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# **Kamloops Thompson School District/ Community Literacy Plan Update 2011**

A District Literacy Plan is a statement of commitment by a school district to work with community partners to improve literacy locally – all part of ongoing community development. District Literacy plans are developed by means of community-wide processes that include school districts as one of many partners. It is expected by the Ministry of Education that the district literacy plans for 2011 will be an update to the 2010 plans. This recognizes that planning is an ongoing annual process intertwined with taking action and evaluating. The plan reflects the thinking of the community group at a given time.

School District #73 began the process of developing a District Literacy Plan with our community partners in 2006. Our first District Literacy Plan was published in 2008 and work in each of our associated communities continues. There is active community-wide literacy planning ongoing in five of our communities: Clearwater, Lower North Thompson Valley–McLure to Little Fort, Chase, Logan Lake and Kamloops. The District Literacy Report 2011 printed in this brochure provides an update for each of these areas and describes the partnerships, trends in programming, issues, barriers, goals, strategies and progress related to literacy throughout the communities within our school district community. Literacy Outreach Coordinators have supplied the updates contained in this report, which reflect the progress to date in their respective communities.

This publication is not intended to duplicate information already contained in documents prepared by School District #73 that outlines literacy work to support K-12 learners such as achievement contracts and Aboriginal enhancement agreements.

A complete copy of the **Kamloops Thompson School District/Community Literacy Plan** can be found on the district website: [www://sd73.bc.ca](http://www://sd73.bc.ca).



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# **DISTRICT LITERACY PLAN UPDATES**

**2010 - 2011**

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## Year three update

Name of community: **Clearwater (Little Fort, Blackpool, Clearwater, Birch Island, Vavenby, Avola, Blue River)**

Report submitted by: Kerry Milner-Cairns, Literacy Outreach Coordinator  
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Submission date: June 2011

### 1) Community Context

#### Community Profile

The area the Clearwater and Area Literacy Plan covers is from Little Fort to Blue River, and includes the communities of Little Fort, Blackpool, Clearwater, Birch Island, Vavenby, Avola, and Blue River. Clearwater is the only municipality within the plan area. The population of the area under the plan is 4,516 (Statistics Canada, 2006 Census – no information for Avola).

#### Community Changes

Since the last report Canfor, Vavenby Division, formerly one of the major employers in the Clearwater area, has remained shutdown. It was recently announced that Canfor will reopen the mill in the fall of 2011. At the time of this report, there are fewer full-time and seasonal jobs in the community than last year. Families in the community are having a very hard time. Their Employment Insurance and benefits have run out. Many families are leaving town to find employment elsewhere, or the male provider of a family is leaving to seek work in places such as northern British Columbia or northern Alberta. Many families are living on credit and the Food Bank has seen a 30 percent increase of use in the last year. Decreased funding opportunities for all organizations have negatively impacted their ability to support literacy development in the community.

### 2) Task Group

#### Clearwater and Area Literacy Advisory Committee (Literacy Task Group) Membership

Member	Occupation
Heather Adamson	Success by 6 Coordinator, Clearwater & Area ECD Programming Coordinator, Yellowhead Community Services
Jocelyn Ansell	Manager, Clearwater Employment Services
Sylvia Arduini	Community Program Coordinator, Thompson Rivers University
Darlene Cowie	TNRD Public Library, Clearwater
Grace Gormley	Teacher, Raft River School

Jack Keough	Executive Director, Yellowhead Community Services
Kerry Milner Cairns	Clearwater and Area, Literacy Outreach Coordinator
Cheryl Thomas	Local volunteer, Member of various community organizations – Chamber of Commerce, Community Garden

The Clearwater and Area Literacy Advisory Committee meets monthly to discuss literacy issues in the community. The Literacy Outreach Coordinator chairs these meetings. The Committee works together to develop different partnerships and programs in order to deliver services that will have the most benefit to community members.

### **3) Community Development and Literacy Collaboration**

There are many important collaborations and partnerships that have developed since the Clearwater and Area Literacy Program began in 2009. There are partnerships between the Clearwater and Area Literacy Program and Clearwater Employment Services, Community Resource Centre for the North Thompson (CRCNT), Clearwater District Library, Strong Start Program, Raft River School (SD 73), Clearwater Secondary School (SD 73), the Food Bank, Building Blocks Daycare, Success by 6, Yellowhead Community Services, the North Thompson Aboriginal Sharing Centre, and many local businesses and service groups.

All of these collaborations are essential in making the Clearwater and Area Literacy Program a success. These organizations assist by referring learners, providing free-of-charge tutor space, access to computer labs, and resources such as textbooks. They have a key role in increasing public awareness of the program. Some organizations have also donated administrative support, and financial support to the program. These collaborations and partnerships allow the most efficient use of minimal resources for the benefit of the most people.

### **4) Goals and Actions for the Current Year**

This year the Literacy Outreach Coordinator has continued working on the focus areas of the original plan

- Assisting unemployed workers from the forest sector to improve their literacy skills and help them get more education/training and employment
- Raising the awareness of the importance of reading with preschool children and helping the parents of preschool children gain the skills to do this
- Assisting young adults/adults with low to non-existent literacy levels to increase their skills to help them be successful in their daily life and employment
- Assisting seniors with technological skills through programs or tutoring
- Increasing awareness of literacy programs in the community using innovative means

Specifically, some of the things the Literacy Outreach Coordinator has been working on to address these focus areas are

- developing the community's own Books for Babies Program
- working on the Partner Assisted Learning Program

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- working with youth in the tutor program
  - providing books through the Food Bank
  - supporting other organizations at their request
  - expanding the Bright Red Bookshelf Program
  - publicizing different literacy programs and events through the media and at information fairs
  - partnering with School District #73 to promote family literacy
  - assisting the One to One Reading Program

In addition, the Literacy Outreach Coordinator has worked on increasing public awareness of the program, participating in fundraising, and pursuing granting opportunities.

Many groups, organizations and businesses participated in these projects.

Building Blocks Daycare  
Clearwater Chamber of Commerce  
Clearwater Employment Services  
Clearwater Food Bank  
Clearwater Play School  
Clearwater Public Library  
Clearwater Secondary School  
Clearwater Ski Hill  
Clearwater Times  
Community Resource Centre for the North Thompson  
Flour Meadow Bakery  
Interior Health  
Jim's Food Market  
Literacy in Kamloops  
Medical Centre  
Ministry of Children and Family Development  
North Thompson Sharing Centre  
One to One Reading Program  
Raft River Elementary  
Safety Mart  
Strong Start Program  
Success by 6  
Wednesday Quilting Group  
Wells Gray Home Hardware  
Yellowhead Community Services Society

## **5) Indications of Success**

Indications of Success are

- Increased number of learners participating and finishing courses while enrolled in the Partner Assisted Learning (PAL) Program. There has been an increase in learners wanting to pass their

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GED so that they can potentially increase their employability and income when the mill re-opens.

- “Hard-to-reach” people who were not previously accessing literacy programs are now attending programs and feel comfortable doing so.
- Different generations of the same family are participating in the Partner Assisted Learning Program.
- This year we started tutoring youth. There has been an increase in requests from parents of children for free tutoring. These children are enrolled in home school programs, elementary or secondary school. The demand for free tutoring is high in the community because most families cannot afford to travel to Kamloops for specialized instruction, or pay for tutoring.
- Increased advertisement of programs through local newspaper and digital media.
- Literacy Outreach Coordinator was able to provide learners with financial challenges with funds to pay for transportation to tutoring, textbooks and other learning costs through a grant from the Paul Gallagher Fund.
- Increased use of the Bright Red Bookshelves, and donations of books and money to support the program.
- Two new Bright Red Bookshelves were built and will be installed in outlying communities.
- Increased awareness of the Clearwater and Area Literacy Program among service providers in the community.
- The Literacy Outreach Coordinator is getting positive feedback from service providers and the public about the existing programs and new initiatives in the community.
- Learners in the Partner Assisted Learning Program have increased employment potential.
- New partnerships have developed.
- Able to provide vulnerable families with early childhood literacy resources and support through a grant from Raise a Reader.
- Public awareness or fundraising events such as Family Literacy Day, Health and Wellness Fair and Raise a Reader Day.

## **6) Challenges**

There are definitely challenges around public awareness. The Literacy Outreach Coordinator addresses these challenges by attending events and being available to the public, publicizing the program in local media, and constantly seeking feedback from service providers and the public.

Reaching people in the community that need the most help but do not usually attend organized programming is a constant challenge. Referrals from other service providers in the community are essential for reaching these people. Also, being able to assist with transportation, daycare and learning costs is very helpful in getting these individuals to access literacy programs.

Securing funding of the program is the biggest challenge. There are limited granting opportunities available to adult literacy programs which is the focus of the Clearwater and Area Literacy Program. The Literacy Outreach Coordinator is constantly seeking new funding sources.

## **7) For the Coming Year:**

### **Further development and implementation**

- The Literacy Outreach Coordinator is always looking for innovative ways to reach people in the community who do not access programs. These are the people who do not come out to public events or read the newspaper.



