fall 2012
2. Identify and strengthen existing community links – inter-agency groups & meetings.	Alana Murdoch Sonia Tavares Margaret Sutherland Desneiges Profili Laurie Watson Denise Talarico	Buy in from community agencies	Ongoing Ensure that an advocate for literacy is present at important decision making tables (i.e. Early Years coalitions, Welcoming Communities, School District meetings, Parent Advisory Committees, etc)
3. Offer professional development opportunities for service providers and workshops for parents.	Desneiges Profili Denise Flick Alana Murdoch Laurie Watson Bill Ford Sonia Tavares Margaret Sutherland Julia Stockhausen	Support from community partners	October 2011- Settlement Training for those who work with English language learners November 2011- Social Emotional Learning Workshop held at the Mir Centre for service providers in the Castlegar and Greater Trail area November 2011- Mother Goose training at Mir Centre for service providers March 2012- Learning for Life Conference for professionals

			<p>working with adult learners</p> <p>April 2012- Early Years Conference</p> <p>October 2011 and January 2012- One to One Children’s Tutor Training.</p>
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Success Statement
<p>Service provider luncheons are held in Castlegar and Greater Trail with attendance from at least six service provider groups. Inter-agency groups cooperate and coordinate activities. At least two professional development events are held for service providers and two workshops are held for parents.</p>

4. Ensure effective transition programs from birth to elder, secondary to post-secondary and/or world of work.

How	Who	Resources Needed	Progress
<p>1. Strengthen support for families and children entering elementary and secondary school.</p>	<p>Julia Stockhausen Alana Murdoch Sonia Tavares Kim Williams Denise Talarico Denise Flick Alana Medeiros Laurie Watson</p>	<p>Support from community agencies</p>	<p>Ongoing September 2011-June 2012- Parents as Literacy Supporters in 5 kindergarten classes in 3 elementary schools across the district</p> <p>May 2012-June 2012- 7 Ready Set Learn events across the district for 3-5 yr olds and their parents/caregivers and 11 kindergarten orientations</p>
<p>2. Promote awareness and use of Essential Skills among key stakeholders so Essential Skills becomes a shared language and practice.</p>	<p>Margaret Sutherland Desneiges Profili Jaime Malcolm</p>	<p>Support from Essential Edge project staff</p>	<p>Ongoing January 2012- Essential Edge project completed</p>

3. Strengthen support for young adults as they enter the workforce and/or post-secondary education.	Margaret Sutherland Desneiges Profili Brad McVittie Jaime Malcolm Bill Ford	Support from community partners	September 2011-June 2012- High school student placed in local literacy programming for skills training in preparation for graduation
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Success Statement
Committees to plan for and support children and families as they transition to elementary and secondary schools are in place and have identified at least two actions. Educators and employment service providers use Essential Skills tools to support their students and clients. A committee to plan for and support young adults as they enter the workforce and/or post-secondary education is in place and has identified at least two actions.

Long Term Goals

As well as the above four priorities, our Community District Literacy Plan participants reached consensus on an additional four goals. While not identified as top priorities, work is taking place on all of the goals. These long term goals include:

1. Coordinate funding to promote flexible use of funding and pooled resources to maximize community literacy services.
 - Service providers will continue to work collaboratively to maximize and prevent duplication of literacy services.
2. Promote multiple literacies, e.g. programs for all ages that develop appropriate social skills and improve emotional intelligence (ability to ‘read’ social cues).
 - Schools and literacy service providers will continue to offer Roots of Empathy in as many classrooms as funds allow.
 - The Friends program will be available for students and families.
3. Identify high risk clients, develop and coordinate an out-reach program and invite clients to get involved in personal success.
 - Improved collaboration and referrals among agencies are anticipated outcomes of the Essential Edge two year pilot project.
4. Create a central resource to support workplace literacy.
 - The Essential Edge project will create a common, system wide understanding among key stakeholders of how to use Essential Skills to improve the capacity of low skill workers to attain and retain employment.

D. The Plan 2012 -2013

Based on our initial Community District Literacy Plan meetings we identified three areas of focus to address the most pressing needs in our communities. These priorities are ones we continue to address. We added an additional goal in 2009–2010. Our other long terms goals are outlined separately.

