

COMMUNITY – DISTRICT LITERACY PLAN



School District No. 51 (Boundary)

July 2009



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Acknowledgements

It takes much time, energy and commitment to create a District Literacy Plan (DLP). We gratefully acknowledge the major contribution by the members of the original District Literacy Planning Committee in helping to bring our plan into creation:

Leda Leander – Boundary Family and Individual Services Society
Lizanne Eastwood – Columbia Basin Alliance for Literacy
Ellen Strelaeff – StrongStart, Family Centres, Success by Six
Maxine Ruzicka – Director of Instruction, School District No. 51
Michael Strukoff – Superintendent of Schools, School District No. 51

This committee has now joined the Boundary Literacy Advisory Committee, which was formed under the auspices of the Columbia Basin Alliance for Literacy (CBAL) to help complete the first Community Literacy Plan in 2005 as part of the Literacy Now planning process. We are grateful to this group for its continued support for literacy in the Boundary.

We would also like to thank Jane Green of PivotPoint Coaching for her energetic and joyful approach in organizing the strategic planning process, and for her skilled facilitation in implementing it.

We are a community that excels in building partnerships. We appreciate the new levels of collaboration which this literacy planning process has created.



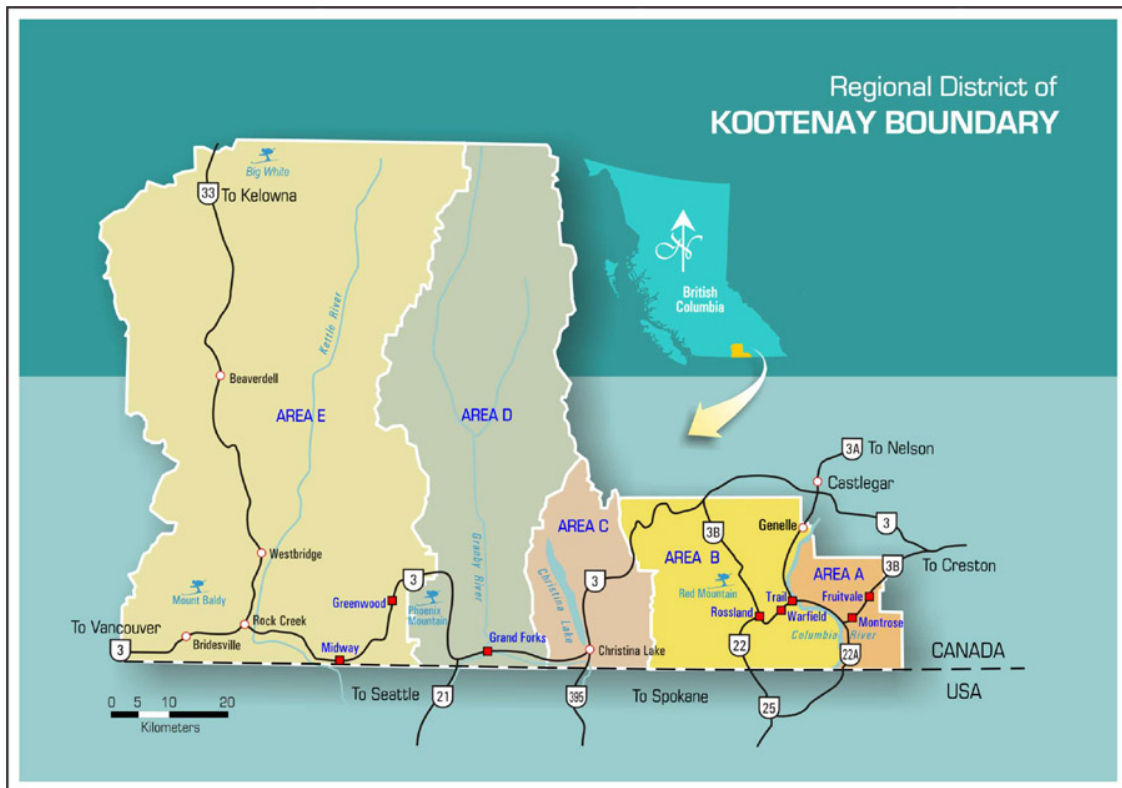
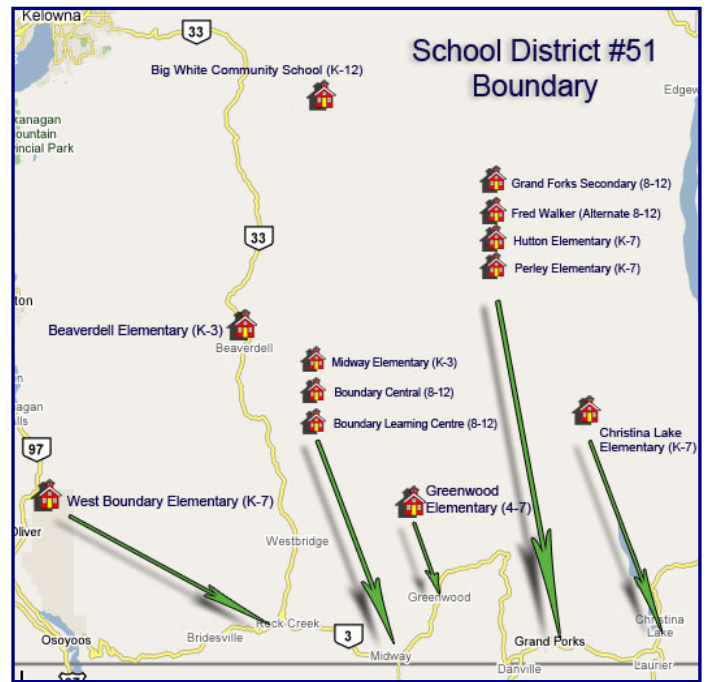
From left to right: Joanie Holmes, Julie Draper, Jane Green, Lizanne Eastwood, Maxine Ruzicka, Leda Leander and Erika Schoenfeld with an illustration of the District Literacy Planning Day

