

# REPORT FORM AND GUIDELINES

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LITERACY NOW COMMUNITIES PROGRAM  
STAGE THREE - IMPLEMENTATION  
2008-2009

# report form and guidelines

## LITERACY NOW COMMUNITIES PROGRAM

### INFORMATION ABOUT THE REPORT

This reporting format is an attempt, beyond the actual community literacy plans, to gather information about what is happening in communities as a result of the Literacy Now approach. Just like community development work itself, reporting on it is an organic, participatory and evolving process.

We are attempting to find a balance between quantitative and qualitative information. We are conscious of the time that reporting can take and of the burden of work already carried by most literacy practitioners; however, we encourage you to inform us as well as you can about the work that you are doing. Information from these reports will be consolidated; examples will be used to make a case for community literacy work, and to support other communities that are working on literacy development.

Community plans and consequently implementation vary considerably from place to place. How you respond to the questions in this report will depend on the kinds of activities your community engaged in and how this engagement occurred. There are likely to be questions that do not apply to your work, please just put N/A beside these. There may be some question about which programs in the community to report on - your judgment about this will be best, but any programs to which 2010 Legacies Now funding has been applied or that developed as a result of coordination paid for by 2010 Legacies Now should be included.

The guidelines below are intended to help you get a sense of what the report question is about. If you are uncertain about how to do this report or answer a particular question, please do not hesitate to contact your 2010 Legacies Now support person or Leona at 778-840-5399 - email [lgadsby@2010legaciesnow.com](mailto:lgadsby@2010legaciesnow.com)

If you receive funds from other sources, there are likely overlaps between reports you make for those and this one. In order for us to have a consistent format from which to draw information, please paste in appropriate information from other reports to the questions in this one. We would be pleased to receive copies of those other reports that are relevant and may include additional information such as stories and pictures.

## CONTACT INFORMATION

Name of Community: Prince George

Name of person submitting this report: Marc Saunders, Co-Chair

Address: 887 Dominion St. Prince George B.C.

Phone number: 250-563-9251 ext. 119

Email address:

Submission Date: January 30, 2009

## YOUR COMMUNITY

- What changes do you observe about your community since doing the community plan?
  - The overall economic health of our community has been stable over the last year. However, a number of important employers closed their doors putting a large number of people out of work.
  - There was a substantial turnover in City Council and School Trustees, in the last municipal election. There is a need for the increased awareness of social and literacy issues to be made more visible to these new community representatives.
  - There was a substantial decline (49%) in single family housing starts (from 288 in 2007, to 146 in 2008) in Prince George.
  - The average value of a home in Prince George has remained stable over the last two years; however, January stats are not looking as optimistic.
  - The general crime rate has decreased, while gang related activity has increased.
  - Our community is actively addressing the issues of poverty, addictions homelessness and other social issues specifically in the downtown core.

*This is an overview. List in bullet form the changes in the community that you feel have an impact on literacy work. This may include factors such as economic change, business closures, and housing growth.*

## YOUR PLAN

- List the priorities/objectives and actions from your community's literacy plan that have been addressed this year.
  - Literacy Outreach Coordinator (LOC) was to:
    - Act as liaison with service providers

- Market and promote services and increase awareness of issues surrounding literacy
- Increase advocacy for literacy
- Arrange and facilitate meetings with service providers to address literacy challenges
- Liaise with other LOCs and act as a conduit of information
- Act as a central resource person
- Work on completing and maintaining an asset inventory
- Meet with community stakeholders to maintain grassroots approach
- Develop a strategic plan for the Prince George Literacy Committee as well as the community as a whole

*What did you do?*

- **What have been the major impacts of this work?**
  - The Literacy Outreach Coordinator (LOC):
    - Acted as liaison with service providers
    - Marketed and promoted services and heightened awareness of literacy issues
    - Increased advocacy for literacy
    - Arranged and facilitated meetings with service providers to address literacy challenges
    - Liaised with other LOCs and acted as a conduit of information
    - Acted as a central resource person
    - Worked on completing and maintaining an asset inventory
    - Met with community stakeholders to maintain grassroots approach
    - Developed a strategic plan for the Prince George Literacy Committee as well as the community as a whole
  - The LOC position was important to increase visibility, awareness and depth of understanding of literacy issues.
  - A major result over the past year has been an increased level of networking amongst literacy service providers. There is an increased number of referrals and consultation leading to more people finding the help they need.

*What has happened as a result of the work this year? Why do you feel it is important? These impacts might have to do with levels of literacy awareness, amount and depth of discussions about literacy, amount of programming, levels of participation, numbers of collaborations, support to individuals.*

- **What adjustments have you made to your community plan?**

- We will be evaluating our community plan in the coming months. It is too soon to say what kinds of adjustments we may make; however, we are increasing our focus on the needs of adult learners in particular.

*It is likely that new thinking or opportunities have arisen or that actions identified previously are either no longer relevant or already accomplished.*

**task group and advisory committee**

- If your task group or advisory committee has a vision or mission statement, list it here.
  - Our vision is to make Prince George a lifelong learning community.