1. Enhance, promote, coordinate and communicate information on existing programs.

- Create centralized service and information centres providing print, digital and visual information on literacy initiatives and activities to all communities in the district

How	Who	Resources Needed	Start/Completion Date
1. Use the SD20 website to link with other literacy service provider and stakeholder websites.	Bill Ford Alana Murdoch Desneiges Profili Brad McVittie Denise Flick Belinda Wilkinson	SD20 technical support Support and participation from agencies and local government	September 2012 Update twice yearly
2. Distribute Literacy Service Directories for Castlegar and Trail.	Desneiges Profili Sonia Tavares Alana Murdoch	Literacy Advisory Committee support Agency copying services	September 2012 – update, print & distribute directories
3. Update existing maps and directories –FAIR, CBAL, and Welcoming Communities.	Bill Ford Gail Lavery Desneiges Profili Margaret Sutherland Alana Murdoch	Support from community program providers	September 2012

4. Promote literacy through public awareness events, campaigns and/or contests.	Arlee Venier Laurie Watson Alana Murdoch Denise Flick Desneiges Profili Sonia Tavares	Support from local media Participation from merchants Venues for events Support for advertising, etc. Support from community partners	June-September 2012 – plan October-April – hold events
5. Use social media to communicate about community programs.	Desneiges Profil Alana Murdoch	Support from community partners and other service providers	September 2012- Provide weekly updates on Castlegar and Greater Trail Facebook pages (StrongStarts and CBAL)

Success Statement
The School District 20 website is linked to other community literacy provider websites. Castlegar and Greater Trail Literacy Service Directories are distributed and posted on relevant websites and provided to service providers and community members. Community resource directories and maps are current and in use. At least one contest or promotional event is held in each of Castlegar and Greater Trail. Social media is used to regularly communicate program information.

2. Ensure accessibility to programs.

- Remove barriers to “personal success”
- Provide community literacy programs within each community in the district

How	Who	Resources Needed	Start/Completion Date
1. Continue to offer and/or expand community	School District 20	Continued funding from CBAL, SD20,	Ongoing

<p>literacy programs in a variety of locations and for a variety of age/target groups, including those that develop numeracy, social skills, and emotional intelligence.</p>	<p>CBAL Selkirk College Public libraries Community schools Program partners</p>	<p>Selkirk College, community schools & public libraries Continued work with community partners</p>	
<p>2. Provide additional plain language training and resources for service providers so information presented is accessible and clear.</p>	<p>Desneiges Profili Alana Murdoch</p>	<p>CBAL Plain Language workshop</p>	<p>Fall 2012</p>
<p>3. Support and promote opportunities for people with English as a Second Language.</p>	<p>Heather Maisel Desneiges Profili Trish Harrison Belinda Wilkinson Karen Siemens Lynnene Lewis</p>	<p>Support from community partners Information from other program providers</p>	<p>Ongoing</p>
<p>4. Support and/or advocate for a centralized space for families that provide specialized services and programs.</p>	<p>Desneiges Profili Sonia Tavares Julia Stockhausen Jeannine Stefani Alana Murdoch</p>	<p>Support from community, business and municipalities Information from families, service providers and community members</p>	<p>June 2012- Family Action Network meets bi-weekly September 2012- plan actions October 2012- June 2013- implement actions</p>
<p>5. Provide adequate technological accessibility at sites offering opportunities for learning.</p>	<p>Desneiges Profili Trish Harrison Darrel Ganzert Denise Flick</p>	<p>Information from organizations offering programs Support from SD#20, Selkirk College, municipalities and other community partners</p>	<p>September 2012- research various sites offering programs October 2012- plan actions</p>

Success Statement
A follow-up Plain Language workshop for service providers is offered in the Fall of 2012. Community literacy programs continue to be offered in every school, public library, and Selkirk College campus in School District No. 20. Opportunities for people with English as a second language are supported and promoted by community service providers. Advocate and support a centralized space that supports families. Ensure sites that offer programs have sufficient technological accessibility.

3. Cooperate, collaborate, coordinate, integrate and communicate among all agencies.

- Reduce gaps and duplication in order to deliver services suited to client’s literacy needs from birth to adult

How	Who	Resources Needed	Start/Completion Date
1. Host yearly literacy service provider luncheon to encourage collaboration and cooperation in program planning.	Desneiges Profili Sonia Tavares	Meeting room	September 2012 – begin planning Winter 2013 – host luncheon
2. Identify and strengthen existing community links – inter-agency groups & meetings.	Alana Murdoch Sonia Tavares Margaret Sutherland Desneiges Profili Laurie Watson Denise Talarico Jennifer Cliff-Marks Joanne Richards	Participation from community agencies	Ongoing
3. Offer professional development opportunities for service providers and workshops for parents focusing on literacy for all ages.	Desneiges Profili Denise Flick Alana Murdoch Laurie Watson Bill Ford	Support from community partners	September 2012 – begin planning January-April – host trainings and workshops

	Sonia Tavares Margaret Sutherland Julia Stockhausen		
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Success Statement
Service provider luncheons are held in Greater Trail with attendance from at least six service provider groups. Inter-agency groups cooperate and coordinate activities. At least two professional development events are held for service providers and two workshops are held for parents.