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A. The Context:

School District 51 (SD51) – Boundary is made up of three municipalities within the Regional District of Kootenay Boundary including Grand Forks, Greenwood and Midway and the unincorporated Electoral Areas of C, D and E including the communities of Christina Lake, Rock Creek, Bridesville, Westbridge, Beaverdell and Big White. It covers 7000 square kilometers and has a resident population of 12,516, with 67% of the dwellings categorized as rural. Non-English speaking households make up 4.2% of the population and 15.3% of the population identify themselves as Aboriginal. The population has been in decline since 1998. The school district population was 1473 FTE in September, 2008 and the projected School District population for the 2009/2010 school year is 1434 FTE.



B. Trends, issues, barriers:

1. The local economy is in a state of transition. It has traditionally relied on resource extraction (forestry, mining). However, that is changing as the forest industry declines. Pope and Talbot's tree farm license and operations have been sold to Interfor. The Midway Mill was sold and closed prior to the Interfor purchase. Since Interfor's arrival in the community the Grand Forks mill has been operating intermittently. The Merit Mine, near Phoenix, opened in the fall of 2007 and closed because of bankruptcy in the fall of 2008. Fifty local jobs were lost with that closure. In the midst of this unpredictable economic climate, there is a move towards creating new forms of employment in tourism and agriculture. While many families have had to move away in search of new work, there is also an influx of new residents retiring to the area. The new arrivals bring with them skills and background that help diversify the community.
2. Public transportation is an issue in this rural area. The only option is a community bus which is available on a very limited basis. This means many families and individuals are unable to access public services.
3. The Boundary has a small population that is spread out over many kilometers. It takes 2.5 hours to drive from one end of the district to the other. This presents challenges in delivering programs in some of the smaller, hard-to-reach communities.
4. The skills shortage affects everyone. However, as a small district, it is especially difficult to find and retain qualified educators to teach early years and special education programs.
5. A shortage of quality childcare and Early Childhood Educators make it difficult for parents to access care while they work.

C. What is literacy?

The concept of literacy is constantly evolving. It used to be understood as a set of discreet skills limited to reading and writing. That definition has widened to encompass a functional view of literacy as the ability to accomplish tasks and participate in the world around us. Accordingly, the International Adult and Literacy and Life Skills Survey (2005) has defined literacy as "the ability to understand and employ printed information in daily activities, at home, at work and in the community – to achieve one's goals, and to develop one's knowledge and potential." This wider perspective moves literacy into new realms. As ReadNow BC states: "This means literacy can include social, emotional, and interpersonal communication skills, the use of technology, and arts and creative expression."

This expanded view of literacy has been considered at various literacy gatherings in the Boundary since the Literacy Now community planning process began in 2005. New technologies allow learners to express themselves and demonstrate understanding outside of the traditional skill sets of reading and writing. As the community becomes ever more aware of the diverse learning needs of people of various ages, learning styles and abilities, the definition of literacy has expanded accordingly. Thus, the local community embraces literacy as being synonymous with “learning”.

D. Partners

School District 51 has formed partnerships with the following organizations for the purpose of developing the District Literacy Plan:

The District Literacy Planning Committee was formed to direct the planning process of the District Literacy Plan. The six member committee represented Boundary Family and Individual Services Society, Columbia Basin Alliance for Literacy, School District 51, StrongStart, Family Centres and Success by Six.

The Boundary Literacy Advisory was created through the auspices of the Columbia Basin Alliance for Literacy to guide the development of the Community Literacy Plan through the Literacy Now process. This process involved over 75 people in 3 major planning events between November 2004 and October 2006. These plans are integral to the community as well as to the district planning process. For this reason, the Boundary Literacy Advisory, with its mission to develop, plan, encourage and support literacy in the Boundary, acts as a broad-based clearing house. The group covers a wide spectrum of the community including: School District 51, Columbia Basin Alliance for Literacy, Selkirk College, Boundary Family and Individual Services, Boundary Family Centres, Success by Six, Grand Forks Public Library, Infant Development Program, Grand Forks City Council, youth, Community Futures, Aboriginal programs, the media, and literacy volunteers.