*If not, please put NA.*

- Number of people participating in the Community Literacy Task Group or Advisory Committee:
  - 7

*Please list just the number*

- List the sectors involved in the Task Group:
  - Post-secondary (College of New Caledonia)
  - Public Libraries (Prince George Public Library)
  - Prince George Native Friendship Centre
  - School District 57
  - School trustee
  - Community (retired teacher and at present, a tutor)
  - Regional Literacy Coordinator

*This is to give a sense of the breadth of community involvement and potential for sharing of information, resources, support. It is possible that there are Task Group members who are private citizens, retired teachers, and tutors. Please list these as sectors.*

- Number of times that your Task Group/Advisory Committee met:
  - 12 meetings of the committee as a whole
  - Numerous small meetings of 2 or more committee members

- Numerous e-mail and phone interactions

*It is possible that you communicated by email and in small groups, please mention that here.*

- Examples of statements/actions that indicate a shared understanding of the issues and needs:
  - Our experience on the front is anecdotal. We have had numerous conversations with stakeholders to indicate an increased awareness. We noted in particular positive feedback from City councilors after a presentation in the fall.
  - It has been noted that the committee has been responsive to community feedback through direction given to the LOC.
  - Increased collaboration between the LOC and the RLC.

*What indications do you have that people's understanding about literacy and the issues in the community have increased? Beyond the development of the planned actions that you have taken, have you noted anything in particular about people's attitudes and participation?*

### **literacy outreach coordination**

The coordination of literacy work in the community context has been an important outcome of literacy planning work. Therefore, an effort has been made to fund the Literacy Outreach Coordinator (Community Literacy Coordinator) position specifically. In this section, please add any comments that are especially related to the coordinator position and its effect on literacy work.

- How has the Literacy Outreach Coordinator position funded through 2010 Legacies Now enhanced literacy work in your community?
  - The Literacy Outreach Coordinator (LOC):
    - Acted as liaison with service providers
    - Marketed and promoted services and heightened awareness of literacy issues
    - Increased advocacy for literacy
    - Arranged and facilitated meetings with service providers to address literacy challenges
    - Liaised with other LOCs and acted as a conduit of information
    - Acted as a central resource person
    - Worked on completing and maintaining an asset inventory
    - Met with community stakeholders to maintain grassroots approach
    - Developed a strategic plan for the Prince George Literacy Committee as well as the community as a whole

- The LOC position was important to increase visibility, awareness and depth of understanding of literacy issues.
- A major result over the past year has been an increased level of networking amongst literacy service providers. The LOC has recorded increased communication from service providers around issues and problems which has led to meetings and connections being facilitated by her office. There are an increased number of referrals and consultation leading to more people finding the help they need.

### **collaborations**

- Number of organizations involved in collaborating in service/event delivery:

See question 12.

*This is the number of organizations participating in the delivery of programs, projects, workshops and events*

- **Examples of collaborations:**
  - BC Day - Children First, Books and Company, St. Michael's Church and Knights of Columbus and the citizens of Prince George
  - Stop, Drop and Read - Pine Centre Mall, Prince George Native Friendship Centre, Prince George Public Library, UNBC Northern Advancement Centre, The Free Press
  - Plain and Clear Language Workshops - Canadian Council on Learning Adult Learning Knowledge Centre, PGNFC, and the communities of Quesnel, Vanderhoof, Burns Lake, Valemont, and Prince George)
  - Family Literacy Week Book Exchange- Books and Co, Pine Centre Mall, St. Michaels Church, The Prince George Citizen and The Free Press, PGNFC
  - Financial Literacy Workshops-Aboriginal Business Development Centre, this event has the support of several community service providers, and the LOC has had a request to further develop this workshop into a "traveling road show" .

*Here you can talk about the ways in which people are working together.*

### **the initiatives**

- What new initiatives have been instituted?

- BC Day - Community gathering in the City Park. The LOC distributed 2040 books of various reading levels for free.
- Stop Drop and Read - International Literacy Day events around the city.
- Plain and Clear Language workshops - workshops in Prince George and surrounding communities.
- Family Literacy Week book exchange
- Financial Literacy workshops
- Edible Book day (April 1<sup>st</sup>)

*Please describe the programs, projects, workshops and events that are new to the community. Consider events to be those things that occur once or twice in the year, not as a regular, ongoing service.*

- **What initiatives have been expanded or continued?**
  - All of the events were new since this was the first year for the LOC position
  - Pine Centre Mall has asked to be part of the planning for Family Literacy Week next January. They want to participate in terms of financial support, signage, advertising, involving the merchants in the mall in terms of donations and in-kind types of support.
  - *Children First* are asking to be involved in Family Literacy Week, as they feel that we could apply for a grant from them to start more child oriented events.
  - *Cole's Books* want to expand their participation by donating more books, DVD's and other materials.
  - We plan to expand the book exchange by adding small table and chairs for children with a literacy coloring book, play dough, bags of magnetic numbers and letters as a take home gift, perhaps have the kids make their own bookmark. Face painting, balloons, Literacy Cake(s) again, could be used to make a really fun and available family event.
- **What programs/projects/events have ceased to exist in your community?**
  - The Volunteer Adult Literacy Training (VALT), program had ceased some years ago, and this need for adult literacy, is deeply felt in the community
  - The need for an expanded offering of English as a Second Language (ESL) for domestic students has been reflected from the community.
- **What was the most successful aspect of initiatives this year?**