4. Ensure effective transition programs from birth to elder, secondary to post-secondary and/or world of work.

How	Who	Resources Needed	Start/Completion Date
1. Strengthen support for families and children entering elementary and secondary school.	Julia Stockhausen Alana Murdoch Sonia Tavares Kim Williams Denise Talarico Denise Flick Alana Medeiros Laurie Watson	Support from community agencies	September 2012 – begin planning October 2012 – meet to identify actions Winter & Spring 2013 – implement actions
2. Identify the homeschool community and strengthen supports for those families and children.	Alana Murdoch Brad McVittie Corrine Svardfeldt Joanne Richards Bill Ford Corrine Svardfeldt	Information from community Support from service agencies and school district	September 2012 – begin planning October 2012 – meet to identify actions Winter & Spring 2013 – implement actions

3. Promote awareness and use of Essential Skills among key stakeholders so Essential Skills becomes a shared language and practice.	Desneiges Profili Alana Murdoch Andrew Green	Support from Essential Edge project staff	Ongoing
4. Strengthen support for youth and adults as they enter the workforce and/or post-secondary education.	Alana Murdoch Desneiges Profili Brad McVittie Bill Ford Andrew Green	Support from community partners	June 2012 – begin planning September 2012– Spring 2013 programs offered

Success Statement
Committees to plan for and support children and families as they transition to elementary and secondary schools are in place and have identified at least two actions. Educators and employment service providers use Essential Skills tools to support their students and clients. A committee to plan for and support young adults/ parents as they enter the workforce and/or post-secondary education is in place and has identified at least two actions. Monitor progress to ensure they are meeting the needs of the community throughout the lifespan.

Long Term Goals

As well as the above four priorities, our Community District Literacy Plan participants reached consensus on an additional four goals. While not identified as top priorities, work is taking place on all of the goals. These long term goals include:

1. Coordinate funding to promote flexible use of funding and pooled resources to maximize community literacy services.
 - Service providers will continue to work collaboratively to maximize and prevent duplication of literacy services.

2. Promote multiple literacies, e.g. programs for all ages that develop appropriate social skills and improve emotional intelligence (ability to ‘read’ social cues).
 - Schools and literacy service providers will continue to offer Roots of Empathy and Parents as Literacy Supporters in as many classrooms as funds allow.
 - The Friends program will be available for students and families.

3. Identify high risk clients, develop and coordinate an out-reach program and invite clients to get involved in personal success.
 - Improved collaboration and referrals among agencies are anticipated outcomes of the Essential Edge two year pilot project.
4. Create a central resource to support workplace literacy.
 - The Essential Edge project has ended and a document has been created to identify locations in the community for assistance with essential skills. Service providers will use this document and update information as needed.

E. REFLECTIONS ON THE PLAN

Reflections on the 2011/12 year:

1) Task Group:

- a. Who takes part in the task group?
 - Variety of stakeholders from the community including: community service agencies, educational institutions (both K-12 and college level), Interior Health, literacy professionals, community members and program participants. For a complete listing of members on respective committees please refer to Appendix 1.
- b. How is the work of this group organized? (See the following section “Reflecting and Renewing Ways to review and set priorities for the community literacy plan each year” for information about how task groups are organized).
 - Meets three times per year in the Fall, Winter and Spring. Meetings serve as opportunities to network, discuss progress, adjust as necessary
 - Spring meeting CLAC members along with interested community members are invited to attend to review DLP
 - Most Advisory members also sit on our ECD committee, so a great deal of the networking and information sharing occurs at those meetings

2) Community Context:

- a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development? Consider both positive and negative impacts.
 - Increased families and adults attending programming
 - Changes in youth employment services
 - Teacher job action impacted the delivery of some programs
 - Business is beginning to take a role on early child development with the creation of the Family Action Network in Trail
 - Increased number of adults attending the Community Learning Place programs demonstrates a need for this kind of universal programming in the community on a continual basis
 - Staff turnover in a variety of partnering organizations complicates programming and can hinder some programs and action items
 - Elimination of Community Access Programming (CAP) funding

3) Community Development and Literacy Collaboration:

- a. What are the important collaborations that have taken place to support literacy and the work of the task group?
 - CBAL, Selkirk College and Castlegar Public Library- Community Learning Place
 - School District No. 20 continued commitment to literacy and lifelong learning
 - CBAL and Kootenay Family Place - ESL family classes, ABE Upgrading program
 - School District No. 20 commitment to the early years with the continued support of Blueberry, Fruitvale, MacLean and Robson StrongStarts
 - CBAL , Kootenay Family Place, School District No. 20 and Selkirk College- ABE Upgrading program
 - CBAL, local libraries and StrongSgtarts- Mother Goose
 - CBAL, School District No. 20- Ready Set Learn

- b. What are the essential ongoing collaborations?
 - CBAL, Selkirk College, Kootenay Family Place, local libraries and service agencies- without these effective, relevant and necessary literacy programming would not be possible

- c. What makes collaborations work well?
 - Trust
 - Commitment of partners
 - Willingness to work for the betterment of the community while setting aside organizational interest
 - Fair recognition for partners contribution
 - Acceptance of other's ideas and beliefs
 - Clear boundaries
 - Understanding and flexibility

4) Goals and actions for the current year:

- a. What priorities, goals or objectives have you addressed this year? What actions were taken to reach these? What organizations and groups participated in these actions?
 - Increased opportunities for adult learners with the continuation of the Community Learning Places (CBAL, Selkirk College and Castlegar Public Library)
 - Reach a Reader Campaign in raised funds for local literacy programming in Castlegar and Trail (CBAL and Black Press)

- Professional development opportunities for service providers were offered throughout the year. Mother Goose, Social Emotional Learning and Plain Language Workshop (CBAL, Interior Health)
- Effective transitioning from preschool to kindergarten in Ready Set Learn events across the district (School District #20, CBAL, Interior Health, local libraries, Kootenay Family Place)

For specific details please refer to the **Evaluation of the 2011-2012 Plan**

- b. What adjustments were made to the plan? That is, as the year progressed were there new opportunities or were there changes that did not allow for some actions to be taken?
- The plan covers a broad scope of goals/activities and did not need to be adjusted or changed.

5) Indications of Success:

- a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? It is important to include examples to illustrate the impact.
- Events such as Reach a Reader brought an immense amount of attention to the literacy activities in our community. After the October 5th campaign, CBAL's computer literacy program registration nearly tripled from previous year's registration
 - In 2010/2011 Castlegar piloted an ABE Upgrading program to assist parents/caregivers in their efforts to take college level courses with free on-site childcare. This program had 4 -5 families attending regularly the first year, but in 2011/2012 there are 11 families registered taking courses such as math, English and other ABE classes.
 - Community of ESL learners has emerged in the ESL Family Time program. Families are networking and finding support within the group helping them to bridge into other programs.
- b. What are the things that support literacy work?
- Dedicated , knowledgeable staff and volunteers
 - Increased professional development for service providers
 - School District #20 continued commitment to literacy
 - Continued support from funders such as Columbia Basin Trust
 - Partnerships and collaboration

6) Challenges:

a. What are the difficulties?

- Lack of sustainable community space for literacy programming
- CLAC members are unable to attend meetings on a regular basis due to other commitments
- Staff turnover
- Uncertain financial climate

b. What would help?

- Funding for dedicated space for literacy programming
- Continued funding for Literacy Outreach Coordinators
- Reinstatement of funding for regional positions to support local literacy efforts
- Provincial wide campaigns to bring awareness to literacy (television, social media events using high profile people to be champions for literacy)

For the coming year:

1. Are there new opportunities, challenges, or issues in your community? How will you respond to those?

- CBAL will be relocating the Trail office and community programming space to a different school. This will lead to new opportunities as the office will be located inside a vibrant elementary school. There will be some challenges that will need to be addressed as we will no longer have access to two community classrooms which is needed for programs such as ABE Upgrading and programs offered by other community organizations. By the Fall 2012, an alternate site will need to be secured for the ABE program and other community programs that require both an adult classroom and childcare space.
- Opportunities for engagement with the homeschool community through literacy programming

2. What goals, priorities or objectives will you work on in the coming year? What actions are planned against those goals?