The Columbia Basin Alliance for Literacy (CBAL) is a charitable non-profit organization that was formed in 2001 to provide leadership and support to local community actions related to literacy and to partner with other regional bodies to promote those ends. Through its many on-going programs and events, it provides literacy opportunities for Boundary residents from birth to grave.

The Boundary Early Years Advisory Committee was formed to promote healthy early child development through programs and resources that strengthen and support children, families and the community. Its members represent the following across the Boundary: Boundary and Family Individual Services Society, School District #51, Success by Six, Children First, StrongStart, Family Centres, parents and grandparents, community outreach, services for children who witness abuse, pregnancy outreach, CAPC, Aboriginal outreach, public health, infant development, child care resource and referral, daycare, libraries, speech and hearing therapy, and pediatric physiology.

E: Long Term Goals

The literacy planning process has been guided by four long term goals:

Goal 1: Sustain and strengthen the existing learning programs and resources that encourage children, youth, and adults to become literate and enjoy literacy activities.

Goal 2: Provide resources and supports for those children, youth and adults who may not be engaged in literacy activities.

Goal 3: Embed learning and literacy activities in community settings.

Goal 4: Support literacy success in early learning, school and adult programs for our aboriginal population.

F: The Planning Process - Updating the District Literacy Plan

March 7, 2008

School District 51 and its partners hosted a day-long strategic planning event, *“Community Roots: Developing Our Boundary Wide Community Literacy/Early Years Strategic Plan”*, involving 40 people from multiple sectors in developing action plans with measurable outcomes. A comprehensive plan was created covering literacy from birth to the grave.

September 8, 2008

The Literacy Launch: Jane Green chaired a meeting to identify the next steps for the District Literacy Plan. Projects were consolidated from ten to five, including:

1. Strong Start Programs
2. Ages and Stages Questionnaire
3. Communication – Bulletin Boards
4. Community Discovery Program - multigenerational
5. The Grand Event – Learning Styles and Multiple Intelligences

October 2008 – May 2009

Three meetings took place to discuss and determine stewardship of the DLP funds. In March, CBAL was asked steward the funds on behalf of SD51. The Boundary Community Literacy Advisory met twice, in November and April, to update the DLP and start planning for events to take place in fall 2009. In May, the Literacy Outreach Coordinator (LOC) participated in a conference call with representatives from Literacy Now, Ministry of Education, Selkirk College and CBAL to discuss different community approaches to updating and/or completing the District Literacy Plan for 2009. In June, the LOC met with the District Superintendent and Director of Education to discuss the 2009 District Literacy Plan.

June 2009

Original participants from the 2008 DLP strategic planning session were invited to attend a meeting to revisit, evaluate, update and identify new gaps in the DLP. Eighteen people attended this meeting. They were divided into three working groups to address the three focus areas: Community Awareness, Planning and Evaluation. (The fourth focus area from 2008, Working Together, was combined with Community Awareness).

G: Issues and Questions to Consider for Future Planning

A number of issues relevant to future planning surfaced through the process to date:

Issues

1. It is important to recognize the work that is already being done and to support, promote and expand our current community literacy programs.
2. We need to consider how much energy it would take to do a Grand Event and asses to see if there is a better use of our dollars.
3. We need to keep increasing access for hard-to-reach families, and keep these needs in the forefront.
4. If we do a multi-generational event such as the *The Learning Faire* or the *Poetry Slam*, we need to assign someone to coordinate these ideas to be a continuing effort, not just a one- time event.

Questions

1. How can we remove the barriers facing people who want to improve their literacy skills?
2. How does essential information get to all community members, regardless of their reading level and access to media?
3. How can school activities be brought into the community and how can the community be brought into the schools?
4. How can we continue to deliver the messages presented to our communities by Dr. Martin Brokenleg and Lee Brown?

H: The Plan

Based on the June 2009 meeting, three focus areas were identified to address the needs of the Boundary region. These are the priorities that will be addressed in 2009/2010. The Plan highlights what steps have been taken in the past year and outlines the objectives and next steps for the coming year. Several items that appeared on the 2008/2009 plan have been eliminated as they are either no longer a priority for the community or the goals have been met and others have been expanded or changed to meet current community needs.

Focus Area 1: Community Awareness

Consider: How can we increase awareness of what's happening?
 How can we share resources?
 How can we be sure everyone knows what's happening and where to get supports?