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- Tutor recruitment
  - More community events to raise awareness of literacy will be held in the community
  - Fundraising
  - Securing transportation, daycare and other assistance to individuals and families that would like to access literacy programs

There are several new opportunities in the community for the upcoming year:

- Offering "Homework Help" with trained tutors at the new After School Program
- Developing the new tutor program for youth
- Work place literacy
- Update literacy plan to reflect the anticipated changes in the community due to the Canfor mill re-opening

In the coming year the Literacy Outreach Coordinator will continue to address the changing needs of the community and work towards the goal of increasing literacy skills of unemployed workers from the forest resource sector, parents and their preschool children, young adults/adults, and seniors in the community.

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## Year three update

Name of community: **Lower North Thompson Valley, McLure to Little Fort**

Report submitted by: Barb Gordon, Literacy Outreach Coordinator  
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Submission date: June 2011

### **COMMUNITY CONTEXT:**

The area has continued to experience economic uncertainty over the past year. The one remaining mill reduced the hours for all employees. The Provincial funding cutbacks for training programs further complicated the employment issues. A large number of residents commute to Kamloops and Sun Peaks for employment. Every not for profit and charitable organization suffered from overall provincial and federal funding cutbacks and loss of gaming grants. Therefore, all organizations are in competition for funding and sponsorship.

On the bright side, the forestry industry has experienced some stimulus due to increased market demand. There are also eight potential mining operations under exploration.

### **TASK GROUP:**

Since 2010 we have increased the task force group from 11 members to 18 members.

Representatives from the following groups/organizations make up the task force:

Barriere Recreation Society	North Thompson Watershed
North Thompson Arts Council	Barriere Seniors Society
North Thompson Players	North Thompson Fall Fair
Barriere Library	School District #73
Barriere Garden Club	Thompson Rivers University
North Thompson Foundation Council	Barriere Food Bank
North Thompson Volunteer and Information Center	
Yellowhead Community Services	Simpcw First Nations
PAC President from Barriere Elementary School	
Success By 6	Strong Start

3 meetings were called with attendance of no more than 3 members at each meeting. Communication is now by phone once a month to each group or organization to provide updates. We also completed a survey with each group to attain updates on their focus, mandates, and structure.

This method has proven successful in that we are getting phone calls requesting Learning and Literacy involvement in various events and projects.

### **COMMUNITY DEVELOPMENT AND LITERACY COLLABORATION:**

Collaborations with groups and organizations have been very successful in providing an opportunity to promote the importance of Learning & Literacy and to help them inject Learning & Literacy in all their projects and events.

Collaborations have taken place with the following:

Barriere Elementary School, Barriere Elementary PAC, Principal of Barriere Secondary School, Success By 6, Strong Start, Healthy Beginnings, Barriere Library, Food Bank, Garden Club, North Thompson Volunteer and Information Center, Lions Club, Raise A Reader, YMCA-YWCA Kamloops, Barriere Recreation Society, Barriere Wildfire Monument Society, North Thompson Arts Council, Barriere Seniors Society, North Thompson Fall Fair Society, Barriere Employment Office, Simpcw First Nations, Barriere Seniors Society, Yellowhead Community Services, Interior Health, other Literacy Outreach Coordinators, and the Barriere TNRD representative.

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It is imperative that collaborations continue with our schools to support and promote their Learning & Literacy initiatives in the classroom so that we have synergy between school programming and community initiatives. Collaborations work well to keep everyone current and to promote partnering.

### **GOALS AND ACTIONS FOR THE CURRENT YEAR:**

1. To work with schools and families to increase reading comprehension in students of all ages
  - On February 24<sup>th</sup>, 2011 we brought Adrienne Gear, teacher and author of 2 books on reading comprehension, to Barriere for a parent night which was hosted by the schools. This seminar addressed reading comprehension skills for all ages and all levels of readers. Adrienne's methods are being taught in the schools and this session brought the teachings full circle.
  
2. To research and implement self- esteem programs for youth
  - In October we partnered with the YMCA-YWCA in Kamloops and took 46 young girls to the Power of Being a Girl conference in Kamloops. The schools fully supported this by allowing the girls the day off school to attend. Evaluations completed on the return ride home showed that the event was very successful in the eyes of the participants.
  - Research has continued on further self-esteem programs for Barriere youth. Funding remains to be the hurdle.
  
3. To create public awareness of learning and literacy opportunities in our community
  - "Did You Know" posters developed and put up around town; each poster replaced monthly with new information
  - Attended 57 community/organization meetings to speak about Learning & Literacy purpose and initiatives
  - Partnered with, and continue to work with, Lions Club to organize book sales; the proceeds from one of the book sales donated to Learning & Literacy
  - Provided Barriere Library with new "Rhyme Time" songs and actions, as well as an instructional DVD
  - Organized a Bear Awareness course for Barriere residents
  - Organized a "How to Smoke Fish" course for Barriere residents
  - Partnered with Barriere Food Bank to have them include Partner Assisted Learning (PAL) program brochures with each hamper given out

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- PAL program brochures included in the "Keys To Barriere" information packages given to new residents
  - Had a Learning & Literacy booth at the "Unity in the Community" Wildfire Monument event on July 24<sup>th</sup>
  - Attended the National Learning & Literacy Conference in Edmonton on July 15, 16 & 17<sup>th</sup>
  - Worked with the Garden Club to provide plant care information sheets for their plant sale
  - Attended the ABC Life Literacy and Adult Literacy Forum in Kamloops
  - Attended a Learning & Literacy workshop in Kamloops
  - Participated in Family Literacy Day at Barriere Elementary School; held a 40 minute class for each grades 4, 5, 6 & 7 on the importance of literacy and life long learning
  - Organized a Health Fair for all residents; 13 organizations had booths with information and products
  - Was asked to be a judge for the Barriere Elementary School Heritage Fair
  - Partnered with Success By 6 to provide books for Santa to give out at their children's Christmas party
  - Worked with Barriere Elementary School on their Open House in November and had Fiona Clare, Literacy Outreach Coordinator for Kamloops present a reading strategies session, "How to Read to Children"
  - Provided new music, songs and actions to our Library's "Rhyme Time" program
  - Developed PAL program training information cards; placed around town, and given out through the food bank (placed in every hamper), and in every "Keys to Barriere" package given to new residents
  - Increased the number of PAL tutors from 3 to 6; 4 people being tutored - 1 ESL, 1 First Nations, 1 from the community, and 1 from the Ministry of Social Services
  - Continue to update monthly the READ posters to inform community about new books for adults and children at the library
  - Support the annual Celebration of the Arts event; working with the Board of the Celebration of the Arts to ensure Learning & Literacy is a part of their event

#### 4. To create a communication strategy

- To date this continues to be a challenge for not only Learning & Literacy, but for all clubs and organizations in Barriere.

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- Continual contact with all the groups and organizations keeps the communication lines open.
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5. To partner with and organize a homework assistance program for the North Thompson Volunteer and Information Center before and after school care program. Retired school teachers were contacted and asked to volunteer their time to assist the children with their homework.

**INDICATIONS OF SUCCESS:**

1. The homework assistance program is so successful that there is a wait list. Parents who don't require the after school care program are wanting to have their children attend for the homework assistance.
  
2. We have established program credibility so clubs and organizations are now approaching Learning & Literacy for input and participation in their events.
  
3. The number of people being tutored in the PAL program has steadily increased, and the number of inquiries has also increased.
  
4. The students being tutored have come to us from a wide range of organizations, telling us that we are starting to reach the targeted audience.
  
5. The support and collaboration from both schools in Barriere as well as our school trustee has been instrumental in our success.

**CHALLENGES:**

- LOC funding runs out in September of this year
  
- Continue to struggle with how to reach those in need
  
- How to effectively communicate with the community
  
- Volunteer base is small and overextended

**WHAT WOULD HELP:**

- Security for the LOC position
  
- Cohesive marketing plan for the province

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- Funding for programs and supplies
  - Increased manpower

**FOR THE COMING YEAR:**

1. Continued collaboration with the school district and all groups and organizations to inject Learning & Literacy into their events and projects
2. Work with the schools and the CUPE union to develop a program that will assist those students in need to get organized and focused during the first two months of the school year. This program will put a retired teacher in the classroom to assist the teacher with those students who need assistance in getting their material organized and to keep them focused on the lessons. These are students who do not need the assistance of a teachers aid, but need help to get organized and focused at the beginning of the school year to set them on the right path for success. This program will free up the teachers aids and allow them to focus on those who need their full time attention.
3. Research the possibility of developing an Eco park in Barriere. This would involve partnering with the schools to have the children involved in planting and maintaining the park. To partner with School District #73, District of Barriere, Forestry, the Garden Club, TNRD, Fisheries B.C., and Canadian Wildlife Federation
4. Continue research for funding opportunities
5. Promote the availability of PAL tutoring
6. Build a stronger working relationship with Simpcw First Nations
7. Work with the Wildfire "Unity in the Community" event to showcase authors from the North Thompson Valley

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## Year three update

Name of community: **Chase**

Report submitted by: Barb Maher, Literacy Outreach Coordinator  
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Submission date: June 2011

### Reflections on the current year:

Chase is the Western Gateway to the Shuswap Lake System and lies in between Kamloops (56km) and Salmon Arm. The Village of Chase has a population of roughly 2,500. The local trading area includes more than 15,000 residents.

The climate in Chase is extraordinary; short winters give way to vibrant and green springs. Summers are filled with sun and temperatures sit around the 30°C mark. Fall is warm allowing for nature to slowly prepare for winter.