- Raising community awareness
- What was challenging?
  - Contacting service providers and getting them reengaged in the process. As a whole, many feel that we have been inventoried to death, and that they would like to see tangible actions and results. We still struggle with service providers wondering, "What is in it for my agency?"
  - Social Issues

Questions 18 to 25 are about numbers of people participating. This information is not always straightforward to collect. However, information about participation will be useful overall to identify trends and uptake on initiatives. If you are reporting on a drop-in initiative in which people are not registered but attend periodically, please count each attendee only once.

- # of adult participants in programs specifically focused on **adult literacy**:

58 (this is for the Plain and Clear Language workshops. Other programs were more community oriented and not for adults alone)  
60 projected participants for the Financial Literacy Workshop

*# of hours of direct literacy instruction for adults available per week:  
this can be an average of hours if you are reporting on more than one program*

*# of weeks:  
this can be an average number of weeks*

- # of adult participants in programs specifically focused on **family literacy**:
- # of children participating in programs:
- # of youth participating in programs specifically for youth:
- # of seniors participating in programs specifically for seniors:
- # of adults participating in events:  
1,000 at Family Literacy Book Exchange January 31
- # of children participating in events:

Over 1500 children at the B.C. Day event in Fort George Park

- # of books or other articles given out in special projects:
  - 2040 books on B.C. Day. Pencils, and stickers from Literacy B.C., information on literacy programs and providers available in Prince George, and *The Village*, which is a newspaper for parents listing all available programs and events in Prince George. This resource is a function of Parent Support Services.
  - Family Literacy Day Book Exchange will give out a least 1,000 books.
  - Books for Babies is a program delivered by the PG Public Library.

*here you can count things like Books for Babies bags, books, kits, etc. Please list each item separately.*

#### **resources**

Some of the information requested below is also requested in the financial statement. These numbers can be shown in both places.

**Please list funding from outside sources for all initiatives (not from organizations that participate in delivery or from fundraising):**

- Canadian Council on Learning, Adult Learning Knowledge Centre
- Children First

**Have you applied for grants to support initiatives?**

- Canadian Council for Learning
- Children First
- Number of successful grant applications:
  - 2
- Total value of successful grant applications:
  - \$5750

**What have the partners contributed?**

- Children First contributed \$750

- Canadian Council on Learning \$5000
- College of New Caledonia \$10,000.00
  
- Value of in kind resources contributed from organizations that participate in program and event delivery:
  - PGNFC contributed \$700.00
  - CNC contributed \$
  - PGPL contributed \$40 in room rental
  - Pine Centre Mall
  - All of our committee members contributed staff and volunteer time

*In kind support can include volunteer time, staff time, space provisions, snacks and anything else contributed from collaborating organizations that did not come to the project as money.*

- Value of actual funds contributed from organizations that participate in program and event delivery:
  - There were no actual funds contributed, it was in kind. Note that all committee members contributed their time, and this was very costly for all participating organizations.
  
- Have you held fundraising events?

No

List of events:

How much money was raised?

N/A

### **evaluation**

- What evaluation method/s/framework and/or tools did you use to determine how effective your work has been?
  - Quantitative statistics were recorded if available

- Post-event evaluation forms
- Most evaluations were qualitative/anecdotal
- What issues/areas of concern do you have about this evaluation technique or evaluation in general?
  - Qualitative evaluations are very difficult as most are verbal, and difficult to record.
- What issues/areas of concern were identified in the initiatives that you were evaluating?
  - Room comfort
  - The need for additional time/instruction after the workshop
  - Many statements from participants who felt that others would have benefited from this type of information. People said that 'next time they will bring \_\_\_\_'.
- Examples of comments from those who participated in the evaluation.
  - "Is this really free?"
  - "Thank You!"
  - "Please have this again"
  - "What about a book exchange?"
  - "Thank you for bring this program to my community, instead of me having to travel to a larger centre."
  - "Having a facilitator from the north was terrific!"

### **what have you learned**

- What have you learned about the community development process?
  - It is a very slow, difficult process. Convincing community stakeholders to come to the table, while necessary, cannot be the determining factor in moving ahead.
  - That it is a costly process in terms of the time and energy needed by committee members, and that progress is really hampered when you have a limited number of committed participants.

### **2010 Legacies Now**

- What else can we be doing to support you?

- Recognize that this is a slow process with a small number of committed stakeholders.
- Appropriate funding
- What else do you need in general?

This work is valuable and ongoing. It is a challenge but the success of our community and country depends on this work.

**ANYTHING ELSE?**

*If you have stories and/or pictures, we would be happy to get these.*