Lifespan

Who	Lizanne Eastwood Pauline Schmidt	Karren Donald Sally Garcelon
Describe	<p>Title: <i>Awareness of Literacy Programs</i></p> <p>Communicate across the Boundary all the literacy programs that are available through a widely-seen calendar.</p>	
2008-2009 Update	A Spring 2009 Literacy Calendar was created, highlighting literacy events and programs for the entire Boundary. It was distributed in four communities across the Boundary and posted on the SD51 website.	
2009-2010 Plan	<p>The calendar will appear on a website (WIKI), in the newspaper, and in multiple public displays across the district. A print version of the calendar will be available in multiple locations across the district. The Literacy Outreach Coordinator will create and update calendars on a seasonal basis.</p> <p>Evaluate: are we reaching the people?</p>	
Next Steps	<p>Create a summer calendar of available programs. Talk to Gazette publisher about printing the calendar on a seasonal basis. Create an email list of partners to gather their program information quarterly.</p>	
Potential Bumps	<p>How to engage everyone? Use a variety of media to engage everyone: print calendars, email lists, newspapers and websites.</p>	
Strengths	<p>Lots of programs in place to draw upon. Each community can communicate what is happening in that area. We have buy-in from community partners to supply updated information.</p>	

Success statement:
 A calendar of literacy events will be produced quarterly and posted in the newspaper, in public displays, and on a website. It will appear on public displays in at least four communities in the Boundary and a print version will be available in at least eight locations in the region.

Focus Area 1: Community Awareness

Consider: How can we increase awareness of what's happening?

How can we share resources?

How can we be sure everyone knows what's happening and where to get supports?

Lifespan

Who	Lizanne Eastwood Sally Garcelon Stephanie Boltz	Pauline Schmidt Karren Donald
Describe	Title: <i>Building Community Information Board</i> Locate weather-proof, covered, behind glass, attractive community event information boards with contact information for community players in the hub of each community in the Boundary.	
2008-2009 Update	Midway Library has received a community grant to partially cover the cost of building a board. They have blueprints and materials, and are ready to build. This will act as a model for other community information boards.	
2009-2010 Plan	Locations and funds for two additional bulletin boards will be secured. Boards will be constructed and put in place. Everybody knows about them and uses them to access services.	
Next Steps	Liaise with the Visitor's Information Centre/Art Gallery regarding the use of the south wall of the old Art Gallery. They are unable to provide funds but will allow community use of the board on the old Gallery wall and have potentially agreed to update and maintain the information on the Bulletin Board. Contact City Administrators to talk about use of space on a city owned building. Midway librarian has started work on the Midway bulletin board and has agreed to maintain and update the information on the bulletin board.	
Potential Bumps	Securing funds for three boards.	
Strengths	One central location in each community. Less time required by service providers to share info.	

Success statement:
A bulletin board containing a community events calendar and contacts is built in at least three Boundary communities.

Focus Area 2: Planning

Consider: How do we increase access for hard to reach families?
 How do we screen and assess effectively?
 How do we respond to children, youth and adults who are experiencing literacy and/or developmental difficulties?

Birth to Kindergarten

Who	Sheila Dobie Louise Heck Michael Strukoff Leda Leander Ellen Strelaeff
Describe	<p>Title: <i>Starting Stronger - Early Childhood Wellbeing Counts</i></p> <p>Work towards universal screening using Ages and Stages Questionnaire.</p> <p>Support children and families to access services, resources and community supports through StrongStart Centres across the Boundary.</p>
2008-2009 Update	<p>StrongStart Centres are established in every Family Centre in the Boundary with three permanent sites and four outreach sites.</p> <p>Screening training has taken place in Grand Forks and West Boundary.</p> <p>CBAL, BCCRR, Family Centre and Girl's Eye View resources have been catalogued.</p> <p>Family Centre focus groups took place with child care provided for families.</p>
2009-2010 Plan	<p>Continue screening for development at the following ages: 6 months, 21 months, and 4 years.</p> <p>Promote the use of community services, resources and supports in all StrongStart sites.</p> <p>Train kindergarten teachers across the Boundary in using the Ages and Stages Questionnaire in fall 2009.</p>
Potential Bumps	Weather and transportation
Strengths	Partnerships

Success statement:

Kindergarten teachers across the Boundary are trained in using the Ages and Stages Questionnaire. Children aged 6 months, 21 months, and 4 years old in are screened. Information and/or access to community services, resources and supports are available at al SD51 StrongStart sites.

Focus Area 2: Planning

Lifespan

Who	Sheila Dobie Leda Leander Ellen Strelaeff Louise Heck Michael Strukoff
Describe	<p>Title: <i>Community Discovery Program</i></p> <p>Multigenerational family events that focus and celebrate community cultures, history and ethnicity, such as Armchair Travelling Roadshow – storytelling. These events will build trust and relationships through strengthening partnerships and family members.</p>
2008-2009 Update	<p>Contacted Barbara Adler regarding the possibility of holding a <i>Poetry Slam</i> event, with the additional possibility of tying in presentations at SD#51 schools.</p>
2009-2010 Plan	<p>Multi-generational family event to take place in Grand Forks in the fall of 2009 with the possibility of rolling it out in West Boundary communities in the following year.</p>
Next Steps	<p>Boundary Literacy Advisory Committee will proceed with initial planning for an event for the fall of 2009.</p> <p>Form a sub-committee to plan the event.</p> <p>Contact Barbara Adler regarding her availability in fall 2009.</p>
Potential Bumps	<p>Time, forming partnership, weather, funding / sponsor, and transportation.</p>
Strengths	<p>Multigenerational, partnerships, inclusive. An outdoor event – unique opportunity for some families. SD #51 has property and liability insurance for these types of events.</p>

Success statement:

Three Boundary communities will each hold one Discovery Program in 2009/2010.