The Chase Literacy Program area encompasses the Village of Chase & District (Chase, Pritchard, and small community pockets in the surrounding mountains and the 3 First Nation communities in the area (Little Shuswap, Adam's Lake and Neskonlith)

### Community Context:

#### 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?

- The Chase Primary school closed and students moved to Chase Haldane school
  - There is a study underway to determine the community interest for the future use of the closed Primary school building
- The mental health care providers have noticed an increase of depression and mental health concerns in students in the area. (They are coping with a number of severe (suicidal) cases) We have identified 2 different groups
  - Those students dealing with personal issues
  - Those students experiencing test anxiety
- Some of the community services have seen cutbacks. Health and employment services that covered the Chase and North Shuswap area have been cut to Chase only locations
- The Chase Employment office has concerns about possible downsizing and operating as a satellite office
- Medical services have been cut: we now have 2.5 doctors in Chase only, no office hours at the Scotch Creek location and we have lost some counselling services
- Several development projects that would have provided homes for seniors and low income families decided to move their project to another location

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## Task Group:

The task group is unique and special because the members work in fields that allow them to see first hand the needs that must be addressed. The task group is dedicated, enthusiastic and has access to a number of resources.

The Task Group represents the following organizations

- Chase Primary School
- Chase Secondary School
- TNRD Library System
- Chase Employment Centre
- Chase Aboriginal Employment Centre
- Chase Seniors
- Chase Recreation Society
- Chase & District Chamber of Commerce
- School District #73
- Youth Action Committee (professionals in Chase, health, police and government agencies)

The Task group meets every two months and members are available at all times for consultation on matters as they arise. Our dedicated group also partakes in ALL community literacy events and fundraisers. Our steward is School District #73

## Community Development and Literacy Collaboration:

### What are the important collaborations that have taken place to support literacy and the work of the task group?

#### Bright Red Bookshelf

1. We now have 4 shelves out - Employment Centre, Physio centre, Health Centre and the Royal Bank. There is also a drop off location at schools and chiropractor's office.
2. **Partnered with Chase Haldane PAC and Kamloops Access Mental Health Program**
3. We have 3 volunteers that come to the Chase Literacy Program office weekly. The volunteers clean, label and monitor bookshelves at all locations.

#### RAR (Raise a Reader)

1. Chase participated in the RAR campaign, Sept 29, 2010 under the Kamloops campaign. We raised \$718 which was matched and will be returned to our community.
2. **Partnered with Kamloops Daily News, Interior Community Services, LinK, KELLI**
3. Chase LOC has joined the Kamloops RAR committee to help organize future events and to oversee distribution of funds that were raised.

#### Family Literacy Day

- We held a very successful Family Fun Fair January 29<sup>th</sup>. We were visited by approximately 150 people in the community.
- We had great volunteer support from the school to man tables and run games.



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- We created a unique plan for our venue that taught families the many different faces of literacy. We have shared that plan with other communities.
  - **Partnered with: Village Councillor, Chase Fire Dept, Chase Creekside Seniors, Chase Lions Club, Chase Rotary Club, Chase Chamber of Commerce, Chase Haldane School, and Chase Secondary School.**

#### Christmas Hampers

- The committee decided to support our local hamper fund and reach many of the people in need. There were 260 hampers, majority of applications listing children. We were able to place new or nearly new books in all hampers listing children. In the case of multiple ages we put several books in that could be shared.
- **Partnered with Chase Hamper Society and Chase Haldane PAC**

#### Literacy Program- Introductory Workshops

- The Wellness centre donated office space for the LOC- use of computer and phone and admin supplies.
- A small office has been donated for the Bright Red Bookshelf storage room. It is filled with shelves and books have been sorted by age and category. Clients participating in Literacy programs at the Wellness Centre are able to pick up books.
- The Wellness centre helped coordinate several introductory workshops. The topics addressed life skills issues: 'Understanding your Meds' presented by pharmacist, 'Mental Health - dealing with depression' presented by Mental Health worker, 'Relationship Boundaries' presented by Kamloops Sexual Assault Counselling Centre. Other topics were personal interest and hobbies.
- **Partnered with Chase Wellness Centre**

#### New Babes

- Beautiful quilted bag-(our local quilters group generously made for FREE) Inside health info, CD nursery rhymes and info about literacy programs, LEAP BC booklet from birth to 3.
- **Partnered with Health Clinic and Home care nurse, Chase Quilters club and TNRD library**

#### K'Fair

- Kindergarten Readiness Fair. Health professionals providing information about health requirements and info. Literacy information was added to the program.
- **Partnered with Health Clinic**

#### Health Expo and Seniors Health Expo

- Expo overview: services and resources available to seniors.
- Creating awareness about the new Literacy definition...literacy is not just reading, but impacts all aspects of your life.
- Info distributed about programs and comments and short survey to determine wants and needs of residents to help plan for future programs
- **Partnered with Chase Parkside Seniors Estates and Health Clinic**

#### Welcome Wagon

- Supply literacy information to add to the baskets distributed to new families, families with new children etc.
- **Partnered with Welcome Wagon**

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### YAC (Youth Action Committee)

- A group of professionals representing: health, mental health, schools, employment, aboriginal communities, police, restorative justice
- Identifying needs of youth in the community. This year we identified a shortage of places and things for youth to do in a safe environment after school hours.
- The committee worked to establish a Friday night drop in centre at the highschool. The Chase LOC found funding for some of the supplies
  - Our goal is to get the kids off the streets
  - Establish a rapport
  - Lead by example
  - Direct them to resources

#### **Partnered with YAC**

### CPEC (Community Prevention Education Continuum)

- LOC volunteered to help, by being a speaker, with a community policing project CPEC. We are addressing drug and alcohol problems in our community. We are working to break down barriers by providing real life stories. Success stories and encouraging our youth to stay away from drugs, where to find help, the value of education etc.
- **Partnered with CPEC**

### Magnifier Strips

- Magnifier strips have been distributed to businesses as an aid and to encourage clients to read content of food and medicines being purchased
- **Partnered with Chase Business community**

### **After School Program**

- We identified a need to address the issue of primary age children going home to an empty house.
- LOC assisted in writing a proposal for funding for an after school program to provide a safe place for identified students in need. There is some help with homework and monitored activities for the hours between 2:30-5:00
- **Partnered with Chase Primary**

### **Friday Night Youth Drop In**

- We identified a need for a safe place for teens to gather. There are limited affordable activities in the area. The RCMP has noted an increase in gang-like members visiting our community. The community concern is that if there is no action taken to counter the influences being introduced to our community we are turning a blind-eye to the youth in our community. Groups worked together to address this issue and to provide positive chaperoned activities.
- LOC helped with proposals for funding for Friday night drop in centre
- **Partnered with Chase Secondary School**

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## What are the essential ongoing collaborations?

- **ALL collaboration is essential.** In a small community, to be successful, one must be engaged and engage others. Partnering with as many different groups and organizations and creating awareness of the role “Literacy” plays in all aspects of life is critical to the success of literacy programs.
- The Chase Literacy program is dependent on volunteers to help with programs, run events and help with fundraising. It is important to create relationships with the groups and organizations that you need and it is only fair that you provide them assistance with their projects.

## What makes collaborations work well?

- **FUNDING:** It is imperative that there is continued and reliable funding for literacy programs. In order to collaborate with others, the Literacy Programs must have funding for basic operational costs and coordinator hours. The programs and plans cannot be dependent on volunteers forever and always, or on the generosity of other groups, organizations and businesses.
- **Coordination:** Provides consistency and an identifiable face to your programs. It also allows groups to work together to ensure that all programs, events, and workshops are scheduled to avoid double bookings, and it works to ensure that all sectors of the community are being addressed and needs are being met.
- **Volunteers:** Working in the community and with community groups, organizations and businesses creates a circle of reciprocity. For example: being part of the Youth Action Committee which is comprised of our community health professionals has provided volunteer professional workshop leaders. The Literacy Program Coordinator participates in the health fairs for seniors and pre-school registration. This creates a win-win-win situation. Literacy has workshops with professional speakers. The health fair has representation from literacy to help promote a holistic health regime to families and the community benefits from workshops and more information provided at community health fairs.
- **The ripple effect:** Collaboration between groups has a far stronger and further reach than working alone or sporadically.

## Goals and actions for the current year:

### a. What priorities, goals or objectives have you addressed this year?

#### This report reflects our first year.

The goals set out in the Expression of Interest (EOI) and the Chase Literacy Program application are still part of our long range goals BUT at the onset of this year we identified:

- We needed to create partnerships to help determine the needs of the community and the ways and means to meet those needs
- We realized that we needed to create a presence in the community
- We needed to educate the community as to the ‘definition’ of literacy and the understanding that literacy affects all aspects of our lives.

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**b. What actions were taken to reach these? What organizations and groups participated in these actions?**

Meetings of the task group identified several more urgent goals. The committee also determined that to ensure success our primary objective was to create a presence and develop partnerships to support new programs and provide us with a volunteer base.

Partnerships were created with:

- Chase Haldane School and Haldane PAC, Chase Secondary School
- YAC, CPEC, Chase Chamber
- Chase Employment Centre

**c. 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?**

One of our greatest challenges this year was the uncertainty around the Employment Centre. Our plan to address adult literacy issues was based on a working partnership and possible development of programs in partnership with the Employment Centre. The Centre struggled for most of the year securing funding and undergoing staff changes.