See [The Plan 2012-2013](#)

3. What will be required to meet the goals and effectively employ actions for the coming year?

- Support from the provincial literacy organization
- Ongoing collaboration and partnering opportunities with traditional and non-traditional partners
- Continued professional development opportunities
- Regular attendance by committee members and use of alternate meeting methods in order to maintain relationships (Skype, Google Hangout, etc)
- Positive attitudes and dedication to literacy and lifelong learning

F. APPENDICES

- Appendix 1 - Literacy Partners, Membership & Funders
- Appendix 2 - The Community Literacy Inventory

Appendix 1 – Literacy Partners, Membership & Funders

Greater Trail Community Literacy Advisory Committee 2011-12

Name	Organization	Email
Belinda Wilkinson	Trail Library - Director	director@traillibrary.com
Carolyn Catalano	SD 20 – Webster Principal	ccatalano@sd20.bc.ca
Denise Flick	SD20 - Learning Coordinator	dflick@sd20.bc.ca
Desneiges Profili	CBAL – Community Coordinator	dprofili@cbal.org
Gail Lavery	Trail F.A.I.R. – Executive Director	gaillavery@trailfair.ca
Ian McAlpine	Selkirk College - ABE	imcalpine@selkirk.ca
Jamie Malcolm	Greater Trail Skills Centre	jmalcolm@communityskillscentre.com
Jeannine Stefani	Interior Health	jeannine.stefani@interiorhealth.ca
Julia Stockhausen	Kootenay Family Place - Infant Development Program	juliastockhausen.kfp@telus.net
Margaret Sutherland	CBAL - Regional Program Manager	msutherland@cbal.org
Marie Onyett	Beaver Valley Public Library - Director	bvpublic@telus.net
Sheila Adcock	Career Development Services - Coordinator	sheila.cdstrail@telus.net
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Castlegar and Area Community Literacy Advisory Committee 2011-12

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Funders of SD20 Community Literacy Initiatives 2011-12

BC Gaming Commission

Columbia Basin Trust

Columbia Power Corporation

Credit Union Central

Decoda Literacy Solutions

Family Resource Programs of Canada

Interior Health Authority

Human Resources and Skill Development Canada

Kootenay Savings Credit Union

Ministry of Advanced Education Office of Literacy & Essential Skills

Ministry of Children and Family Development

Ministry of Education

Public Health Agency of Canada

Public Libraries Services Branch

Royal Bank of Canada

School District No. 20 (Kootenay-Columbia)

Selkirk College

Service Canada

Teck Cominco Ltd.

United Way

United Steelworkers Local #9705

Appendix 2 - The Community Literacy Inventory

Prenatal and Perinatal	Birth to 5 years	Kindergarten To Grade 3	Grades 4-7	Grades 8-9	Grades 10-12	Young Adults	Adults	Seniors
Beautiful Beginnings	Babbling Babies	Art Camp	Friday Youth Program	—————→	—————→	Adult Basic Education	—————→	—————→
Building Beautiful Babies	Books for Babies	Book Club	—————→			One to One Literacy Tutoring	—————→	—————→
Prenatal & Perinatal Classes	Baby Steps	One to One Reading Program	Girl's Night Out			Adult Computer Classes	—————→	Seniors Computer Classes
	Love 2 Learn			Youth Centre Computer Lab	—————→	One to one Computer Tutoring	—————→	—————→
	Nobody's Perfect	Camp Kaleidoscope	—————→	Youth Employment Services	—————→	Employment Services	—————→	—————→
	Parent Child Mother Goose	Junior Chefs Program	Aboriginal Art Camps			ESL Classes	—————→	—————→
	Toddler Storytime	Summer Reading Program	—————→			ESL Conversation Club	—————→	—————→
	Preschool Storytime		French Camp			Young Parents Group		New Horizons Computer Workshops
	Parent & Tot Drop In	Discovering Loss	Musical Theatre Camps	Mint Fridays	—————→	Stress Free Reading at Home	—————→	—————→
	Family Night Out	—————→	—————→	At Risk Youth Camp	—————→	SD20 Continuing Education	—————→	—————→
	Bright Beginnings	Big Kid Night	—————→	Aboriginal Girls' Camp	—————→	Workplace Learning Programs	—————→	

Prenatal and Perinatal	Birth to 5 years	Kindergarten To Grade 3	Grades 4-7	Grades 8-9	Grades 10-12	Young Adults	Adults	Seniors
	LEAP Program	Roots of Empathy	→			Writing Out Loud		
	StrongStart Centres	After School Programs	→			Parenting workshops	→	
	Family Literacy & Parenting Centre	Parents as Literacy Supporters (PALS)	Boys' Time		Youth Transitions Coordinator	→		
	Community Schools							→
	Ready Set Learn	SD 20 District Literacy Coordinator	→	→		Community Learning Place	→	→
	Private Preschools	Boy's Reading Camps	→					
	Success By Six	Endless Adventures	→	Teen Book Clubs	→			
	Regional Early Intervention Committee		Children's Communication Programs					
	Supported Childcare		360 Program	360 Youth Mentoring				
	ESL Family Time		Homework Club					
	Library Preschool Programs							
	Play & Learn							