Focus Area 3: Evaluation

Consider: How do we revise what we're doing so we're doing more of what works and less of what doesn't?
 How do we reflect on what has happened and gather data?
 How will we celebrate?
 How will we know change has happened?
 What will we count, what will we share, with whom, how, when?

Birth to Kindergarten

Who	Christy Luke Marilyn Strukoff Lisa Chapman	Dennis Thome Diane Thome Jane Mackay Green
Describe	Title: <i>Promote Understanding of Ages and Stages of Child Development</i> Provide workshops on Ages and Stages of Child Development to child care providers, parents, and service providers. Distribute information through Public Health.	
2008-2009 Update	Parents at CAP-C and child care workers at Sunshine Valley Little People's Centre were given workshops on administering the Ages and Stages Questionnaire (ASQ). Families attending the Rock Creek Fall Fair in September 2008 were able to obtain information on the ASQ and administer it on site. ASQ information has appeared in 2 newsletters and trainers have provided workshops across the Boundary.	
2009-2010 Plan	Parents will be aware of the ASQ and feel comfortable using it. Public health workers will visit groups/places where youngsters gather with their parents/care providers to educate them about the ASQ. Kindergarten teachers across the Boundary will receive training in administering the ASQ in fall 2009. Information about the ASQ will be put into community newsletters and brochures.	
Next Steps	Promote the ASQ through school newsletters so all parents understand what it is and its universal approach to assessment. Marilyn Strukoff will get the word out to school administrators Create an ASQ bookmark to be handed out with early years books at the libraries. Diane Thome will research if one of these already exists.	

Success statement:

Information about A&S appears in three newsletters. Organizers will visit at least four groups/places where families gather to explain the ASQ, and will network with at least 4 groups of parents/caregivers/ service providers.

Focus Area 3: Evaluation

Adult

Who	Christy Luke Marilyn Strukoff Lisa Chapman	Dennis Thome Diane Thome Jane Mackay Green
Describe	<p>Title: <i>Show and Tell "A Learning Faire"</i></p> <p>Provide sharing opportunities that celebrate and honour life-long learning and inspire others to learn. Celebrate personal, group, and community "stories", skills, talents, knowledge, successes, and learning with community ~ you learn by helping others learn.</p>	
2008-2009 Update	Initial planning has begun.	
2009-2010 Plan	<p>Assemble a committee to research and plan <i>Learning Faires</i> that will provide adults the opportunity to explore multiple intelligences / learning styles and celebrate local successes.</p> <p>Hold the <i>Learning Faire</i> with an open invite to all members of our community with special emphasis on reaching new immigrants, special needs and seniors.</p> <p>Present the "broadening of experiences" possibilities of adult learning through increasing awareness of multiple intelligences and learning styles as possibilities to further life-long learning</p>	
Next Steps	Support the Boundary Literacy Advisory in planning and implementing events in both East and West Boundary in 2009.	
Potential Bumps	Finding expert organizers and a Multiple Intelligence leader / coordinator	
Strengths	Addresses ALL interest areas	

Success statement:

A Learning Faire that gives adults from a broad spectrum of the community an opportunity to explore multiple intelligences and learning styles will take place in both the East and West Boundary in 2009.

Evaluation for K-12 will be included in the 2009/2010 School Achievement Plan available at www.sd51.bc.ca.

Focus area 4: Evaluation

Lifespan

Who	Christy Luke Marilyn Strukoff Lisa Chapman	Dennis Thome Diane Thome Jane Mackay Green
Describe	<p>Title: <i>Meaningful Self-assessment at Every Age</i></p> <p>Important, informed, keeps “self” at centre ~ “I have a goal...” I can, I will, I do, I learn, I like, I plan to improve.....</p>	
2008-2009 Update	<p>Benchmark evaluations are being utilized for all adults in learning programs offered through CBAL.</p> <p>Essential Skills Training was offered to a variety of community partners in June 2009.</p>	
2009-2010 Plan	<p>A professional development event for practitioners across the Boundary will be held on formal evaluation methodologies, including: information on ASQ Balanced Self-Assessment, Community Benchmarks, and the self assessment rubrics from The Ground Up project.</p> <p>Family literacy benchmarks will be utilized in all family programs offered through CBAL in fall 2009.</p>	
Next Steps	<p>Form a planning group for 2010 evaluation event.</p> <p>Talk ~ inquiring conversations that lead to planning choices within the identified Action Planning Group.</p>	
We Need	<p>People to participate in action planning.</p>	

Success statement:

An action plan is developed and implemented that encourages the use of self-assessment as an effective evaluation tool for all ages. A professional development event is held for practitioners who to look at formal assessments being used in our communities.