The committee decided to use the time and resources developing new partnerships while supporting the Employment Centre at this difficult time.

**Indications of Success:**

**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.**

**The greatest evidence of support is achieving our number one goal this year:**

**Partnerships:**

<b>Project</b>	<b>Group, Organization or Business</b>
Bright Red Bookshelf	Haldane PAC
RAR	Kamloops Daily News, Interior Community Services, LinK, KELLI
Family Literacy Day	ABC Literacy, Lions, Rotary, Village, Fire Dept. Chamber, Schools, Seniors Club
Christmas Hampers	Chase Hamper Society
New Babes	Health Clinic, TNRD Library, Quilters
K'Fair	Chase Haldane, Health Clinic
YAC (youth action committee)	All professionals in Chase
CPEC	RCMP, Chase Secondary

**Impact**

- Individuals dropping by the office with ideas for programs or volunteering to help with programs and many others dropping off books
- Groups approaching the Chase Literacy Program to be a part of their committee or program and recognizing the role literacy plays in all aspects of our lives Examples of committees and new or supported programs
  - YAC Youth Action Committee (health and resource) service providers
    - Friday Night Drop-In

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- CPEC –Community Prevention and Education (RCMP)
    - Speaker Series- community members speaking to youth at schools; relating their stories about the impact of drugs and alcohol in their lives. They are helping to build a support network for the youth in the community.
  - TNRD Library- calling to support programs and offering to order in books
    - Working together to start a PAL (Partner Assisted Learning) Program (goal for next year)
  - PAC- Parent Advisory Committee- partnering with us to raise awareness and funding for books for our
    - Red bookshelf, hamper fund campaigns
  - Restorative Justice group is coming to the table to ask for help with community young offenders
  - ESL (English as a Second Language)
    - Instructor wants to bring classes to area (goal for next year)
  - Writer’s workshop- Instructor wants to have regular workshops and is developing an exercise program for mom and tots. While exercising they will be singing and reciting rhymes
  - Volunteers want to host
    - Family Play Night once a month
  - Ladies Book Club has been formed (meet once monthly)

## **Multi Level Projects in progress**

### **1)**

Study of closed Primary school

(funded through other sources but will impact literacy work in the area- a great opportunity providing a central venue for programs that will hopefully draw program providers to our community.)

- Study underway to find best possible use for building. Working with other communities to learn from their successful projects. There is considerable community interest in creating an adult learning centre/street school as part of the project.
  - This project will raise more awareness about literacy and education
  - This project will help provide an up-to-date indication of the wants and needs of the community
  - This project will also encourage residents to take an active interest in developing and maintaining programs. This will help with building tentative outline of program
  - This will help build capacity and sustainability

### **2)**

Starting July 2011, the LOC will be working with the local Employment Centre to put together a multi-level program to assist Aboriginal and non-Aboriginal people to be successful in training and employment.

Tentative outline of program:

- Implicit Career Search 5 day course to find their passion, contribution to the world and how that fits into the local labour market
- TOWES Assessment to see where they are at
- Then either: Literacy or Essential Skills
- A 4 day Steps To Success Life Skills workshop to assist them in removing personal obstacles
- Counselling or therapy if needed
- Then into training, traditional apprenticeship and/or employment

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## **What are the things that support literacy work?**

### **FUNDING**

Without adequate funding, there cannot or will not be a concerted effort or any success combating the issues and raising the quality of life for all community members.

### **Coordination**

Funding will provide the ability to coordinate programs, educate the community to the impact literacy skills, life skills, and comprehension. Funding and coordination go hand in hand.

### **VOLUNTEERS**

People giving of their time, energy, experience and knowledge is priceless! Groups, organizations, businesses, schools, governments are successful because of the dedication of volunteers.

Volunteers need to be recognized and to have the supplies needed to provide the services they so generously perform.

### **Longer established programs**

Starting and maintaining a successful program creates strong foundations for future programs. Starting a program without a long term plan to support the program has a negative impact. This practice loses the respect of the volunteers needed to help run the program and builds distrust in the population that truly will benefit from participating in the program.

### **School programs, community programs and employment programs**

A partnership between all programs is essential - from cradle till death!

### **Challenges**

What are the difficulties?

### **FUNDING**

Funding is ALWAYS an issue. Although Kamloops and Salmon Arm are equally distant from Chase and both these communities offer many more and varied programs it is not always feasible for people to participate.

Travel cost and time, concerns about babysitting , and for many of the neediest unfamiliarity of locations, other participants, and an after hour support system all play a role.

It is not always easy to attract these programs to our community. Programs that are offered through the YMCA-YWCA for example, would be open to sending program leaders to our community but again the costs must be covered. Costs that we struggle with are: venue, liability, travel time, some supplies and sometimes food. The community of Chase is not often considered when groups and organizations in larger communities are creating their budgets. The end result is relying on our business community and volunteers BUT more often doing without.

### **Continuity**

Chase is fortunate to have many programs and some of the literacy/life skills programs have been around for a long period of time. The longer established the program the more likely that it will be attended and thereby

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help those that need it. The creation of the Literacy Outreach Coordinator in smaller communities helps already established programs make a connection between all programs, a connection with the business community and surrounding communities. Chase is at the end of its first year of implementation and the outline for the upcoming year is positive and VERY busy. But concern for the future...what will happen to all the efforts thus far? How will we maintain our relationships with the different communities that fall under the Chase area, the business community, surrounding communities and the newly established provincial body Decoda Literacy Solutions?

### **Liability Insurance**

In the last couple of years a new challenge has been heaped on to the backs of programs and volunteers, the issue of liability insurance. We are not sure if this issue shows up for larger areas that are fortunate enough to have larger venues and groups to partner with who may cover the liability. In smaller communities where the coordinator must rent community halls or centres for events, the cost is often a couple of hundred dollars for one event on one day (E.g. Family Literacy Day). This cost on a regular basis quickly eats away at the little funding available.

### **What would help?**

#### **Security about future**

This would be the number one thing. It would allow programs to plan further ahead. How wonderful it would be to create a 5 year plan and not a "See how far we can stretch this plan."

#### **More funding**

After the implementation funds are finished the Chase Program can only hope to have \$7000 a year. It would benefit smaller communities if the funding resources were in place through corporate partnerships. It is a waste of time and resources for the LOC's in each community to be searching for funds. Each community can create a basic proposal that outlines its programs and budget and submit their proposals to a list of willing and pre-arranged corporations or organizations. The communities would then give the proper recognition to those entities.

#### **For the coming year:**

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

If there is funding- then there are always new opportunities

- Develop stronger partnerships
- Continue to build relationship with surrounding communities
- Work to attract programs from larger communities: TRU, YMCA, OCC
- Build larger events around literacy- expand on International Literacy Day in January

#### **Challenges**

- Funding and Time- to accomplish these goals requires many man-hours. We are a 45 minute drive to larger centres. It is long distance calling to other communities.
- We are not established and recognized and therefore an unknown entity to possible financial supporters.

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## Issues

- Lack of awareness or comprehension on the part of some community and business leaders robs us of greatly needed support.
- Not everyone is open to the concept that literacy is part of everyday life!

## **Could there be a larger provincial campaign launched to support our efforts?**

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

- Work with the Employment Centre to develop a multi-level program to help train and make employable ready
  - Starting in July 2011 meeting with Aboriginal Employment Advisor and drawing up outline of program
  - Help to find resources: funding, venue
  - Help to coordinate program- find volunteers and workshop leaders
- Work with YAC to develop a Chase Wellness Website
  - develop Literacy page- that is user friendly
  - We want to link with the Chamber of Commerce and Village of Chase
  - Up-to-date information about programs and workshops
  - Links to Decoda Literacy Solutions, ABC Literacy, LinK, KELLI, and other literacy resources
  - This will give us more visibility and easier access for people to find out what is happening and what programs they can participate in
- Launch Just Dads program- once a month for dad and their children to meet, participate in an activity, more bonding with dad time, learn parenting skills, and life skills.
- Launch family fun night- once a month families meet to play games that enhance learning skills and parenting skills and take home a new book
- We are hoping that the study of the now closed primary school will develop into a community group or committee stepping forward to coordinate community activities. We will support this committee by helping to coordinate programs and establish links with literacy programs in the area and through TRU.
- We will continue to participate in community health and school fairs
- We will continue to coordinate RAR event and Family Literacy Day
- We will continue to work closely with the schools, health groups, police, seniors and business community to promote literacy and offer training programs for interested groups

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

**Funding** is the essential key to continuing the work that has been started

**Hope:** that continued funding and resources will be made available to support community efforts at the grassroots level



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**Attitude:** a change in attitude and comprehension at all levels is necessary. At all levels members of our communities can and will benefit through education, being taught literacy and life skills. Providing monetary support is not always the answer to problems. Teaching people how to improve their lives, their jobs, their health will have a longer and greater impact.

**'They will have been taught to fish rather than provided a meal of fish'**

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## Year three update

Name of community: **Logan Lake**

Report submitted by: Cara Holmstrup, Literacy Outreach Coordinator  
loganlakeliteracy@gmail.com

Submission date: June 2011

### Overview

Logan Lake has just started its first year of Literacy Now implementation funding. Our Community Literacy Plan was submitted to 2010 Legacies Now in November 2010 and we received funding in February 2011. The Logan Lake Literacy task group has now become known as Logan Lake Literacy (LLL).