I: Reflecting on the Plan

Reflecting on the 2008 Plan	
1. What priorities/objectives and actions from your 2008 District Literacy plan have you addressed this year?	See: "The Plan" 2008-2009 Updates
2. What has happened as a result of the work this year? What have been the major impacts?	<p>What happened?</p> <ul style="list-style-type: none"> The District Literacy Plan (DLP) provides our Community Literacy Advisory Committee with a solid plan for the upcoming year. More community partners have been brought into the planning process. <p>Major impacts?</p> <ul style="list-style-type: none"> Current community partnerships have been strengthened and new partnerships have emerged. Community literacy programs were enhanced and/or expanded. An outreach coordinator has been hired for the West Boundary. A needs assessment was delivered to residents of the WB. The Adult Literacy Review table was formed. <p>There is an increased awareness of a broader definition of literacy.</p>
3. What was the most successful aspect of initiatives this year? What was challenging?	<p>Successful:</p> <ul style="list-style-type: none"> Our senior's computer classes have grown exponentially. We were able to expand our programming options to include classes for beginners, intermediate and advanced students as well as expand the program to the West Boundary The Girl's Eye View program curriculum was developed using the expanded definition of literacy created by ReadNow. Thirty-three girls participated in a wide range of activities. The program was embraced by the community as a whole. The program will expand into the West Boundary in 2009-2010. We expanded programming for our Special Needs Community, with many learning outcomes achieved. <p>Challenging:</p> <ul style="list-style-type: none"> Maintaining the numbers for some of our family literacy programs has been challenging with the range of programs available for the early years sector. Although this was challenging it does open up new opportunities to enhance and expand adult/senior programming in 2009/2010.
4. What evaluation methods/framework and/or tools did you use to determine how effective your work has been? What issues/areas of concern do you have about this evaluation technique or evaluation in general?	<p>Evaluation Tools:</p> <ul style="list-style-type: none"> Community Literacy Benchmarks (measure learner progress) Canadian Language Benchmarks Annual performance review for community literacy coordinator Columbia Basin Alliance for Literacy (CBAL) final report <p>Challenges:</p> <ul style="list-style-type: none"> We have a limited capacity to effectively implement the Community Literacy Benchmarks

5. How has the Literacy Outreach Coordinator position enhanced literacy work in your community?	It is difficult to say how Literacy Outreach Coordination (LOC) has enhanced literacy work as adult literacy coordination has been in place in the Boundary since 1996 through Project Literacy West Kootenay and then through CBAL and Family Literacy coordination has been in place since 1999 through CBAL. The work has evolved over time; however, LOC funding and the development of the DLP have helped raise awareness of the LOC positions and their importance in the community. LOC funding has also helped stabilize and legitimize the positions and allowed for expanded and enhanced programs. The relationship with SD51 has been enhanced through the DLP.
6. What have you learned about collaboration and the community development process?	<ul style="list-style-type: none"> • Be adaptable, patient and flexible • Community development takes time • Pooled resources allow for a greater number of programs to be delivered. • In order to be successful we must be reasonable and take on only what we think we can handle • There is strength in working together
7. Where are collaborations and partnerships working well to increase literacy for vulnerable learners?	The recently formed Adult Literacy Review has brought together representatives from Community Futures, Selkirk, CBAL and SD51 to determine the needs and gaps of adult learners in our communities. Displaced workers and adults with special needs are the primary focus of this group. The Director of Sunshine Valley Community Services has been invited to take part at our next meeting.
8. What resources were effective in helping to achieve desired outcomes?	<ul style="list-style-type: none"> • LOC funding • RLC funding • School District support • BLA & DLP planning

Thinking about the 2009 Plan	
1. What changes do you observe about your community since submitting the 2008 District Literacy Plan?	Our community has seen the closure of a third industry, resulting in more unemployment and families needing to leave the community, or adults needing re-training and access to more learning opportunities.
2. What is the stage (or stages) of community literacy planning?	We have just completed our third year of implementation funding from the Literacy Now planning process. Our first Community Literacy Plan was completed in 2005 and updated in 2007. We have updated the 2008 DLP and are working towards completion of actions outlined in the 2009/2010 DLP.
3. What new challenges or opportunities have arisen since your 2008 plan?	We have hired an outreach literacy coordinator for the West Boundary. She is currently conducting needs surveys and letting people know about her position and CBAL. We expect this will greatly enhance our ability to provide programs suited to the needs of people in the West Boundary. A new planning table called the Adult Literacy Review has been formed to identify gaps and provide services for adult learners, especially those needing re-training.