### Community Context

While in the past there has been severe economic instability in Logan Lake, the recent announcement by the largest employer in the area, Teck Highland Valley Copper, to extend the life of the local copper mine to 2025 (and possibly beyond) has been welcome news for the community. In addition, the reopening of the Savona Specialty Plywood Mill has added to the feeling of economic security currently enjoyed by many residents.

Arguably, the most significant change in Logan Lake over the last year is the reconfiguration of the only two local schools. Logan Lake Elementary now houses students in grades K-4, as well as the Little Learner's Preschool, (operated by the Wellness, Health and Youth Society), and Logan Lake Secondary School now houses grades 5 -12. Where once a Principal and secretary supported each school, now there is one Principal (who teaches .2) and one full-time secretary to support both schools. In addition, both schools have suffered from severe cutbacks to their library staffing.

The Logan Lake Wellness, Health and Youth Society (WHY) has had numerous challenges in the past year. As the only organization of its kind in our community, any negative impact on the WHY reaches far into the community. Recently the WHY has had its Community Access Programming (CAP) funding cut. This has resulted in the inability to upgrade their public computer equipment and, hire a local student to offer free computer training to adults and seniors in the community. As well, the WHY has also suffered from Service Canada funding cuts resulting in the loss of both summer employment for students, and summer programs for children. In addition to these challenges, the WHY also struggled with a delay in receiving Provincial Gaming Grant funding. Previously received in November, this year the funding was not received until April. This delay in receiving funding reduced the WHY's ability to offer programming and forced their limited staff to source alternate funding, instead of allowing them to concentrate on providing existing programming.

Not all the changes in Logan Lake over the previous year have been negative. Last year brought a positive change in administration for the District of Logan Lake. The current Chief Administrative Officer has expressed a sincere understanding of the importance and value of increased literacy, and we are very happy to have increased District support on numerous levels.

Furthermore, a change in the administration of the Logan Lake TNRD Library has brought us a new Branch Head who has been actively pursuing new programming, sourcing funding and reaching out into the community to offer increased support. The Branch Head openly admits that she is "aligning Library programming with the priorities stated in the Logan Lake Community Literacy Plan". This has led to increased programming and very successful collaboration with other literacy stakeholders.

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## **Task Group and Advisory Committee**

The Logan Lake Literacy task group is constantly evolving. While not all of our members are able to make every monthly meeting, we consistently have upwards of 10 members at each meeting. Our task group is comprised of approximately 25 people with varying levels of involvement.

Sectors involved include

- Logan Lake Literacy Outreach Coordinator (LOC)
- Logan Lake Wellness, Health and Youth Society (WHY)
- School District #73
- District of Logan Lake
- RCMP
- TNRD Library
- Logan Lake Business Association (LLBA)
- Logan Lake Arts Council (LLAC)
- Interior Health
- Logan Lake Senior's Society
- Logan Lake Food Bank
- Logan Lake Elementary/Secondary Parent's Advisory Committee (LLES/LLSS PAC)
- The Bridge Community Church

The task group meets monthly, and on an as needed basis. Communication is primarily via email and telephone calls. Meeting information is sent directly by email to all task group members and supporters, posted on the District of Logan Lake's website, in the monthly Facts and Information Sheet, and on various public bulletin boards in the community. The LOC coordinates and facilitates task group meetings. As is often the case in small communities, many members work together on various projects and so are often in contact with each other.

The LOC takes direction at the monthly meetings from the task group on where to spend the limited amount of time allocated for community coordination, and what projects should receive priority. The LOC requests volunteers for various projects when required.

The Logan Lake WHY continues to be the steward of the program.

## **Community Development and Literacy Collaboration**

Successful collaboration is the foundation of the literacy task group. Prior to the creation of the literacy task group, organizations and individuals often worked independently of each other – often unaware of what others were doing. The opportunity for literacy stakeholders to meet on a regular basis, with the connection and support offered by the LOC, is helping to build partnerships and strong relationships among those involved. Existing partnerships have been strengthened, new partnerships have been formed, and many programs have found new sources of support because of their involvement with the task group.

Together the LOC, LLES/LLSS PAC, LLES and LLSS Principal and Staff, the TNRD Library, the LLAC and many others planned a week of events surrounding ABC Family Literacy Day on January 27 2011. The goal was to raise awareness about the importance of literacy by offering a weeklong series of events. The week finished with the official launch of the completed Community Literacy Plan at an Open House held at the TNRD Library. The event schedule for the week included:

Weeklong events

- PAC book drive: drop off your new or nearly new books at the Post Office, Senior's Centre, TNRD Library, LLES & LLSS. These books will be used to fill the new Bright Blue Community Bookshelves.

- Progressive story: individual classes will be working separately to create a story together – one story to be written at both LLES and LLSS- Recipe exchange: Share your favourite recipe and find some new ones on the “Logan Lakers” Facebook page

Monday 24th

LLES and LLSS students will make a literacy themed t-shirt, with help from members of the Logan Lake Art’s Council and the PAC.

Tuesday 25th

- Wear your new t-shirt (or any t-shirt with a saying on it) to school
- Alphabet Soup Day @ LLES
- Special Family Story Night @ the TNRD Library

Wednesday 26th

10:00 a.m. Adult Beginner Computer Class @ LLSS (pre-register @ the Senior’s Centre, the WHY, or TJ’s Cafe)

Thursday 27th- ABC Family Literacy Day

- 10:00 a.m. – 12:00 noon Gadgets Class @ TNRD Library
- Learn to Lawn Bowl lessons for students at the Senior’s Centre

Friday 28th

- 11:00 a.m. Puppet Play @ TNRD Library
- 1:00 p.m. Community Literacy Plan Launch Open House @ the TNRD Library, with members of the Logan Lake Literacy Task Group. Members of the public are welcome.

The Logan Lake TNRD Library has been one of the most enthusiastic literacy partners in Logan Lake and has been a part of many of the successful collaborations to date. The Library has collaborated with the LOC, LLL, LLES, LLSS, PAC, Little Learner’s Preschool, and the District of Logan Lake, among others. The Logan Lake TNRD Library staff’s involvement with Raise a Reader in September 2010 resulted in a successful funding application for Baby Toddler Rhyme Time – a program that may not have been able to continue because of lack of funding.

There are many examples of successful collaboration in Logan Lake. Here is one of them:

*The Bright Blue Bookshelf Program*

*At a regional Literacy Outreach Coordinator meeting, Logan Lake’s LOC heard about the Bright Red Bookshelf Program operating in other communities and took the idea back to the task group. Shortly after that, the Bridge Community Church, wanting to leave a legacy, approached the LOC to ask if their outreach workers could assist the task group with anything. Upon hearing about the desire to create community bookshelves, and the lack of funding (as the Community Plan had not yet been approved) the Bridge Church Members purchased the materials, built the bookshelves and delivered them to LLES. Meanwhile, the LOC received approval from the school PAC and Principal to assist in running a community-wide book drive as an ABC Family Literacy Week event, sorting the books, and housing them in an unused storage room at LLES. A request was posted on the Logan Lakers Facebook page, and within minutes, all of the required painting materials and a volunteer painter were found. The PAC and LOC arranged to have collection bins placed at various locations around town, including the TNRD Library. The Library staff was happy to have a collection bin, as residents are often very generous with book donations and the Library frequently has a surplus of donated books. As the books began to pour in, they were collected and sorted by PAC members, and the shelves were painted. The District of Logan Lake approved placing a bookshelf at the Rec Centre and the facility staff immediately asked if they could modify the*

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*bookshelf so that it could also hold video equipment currently being stored on the floor in the lounge area. The Rec Centre staff was happy to have a shelf as they had identified a need, but had been unable to fill it. While hundreds of books had been donated, there was still a need for books for teenage boys. A Raise a Reader application was approved and we now have almost \$500 to purchase books for this age group. Currently the bookshelves are located at LLES, LLSS, and at the Logan Lake Rec Centre and are being restocked with the surplus books stored at LLES. The Library still has a collection bin and the LOC is still receiving book donations.*

Here is another example of what successful collaboration looks like in Logan Lake.

*Parent-Child Mother Goose Program<sup>®</sup>*

*The TNRD Branch head informed members of LLL that she was a trained Parent-Child Mother Goose Program<sup>®</sup> instructor and wanted to start the program in Logan Lake but lacked funding, a suitable space, and another instructor. A member of the task group, who (among other qualifications) is a former preschool teacher and a qualified ECE, heard this and expressed an interest in taking the training. She approached the LOC for support, who in turn took the request to the task group. The task group then agreed to pay this person to receive the training. Following this, the local Principal asked the new instructor if she could offer a Parent-Child Mother Goose Program<sup>®</sup> as part of the upcoming Ready, Set, Learn Program. For various reasons, it was not possible for the newly trained instructor to offer an actual Parent-Child Mother Goose Program<sup>®</sup> at that time. However, she was hired to offer the Ready, Set, Learn Program. The two instructors, plan to seek community funding (along with the help of the LOC), and intend to offer the Parent-Child Mother Goose Program<sup>®</sup> program later in the year.*

Not just new collaborations and partnerships are working to support literacy in Logan Lake. As the steward for the literacy program, the WHY is also a key contributor for increasing literacy in the community. The WHY has served Logan Lake for many years, and the staff have built relationships with community leaders, organizations and individuals. They are often the first to identify emerging needs in the community and to attempt to respond accordingly. The WHY's experienced staff, and their commitment to serving the people of Logan Lake go a long way toward supporting literacy, especially when partnered with other members of the literacy task group. The WHY works closely with the District of Logan Lake, LLES and LLSS, the LLAC, the LLBA, the TNRD Library, LLL, the LOC and many other organizations in the community. The WHY's involvement with LLL has only served to strengthen these relationships.