<p>4. What adjustments have you made to your plan? What new initiatives are planned? What initiatives have been expanded or continued?</p>	<p>We scrapped the idea of the “town crier” or “town know-it-all” as it would be too expensive to hire a person to do the work. The Girl’s Eye View was a very successful new program and will expand into the West Boundary in 2009. Senior’s Computers proved to be very popular in both the East and West Boundary so we have expanded the programs available to include classes for intermediate and advanced learners.</p>
<p>5. How will Regional Literacy Coordinators and Literacy Outreach Coordinators contribute to the literacy work in your community over the next year?</p>	<p>Regional Literacy Coordinators and the Literacy Outreach Coordinator will continue to work collaboratively and cooperatively, under the auspices of the Columbia Basin Alliance for Literacy, with Selkirk College, SD51, and our many other community partners to further literacy work within SD51.</p>
<p>6. Have there been any changes or additions to your thinking about evaluating the progress of your work?</p>	<p>We would like to develop a way to evaluate our planning process for next year.</p>
<p>7. What resources will you need?</p>	<p>Continued RLC and LOC funding.</p>



Regional Literacy Coordinator Christy Luke with ESL learner.



SD51 Superintendent Micheal Strukoff with adult learner.

Adult Literacy year end gathering at the farm!

Appendix 1 A: The Community Literacy Inventory

Boundary Literacy, Learning and Early Years

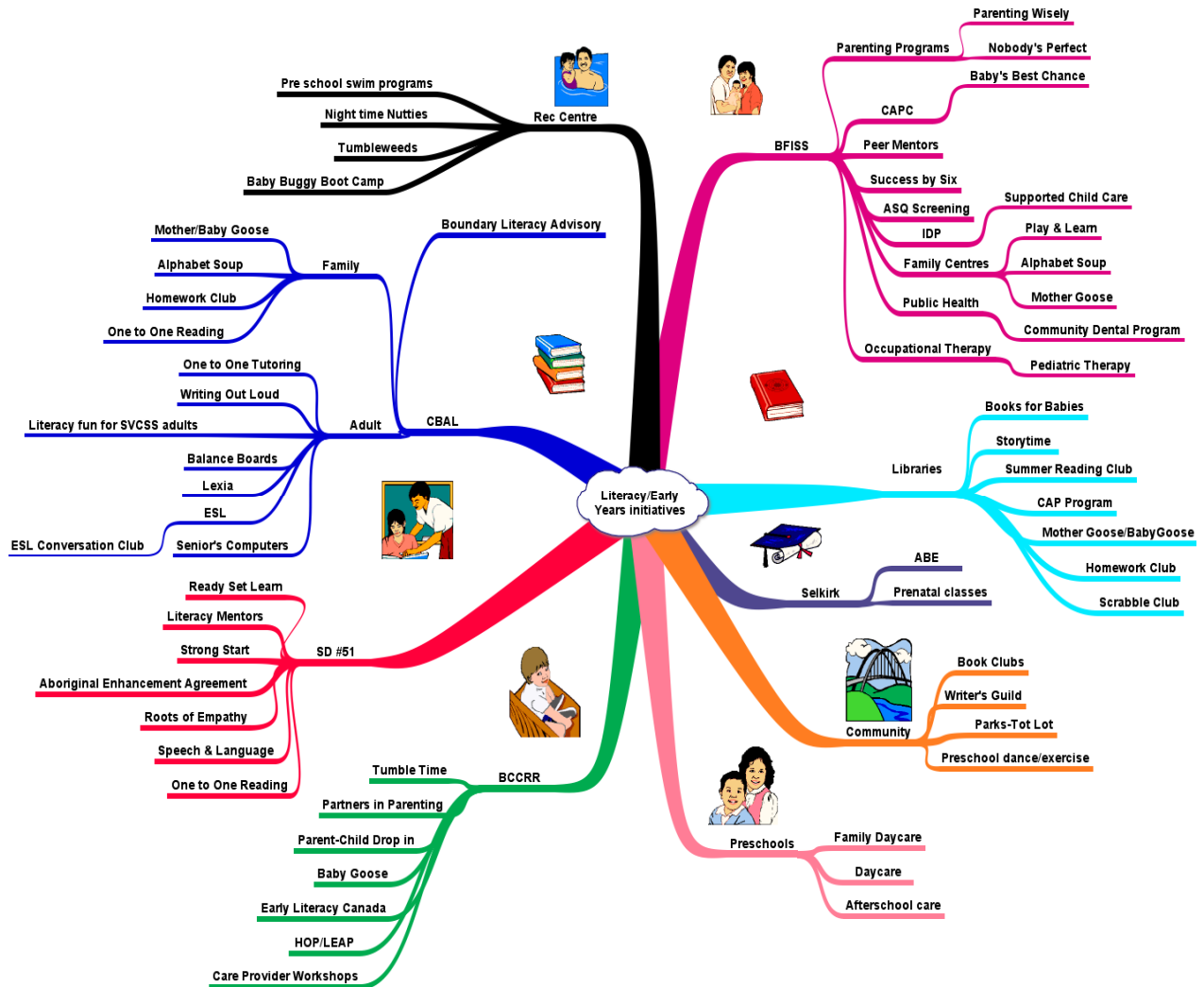
Pre – and peri-natal	Birth to 5 years	K – Gr 3	Grades 4-7	Grades 8 – 9	Grades 10 – 12	Young adults	Adults	Seniors
	IDP	After school care	→			Adult Basic Education	→	
	Family Daycare	Summer Reading Club	→		→	Early Learning Canada	Care Provider workshops	→
	Daycare	Homework Club	→				→	
	Nobody's Perfect	Roots of Empathy	Girl's Eye View			Nobody's Perfect	→	
Baby's Best Chance	Children First					Baby's Best Chance		
	Rec Centre Programs		Scrabble Club	→				→
	Family Night Out	→	→			ESL	→	
		K – 12 Literacy	→		→	1-1 Adult Tutoring	→	→
	Story Time	Aboriginal Enhance. Agree.	→		→	Writing Out Loud	→	
	ASQ	→				Literacy Fun for SVCSS Adults	→	
	Pediatric Therapy	→					Senior's Computers	→
	Occupational Therapy	Speech and Language	→		→	Adult Workplace Literacy	→	
	Physio-Therapy	→				Trades training	→	
	Pre-school Rec Program	Literacy Mentors	→		→	Supported Employment	→	
	Kindermusic Music Play	1-1 Reading	→			Book Clubs	→	→
	Family Centre Drop-in	One-to-One Tutoring	→			Writer's Guild	→	
Blessings Boutique								→
	Parks Tot Lot	→	→			Peers and mentors		Access
	Strong Start					Strong Start	→	→
	Mother Goose					Mother Goose	→	
	Baby Goose					Baby Goose	→	
	Hop/LEAP					Hop/LEAP	→	
Prenatal Classes	Ready Set Learn					PALS	→	→
	Books for Babies							
	Success by Six					Parenting Wisely	→	

Pre-and peri- natal	Birth to 5 years	K – Gr. 3	Grades 4 – 7	Grades 8 – 9	Grades 10 – 12	Young adults	Adults	Seniors
		Community Integration	—————		—————>		CAP Program	—————>
	Play and Learn	—————>				—————>		
	Alphabet Soup					—————>		
	Baby Buggy Boot Camp					—————>		
	Parent/Child Early Learning Opp.					—————>		
	Family Night Out						—————>	
	CAPC West CAPC East					—————>		
	Supported Child Care		—————>			—————>		
	FASD						—————>	
		Community Dental	—————				—————>	
	Dance and Exercise							—————>



Alphabet Soup

Appendix 1 B: The Community Literacy Inventory- The View from 5,000 Feet



Appendix 2:
Community and District Literacy Planning Committee
Contact List
2008/ 2009

Name	Email	Phone	Organization
Chapman, Lisa	lisa.Chapman@sd51.bc.ca		SD51 – special ed teacher
Sheila Dobie	sdobie@thehub.literacy.bc.ca	442-8583	CBAL - staff Women's Resource Centre
Donald, Karren	karzim@telus.net	443-1295	Gospel Chapel
Eastwood, Lizanne	leastwood@cbal.org	442-2533	CBAL - LOC
Garcelon, Sally	sally.garcelon@gmail.com	447-9571	SD51 - Trustee
Green, Jane	jwmackay@shaw.ca		Pivot Point Coaching Selkirk College
Heck, Louise	bccrr@telus.net	442-5152	Boundary Child Care Resource and Referral - Director
Leander, Leda	leda.Leander@bfiss.org	442-2267 442-5571	Boundary Family and Individual Services - Executive Director
Luke, Christy	cluke@selkirk.ca	442-2704	Selkirk College - Regional Literacy Coordinator
Ruzicka, Maxine	maxine.ruzicka@sd51.bc.ca	442-8258	SD51 - Director of Education
Schmidt, Pauline	stan_pauline@telus.net		Community Volunteer
Strelaeff, Ellen	ellen.strelaeff@bfiss.org	442-2267	Boundary Family Centres Success by Six
Strukoff Marilyn	marilyn.strukoff@sd51.bc.ca		SD51 – elementary teacher
Strukoff, Michael	michael.strukoff@sd51.bc.ca	442-8258	SD51- District Superintendent
Sutherland, Margaret	msutherland@thehub.literacy.bc.ca	365-3336	CBAL & Selkirk College – Regional Literacy Coordinator
Thome, Diane	diane.thome@sd51.bc.ca		SD51 - teacher
Thome, Dennis	dennis@boundarycf.com	442-2722	Community Futures - employment officer
Fletcher, Judy	judy.fletcher@bfiss.org	442-2267	Interior Health Authority - Infant Development Program
Schoenfeld, Erika	erika.schoenfeld@bfiss.org	442-2267	Boundary Family and Individual Services – Aboriginal Outreach
Redlack, Darlainea	darlainea@yahoo.ca	442-2191	Gazette Newspaper
McKelir, Sandy	smckelir@selkirk.ca	442-2704	Selkirk College – ABE teacher
Robert, Gene	grobert@grandforks.ca	442-8266	Grand Forks City Council
Malange, Cara-Lee	cmalange@selkirk.ca	442-2704	Selkirk College – Campus Administrator
Hanson, Io	freerange_rooster@hotmail.com	442-0194	Youth representative
Buzzell, Heather	hbuzzell@gfpl.ca	442-3944	Director – Grand Forks and District Public Library