Whether partnerships are new or existing, there are common factors that make them work well.

These include

- An understanding of the importance and value of increased literacy skills
- A common desire to make our community a better place to live
- The willingness of volunteers to help when continually called upon
- Open lines of communication
- Momentum built through small successes (This makes people eager to see what else they can achieve by working together.)
- Community participation
- A passion to reach out and help others
- Support and direction for those who need it

### **Goals and actions for the current year**

The Community Literacy Plan identified four priorities and listed many recommendations for achieving success in each priority. Since completion of the plan, initiatives have begun in all four priorities. The task group decided to start with the "easy wins" to build momentum, and to create a presence in the community. While

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there is still much work to be done, we are pleased with the progress made to date and look forward to building on the momentum generated since the implementation phase began.

The following is a list of work currently underway in the four priorities:

### **Priority #1**

#### **Build awareness of the importance and value of increased literacy skills.**

- Employed the LOC to continue to provide ongoing literacy support for the community and liaise with organizations and learners.
- Logan Lake TNRD Library Branch Head and LOC have offered presentations to community leaders.
- Encourage the use of emerging technology as a means of community-wide information delivery. While it is not yet 'community-wide', the 'Logan Lakers' Facebook page is rapidly becoming one of the most effective ways to deliver information very quickly to a large segment of the community. Access is open to all residents of Logan Lake and the site is used by many of the local service providers, District Councilors, and community members, to share and seek information about local events.
- Increased PAC and parent involvement with school aged children in literacy-based activities.
- Continued support of the LLAC to offer art based activities with children at both LLES and LLSS.
- Creation of the Bright Blue Bookshelf Program.
- Expand fundraising opportunities through involvement in events such as Raise a Reader.
- Constantly researching alternate funding sources and offering application assistance to local organizations struggling with inadequate funding.
- Help deliver information about LLL and literacy programming to community members using the two local newspapers.
- Help raise awareness of LLL and its role in the community by participating in the LLBA Annual Business Trade Show – an event that offered the LOC an opportunity to connect with a large number of community leaders and members in one place.

### **Priority #2**

#### **Children and Youth value education as reflected in their actions from birth to adulthood.**

- The One to One Children's Literacy Program has been reinstated and is operating at both local schools.
- Opportunities for adults and seniors to link with youth as mentors and volunteers have been created through increased connection between the schools, the Senior's Society, the LLAC, and through ABC Family Literacy Week events.
- Expansion of children's literacy programs at the TNRD Library to include Puppet Performances, Author Talks, Baby Toddler Rhyme Time, and additional story time sessions planned to coincide with other community events.
- Providing support to allow for training a Parent-Child Mother-Goose Program<sup>®</sup> teacher.

### **Priority #3**

#### **Adults and seniors have the essential literacy skills to function in life.**

- Logan Lake has a very strong and active Senior's Society. The literacy task group is building a relationship with the organization's members and hopes to be able offer support if required. We look forward to working with the Senior's Society in the future.
- Offered an Adult Beginner Computer Class as part of ABC Family Literacy Week Events. The class was taught by an LLSS student and had 12 participants – all of whom said they would attend more classes in the future.

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- The LOC is working with the local Employment Centre, the School Principal, and the WHY to determine adult learner needs, with the intention of supporting upgrading programs, and offering Adult Tutoring in the future.
  - The local TNRD Library has begun a Speaker Series offering information sessions on a variety of topics.

#### **Priority #4**

##### **Increase the health literacy of the community and its citizens.**

- Created and circulated "Ask 3 – Good Questions for Good Health" cards in the community.

#### **Indications of Success**

As we are at the beginning of the implementation phase, it is difficult to measure our success so far. How do you measure the success of a foundation you are just beginning to build on? So much of our success is still intangible – it is more of a feeling, a shift in attitude, and a willingness to discuss where once doors were closed.

However, we do have some tangible evidence indicating we are on the right track.

- In 2010, the Logan Lake TNRD Library enjoyed a 14% increase in circulation over 2009 – this was the largest increase of all the libraries in the TNRD system for this reporting period.
- January 2010 saw a 33% increase in circulation over January 2009 – again the largest increase in the TNRD system for this reporting period. The Branch Head believes this is because of the ABC Family Literacy Week activities held this year.
- Logan Lake Literacy's first ever Adult Beginner Computer Class had 12 participants – they all stated that they would like to attend future classes.
- Ready, Set, Learn has 14 registered children and their parents. Often classes are much larger because of the inclusion of siblings.
- The One to One Children's Literacy Program assisted approximately 15 reluctant readers in its first session. Many of the children and volunteers offered positive feedback on the program, and most volunteers plan to return for the next session. Logan Lake Literacy purchased \$500 of books to support this program.

#### **Challenges**

There are many challenges faced by the task group members and literacy stakeholders in Logan Lake - likely, the largest of these is sustainable funding. All too often programs that support learners, and the community's ability to provide services, are lost because of funding cuts. While funding is not the only requirement for successful community literacy work, it is certainly one of the most important. This challenge can also result in a lack of time for key stakeholders to participate. Often the demands of an already overbooked schedule, can prevent participation in the discussion, despite the recognition of the how extremely important it is.

Another challenge is identifying learners. This can be difficult and requires access and promotion, which needs both time and money. Individuals not currently involved in any organization or formal group can be difficult to identify simply because of their lack of participation. One of the best local resources for identifying adult learners is the Employment Centre, which has recently had its hours cut from once per week to twice per month.

Community-wide information delivery has been a long time challenge in Logan Lake. While the community offers a variety of avenues for information delivery, there are often people who do not receive beneficial community information. This is being somewhat alleviated by the new 'Logan Lakers' Facebook page.

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Other challenges identified in the community include

- Lack of community awareness
- Stigma of low literacy
- Heavy reliance on volunteers (can lead to 'burn-out' and permanent loss of volunteers)
- Common misconception that literacy is only about the ability to read and write, and that if you can do both then you don't have any literacy needs

Obviously removing all of our challenges would be the ideal way to support literacy work in Logan Lake; however, we recognize that this cannot happen overnight.

Other ways to help with the challenges we face would include

- Raising public awareness not just locally, but regionally, provincially and nationally
- Tangible evidence (presented to parents, business leaders, and community members) from various sources (employer, service organizations, etc.) showing how literacy affects individuals
- Delivering information to parents on how their own literacy levels affect their children's chances of success in life
- A culture where we are not happy with the status quo and individuals seek to 'do better'
- Higher levels of volunteerism

What supports literacy work?

- A positive community attitude towards literacy
- Community leaders, employers and parents who recognize the importance of increased literacy skills
- Willingness by all stakeholders to come to the table to discuss how to work together
- Acknowledgement by administration and management that participation is valuable (Participants must be allowed the time to both join in the conversation, and to act on new ideas and recommendations.)
- District, regional, and provincial support (There is so much to learn from communities that are farther along the implementation process – we need to be able to share and build upon each other's success.)
- Sustainability (Long-term, sustained commitment is required to see true success.)
- Increased capacity of the community to provide services to learners
- Decoda Literacy Solutions and the many other provincial and national literacy organizations

## **Focus for 2011-2012**

The Logan Lake Literacy task group is off to a great start. We are well on our way to achieving many of the recommendations in our Community Literacy Plan. So far, our focus has been primarily on children and youth, because that was the area of expertise best represented by our task group members. As we move forward, we will continue to seek input from all sectors of the community. We recognize that a well-represented task group will be best able to address the Plan's four identified priorities. Starting with simple goals allowed us to build momentum and create a presence in the community. As we move forward, we will continue to support existing initiatives and programs, while seeking to implement more of the recommendations made in our Community Plan.

In the coming year we plan to

- Encourage embedding literacy into new and existing programs
- Encourage adults and seniors to connect with youth to bridge the inter-generational gap
- Develop programs to support parents during all ages of childhood development
- Increase participation in existing programming and usage of existing support services
- Support adults to continue their education
- Create an adult tutoring program



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- Develop strategies with business and employment stakeholders to integrate literacy training into the workplace
  - Build links with agencies and local organizations to encourage proper nutrition and nutrition education for all ages

The LOC will continue to develop further relationships and partnerships with the literacy stakeholders at both local and regional levels. Logan Lake Literacy will be represented at more community events and will continue to raise awareness of the importance of literacy. By working together, we believe we can make Logan Lake a community that values literacy by encouraging and supporting lifelong learning for all ages.

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## Year three update

Name of community: **Kamloops**

Report submitted by: Fiona Clare, Literacy Outreach Coordinator  
[literacyinkamloops@gmail.com](mailto:literacyinkamloops@gmail.com)

Submission date: June 2011

### Reflections on the 2010-2011 year

Kamloops has over 85,000 residents who call the city home, with many smaller rural communities in the surrounding area. As Canada's Tournament Capital, the city draws thousands of spectators and sporting participants each year. This year, Kamloops is hosting the Western Canada Summer Games, 2011. Kamloops' boasts a wonderful climate with over 2,000 hours of sunshine annually, pretty much guaranteeing great weather for any outdoor recreational pursuit.

In the summer of 2006, a group of interested community members met and decided to participate in the 2010 Legacies Now Community Literacy Initiative. On September 19, 2006, they held a community meeting at the Henry Grube Education Centre, where the Kamloops Literacy Now Initiative was launched. At a meeting on February 26, 2008 the task group presented its plan to School District #73, and district spokespeople affirmed that the plan reflected the goals of READ NOW BC and aspects of the plan were incorporated into the larger District Literacy Plan.

Now in its third and last year of 2010 Literacy Now implementation funding, Literacy in Kamloops (LinK) is faced with new opportunities and challenges. LinK receives a sum of \$7000.00 from 2010 Legacies Now to provide funding for literacy outreach coordination in Kamloops.

### Community Context

#### **What has happened in Kamloops in the past year that impacts people and the ability of organizations to support literacy development?**

**Literacy in Kamloops (LinK)** has created a **profile** in Kamloops as the community literacy table for lifelong literacy. It has well established partners involved in collaboration and planning for community building literacy initiatives and welcomes new partners. These are discussed in the sections on community development and literacy collaboration. The **Literacy Outreach Coordinator (LOC)** is a recognized **public spokesperson** for literacy issues and a strong advocate for literacy programming and initiatives. New partnerships have been formed, local funding has been secured, and new initiatives are further supporting literacy development in Kamloops.

Next year LinK will receive only \$7000.00 from Legacies Now to support literacy outreach coordination, if this funding continues. The absence of secure, adequate funding impacts the ability of LinK to effectively support literacy programming in Kamloops. This year we were unable to grant funds to support literacy initiatives as we chose to hold back funds to support the LOC position in the coming year.

Non-profit groups, dependent on **funding support** through sponsorships and grants, experience hardship when there are cuts to provincial funding grants and loss of funding support. Coordinators spend too many hours writing grant applications and funding proposals, not only to support their own positions, but also to support literacy programming. There is much duplication of work and competition between groups for the same sources of funding. This inefficient use of coordinator time and can potentially cause harm to the

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positive relationships that have been established through community building. There has to be a better way to fund community literacy work.

Although the community of Kamloops continues to feel the effects of the economic downturn, there are signs of recovery as new businesses open, for example, Princess Auto and regional saw mills restart operations. With standards now higher for employment programming and job entrance, there is greater need for upgrading, skill training, and literacy support. More adults are finding they cannot apply for, or start training for many jobs without their grade 12. These, often older, workers, are now finding that a GED or grade 12 equivalent is a prerequisite for many organizations. Adult Literacy Programming providers report a growth in referrals from work search agencies and re-training agencies. Keeping up with fast-paced technology is a challenge for many people. This is particularly true for older adults and seniors as the gap in technology knowledge gets bigger. Having technology literacy challenges can be a significant barrier in seeking employment or re-entering the workforce. These factors continue to fuel the demand for **adult education** upgrading opportunities and training opportunities.

For adult learners to become engaged in learning, many issues need to be dealt with first. There was much discussion around the community literacy table of the **systemic nature** of the problem. It is difficult for those trying to provide literacy programming and schooling to adults to be successful, when their learners cannot get the social service assistance and addiction support they need. Waitlists for services are often long, and there are still gaps in service which impact the delivery of effective literacy programming.

The problem is often **intergenerational** and multi-level. It was reported by agencies involved with delivering early childhood education programming that family challenges often result in child anxiety and behavior issues and can be a barrier to learning. This can impact program delivery as educators are challenged to meet more extreme behaviors and children's needs. Unfortunately, too often **waitlists** prevent children from receiving the individualized attention they need prior to entering kindergarten.

Our literacy table also recognizes that our increasing **dependence on technology** is affecting our lives. Daycare and early education providers, school staff and healthcare providers report concern about the effects of technology on children's social, emotional, physical and intellectual development. Research-based evidence attests to the negative impacts of technology overuse on children's ability to learn. There is also evidence on how overuse of technology affects parental attachment. Managing this dependence on technology and its negative effects is extremely challenging and may affect the ability of organizations to support literacy development effectively.

Literacy in Kamloops (LiK) provided a leadership role in organizing and promoting **Unplug and Play Family Literacy Week** in Kamloops this year. This initiative meant to address the issue of balanced technology management and promote family literacy was a collaborative team effort with many partners involved, (this to be discussed further under Goals and Actions). This is to be an annual event. Kamloops is now in the early stages of developing a Balanced Technology Management team and, with the support of Cris Rowan, a pediatric occupational therapist and expert in the impact of technology on child development, will develop strategies to build awareness around healthy, balanced technology use.

Our **school district** underwent significant **reconfiguration** this year. This resulted in bigger populations of students in numerous schools. This, along with the establishment of full day kindergarten in some schools, resulted in a shortage of available space for additional programs and services like the volunteer One to One Children's Literacy Program. Schools had to find creative solutions that often meant the program had to become portable. Also, programs like the Boys and Girls Club Power Start Program were impacted as they tried to maintain continuity of their service. The positive impact of the new school configuration is that licensed daycare providers were able to move their programs into vacated schools and take advantage of the facilities



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Nan Stevens	Thompson Rivers University
Norm Humphrey	Central Interior Trades & Apprenticeship Centre (CITAC)
Pete Grinberg	Street School, School District # 73
Rev. Isabel Healy-Morrow	St. George's Anglican Church
Russ Chambers	Kamloops Foundation
Tacey Ruffner	Tutor
Tonia Gillespie	Literacy Outreach Worker (LOW) Street School

The community partner group meets about three times per year. The purpose of these meetings is to reconnect with all partners, to build capacity, to review work done by all literacy partners in Kamloops, to reassess community literacy needs, and to decide on goals and actions.

We form **sub-committees** from this community partner group to work on specific actions. This year we had a sub-committee to work on Unplug and Play Family Literacy Week, Heap the Honda, and the ABC Life Literacy - Adult Literacy Forum. These sub-committees are our task groups. Link members choose to get involved with certain initiatives and so remain motivated and engaged in our community literacy development, without becoming over-committed.

## Community Development and Literacy Collaboration

### What are the important collaborations that have taken place to support literacy and the work of the task group?

We are most proud of the **collaboration** that has happened around the **Link community table** and the wonderful partnerships that have resulted. Many connections have been made and we are more effective at delivering literacy programs in Kamloops because of it.

Some examples are:

- PAL (Partner Assisted Learning) Program collaborates with Link, Street School, Kamloops Regional Corrections Centre (KRCC), LOCs in neighbouring communities, the Skeetchestn Indian Band and numerous other agencies in the community
- Street School has collaborated with Link, KELLI, KRCC, PAL, ABC Life Literacy, United Way, and the school district
- The TNRD library has collaborated with Link, KELLI, Kamloops Immigrant Services, First Steps Program, and others
- The Boys and Girls Club of Kamloops collaborates with the School District #73, Link, TRU, United Way and many other partners
- Childcare Resource and Referral (CCRR) and Kamloops YMCA -YWCA collaborate with KELLI, Link, School District #73, TRU, and Make Children First
- The Kamloops Regional Corrections Centre (KRCC) has collaborated most successfully with the School District #73, in particular the Street School program, PAL, KELLI, Link and Secwepemc Cultural Education Society (SCES).

**Link** collaborates closely with the **School District #73**. The school district provides much needed resources and an infrastructure of support, including administrative support, office and meeting space, access to printing facilities, and input from specialized personnel.

Link has been able to provide some programming services to the school district:

Family Literacy Games Nights

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Unplug and Play Family Literacy Week  
Heap the Honda Children's Book Drive  
One to One Children's Literacy Program  
Reading Strategies training to First Nation Education Workers and Aboriginal parents  
Come Read with Me workshops to parents of first graders.

This collaboration between the partners of LinK and the school district is **essential**. With information sharing, we are better able to understand our community's needs, and when we work together we are better able to meet these needs. A good example is the Power Start Program that the Boys and Girls Club of Kamloops provides. The school identifies children who are chronically late or absent from school and with the support of the Power Start Program these children get to school ready to learn. This is a very effective partnership. KELLI provides Parent Child Mother Goose programs to preschoolers at schools that request this service.

The LOC of LinK and the Coordinator of **Kamloops Early Language and Literacy Initiative (KELLI)** have collaborated effectively on many important initiatives this year. Working together with a shared vision has brought many literacy partners closer together, built our capacity, and allowed for new initiatives to happen. KELLI is a coalition of community organizations whose mandate is to provide programming to improve literacy and learning in the early years. LinK has been able to support the work of KELLI and provide opportunities for KELLI to form new partnerships and expand programming.

### **What makes collaborations work well?**

Collaborations work well when there is a **common goal** and we work together as a team towards meeting that goal. They work best when everyone brings their strengths and areas of expertise to the table. **Shared resources and knowledge** make them work well. Having a **coordinator**, a central person, to bring the partners together is helpful.

Many programs would not happen in Kamloops if it were not for collaborations. It is important to have key stakeholders together at the various tables to prevent duplicating services and to provide support to build capacity of services offered. It is also important to keep the learners as the focus and to do what is best for the community.

### **Goals and actions for the current year**

Our literacy work continues to be guided by our plan. Our goals are based on the four pillars of Read Now BC:  
Literacy and early learning  
Literacy and the K-12 system  
Adult literacy  
Aboriginal people, literacy and learning

There is so much **great literacy work happening in Kamloops**. To get an overall picture of how organizations are working together to meet the life long literacy needs of all in Kamloops, one would need to report on all the work that each organization is doing. Literacy in Kamloops (LinK) is a collaborative group that works together to provide "An enriched future for our community through literacy." Each community partner is involved in the delivery of programs and services that meet literacy needs in our community. Each community partner has been impacted in some way by LinK, through establishing new connections, gaining increased awareness, through referral of learners, receiving funding support, or by developing new partnerships. It is beyond the capacity of this writer to report on the wonderful work that each of LinK's partners is doing. Each organization reports to its own funders. This report attempts to comment effectively on the work that LinK has been directly involved in this past year.

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**What priorities, goals or objectives have you addressed this year?**

**What actions were taken to reach these goals?**

**What organizations and groups participated in these actions?**

### **Adult Literacy**

**Goal: Adults have the essential literacy skills to function in life**

#### **Action: Create and distribute an Adult Learning Programs brochure**

We know the hardest step for learners is that first step, so the easier we make it for them to know whom to contact, the better. The Link **Adult Learning Programs brochure** lists all the programs available for adults in Kamloops with a brief description of each program and a contact number. 1000 copies are printed and being distributed. Feedback from learners and agencies is very positive. Having all the programs listed in one easy to read brochure is helpful to learners and to agencies trying to help learners connect with services. If this brochure makes access to literacy programming easier for learners then we have achieved our goal.

#### **Action: Host third annual Adult Literacy Forum –April 7 at Street School**

The Adult Literacy Forum sub-committee: KRCC, PAL, Street School, TNRD Library, and the LOC

On April 7, during International Adult Learners Week (IALW), **ABC Life Literacy Canada** celebrated the courage and accomplishments of adult learners during Link's Adult Literacy Forum at Street School. ABC Life Literacy announced their new LEARN ambassador, Lesra Martin who shared his own literacy story. 60 participants attended, representing a broad cross-section of the community, including educational institutions, service agencies, non-profit organizations, volunteer tutors and learners.

The purpose of the third annual **Adult Literacy Forum** was to connect service providers, increase awareness of programs and services offered, and advocate for financial support for those programs, so that everyone is better able to support each other. The forum is an opportunity to bring potential funders together with adult literacy service providers and learners, which is impactful. Learners from different programs shared their stories which kept the **learner as the focus** and inspired everyone. Learner stories also help reduce the stigma attached to low literacy, and increase understanding of the challenges they face.

The benefits from this annual forum are increased **community awareness** of adult literacy challenges and the gaps that still need to be addressed, and increased awareness of adult literacy programs available in Kamloops. One of the outcomes is that we gained more community partners at our literacy table. The forum was very inspiring.

The forum was sponsored by a **Kamloops Foundation grant** that was received last year.

#### **Action: Advocate for funding for Literacy Outreach Worker for Street School**

Street School, a School District #73 adult education program, is spearheaded by Mr. Pete Grinberg, the 2010 Council of the Federation Literacy Award winner. This innovative **adult learning centre** provides targeted **outreach** and **literacy programs** for students from a wide range of learning journeys: single mothers, unemployed skilled labourers, high school drop outs, students with previous learning disabilities, and students recently released from corrections facilities have all found success here.

Street School has proven to be a vital resource for individuals starting over again. Under Mr. Grinberg's guidance, Street School, which helps individuals meet their literacy goals at their own pace, has grown significantly since it first opened its doors in 2006. The first year saw one high school graduate and a handful of regular learners. During the 2010 school year, 400 adult learners were helped with 42 students receiving

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their Grade 12 diploma. In 2011, more than **450 learners** were helped with **60 students** from both Street School and the KRCC School District #73 program receiving their **Adult Dogwood**.

LinK's role is to be a strong **advocate** for Street School and in particular the **Literacy Outreach Worker (LOW)** position at Street School. This position is dependent on grant funding. With the increased success of Street School the LOW needs more hours and needs funding to support these hours. This outreach work is integral to the continued success of Street School. Also, LinK is the community table around which Street school has developed partners to enhance its programs. LinK is proud to report on the continued growth and success of Street School.

### **Adjustments to goals**

The goal of expanding Street School opportunities in Kamloops and to outlying communities was reassessed. The success of Street School is tied to the special relationship between staff and learners, its ideal location and strong local support. It would be no easy task to duplicate this program. Instead of expanding to other locations, Street School has extended its hours to serve more learners without compromising the program. It works well. A key element to the success of Street school is the position of the Literacy Outreach Worker. This position is dependent on a CALP grant and for the past two years received a Raise a Reader grant to maintain program hours through the summer months. Currently, the position is underfunded. Our goal now is to support Street School in advocating for adequate funding for the LOW position, and to continue to build awareness of this program and improve access to it. It makes no sense to try to expand the program when the needs of the current program are being challenged.

### **Action: Support Partner Assisted Learning (PAL) Program**

LinK collaborates with, and supports the PAL program in Kamloops. LinK increases awareness of this program and refers learners and volunteer tutors to the program. The LOC supports the **PAL Coordinator**. This year the LOC helped the PAL coordinator recruit volunteer tutors through contacts with the retired Teachers Association and media contacts. This program provides an important service in assessment of adults with low literacy levels. PAL has helped 32 learners this year and has 21 pairs currently working together. PAL is also challenged to secure **adequate funding** to support necessary Coordinator hours.

### **Adjustment to goals**

In reassessing our goals, we realise that creating new initiatives is not a good strategy when it is a challenge to **sustain the programs we have**. Establishing an assessment and instructional resource centre for adult learners sounds like a good idea, but who is going to fund it? We agree it is more important to focus on building the capacity of the programs we have by

- advocating for adequate, secure funding for these programs
- increasing awareness between service providers and clients of programs available
- encouraging the sharing of resources and knowledge.

This is what LinK is doing for Adult Learning programs like Street School, the PAL Program, Kamloops Immigrant Services, the TNRD Library programs and SCES Aboriginal programs.

### **Literacy and Early Learning**

**Goal: Children entering school are ready to learn**

### **Action: Support the work of KELLI**

LinK's LOC collaborates closely with the **Kamloops Early Language and Literacy Initiative (KELLI)** Coordinator to support the goals and objectives of KELLI. KELLI, an established coalition of partners, supports and responds to the early language and literacy needs of families by increasing awareness, providing opportunities, and building capacity within our community. The LOC sits on the KELLI committee and has partnered with KELLI on new family literacy initiatives. Some of the important early learning and literacy work



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that KELLI facilitates is the Parent-Child Mother Goose program, Family Literacy Nights at the Mall, and ABC Family Literacy Day Celebration.

### **Parent-Child Mother Goose Program**

Fall 2010 term

This term saw twenty-one Parent-Child Mother Goose sessions: three “Y” locations, White Buffalo, North Shore Library, two at Downtown Library (one in partnership with the Library, Immigrant Services and KELLI), Interior Métis Child and Family Services, Street School and twelve elementary schools. Most programs were fully registered and some had waitlists.

Spring 2011 term

Nineteen Parent-Child Mother Goose sessions were offered during the spring term: three “Y” locations, White Buffalo, one evening session at the North Kamloops Library, two at the downtown library (one in partnership with Immigrant Services), Interior Métis, Street School and ten elementary schools. Most programs were fully registered, some with waitlists, and all were well attended.

**Ready Set Learn funding** from local elementary schools supports many of the PCMG groups. Others are sponsored by Raise a Reader and LinK. The remainder are **partnership programs**.

Twenty-three people received Mother Goose training, including six Strong Start facilitators.

### **Family Literacy Nights at Northhills Mall**

- Two family literacy nights were held in the fall; October 29 and November 19, with the latter date the celebration of International Children’s Day; both were successful evenings with over 100 families in attendance.
- Two family literacy nights were held February 11 and the other March 11. On February 11 the “Big Little Science Centre” offered some interactive activities geared towards pre-school children and their parents/guardians, with 103 adults and children in attendance. On March 11, a nutritionist with Early Childhood Development at Interior Indian Friendship Society offered ideas for making healthy snacks for parents and children. Twelve Rotary members came to help set up Healthy Opportunities for Pre-schoolers (H.O.P.), and interacted with parents and children. The TNRD Library offered stories with felt board and puppets, and there was music and singing. Volunteers from the City of Kamloops provided face painting, and Early Childhood Education students offered St. Patrick Day crafts. 107 adults and children attended.

### **ABC Family Literacy Day**

The planning committee met consistently since the fall to organize this annual event. The committee consisted of members from Childcare Resource and Referral (CCRR), School District #73, TNRD Library, Interior Health Speech and Language, LinK, Interior Community Services/Mother Goose, and community members. The theme was “Play” for literacy. Early Childhood Education students and instructors attended as volunteers. LinK organized free books for each child attending and One to One tutor reading support. About **450 people** attended. 130 surveys were completed with very positive feedback.

### **Action: Facilitate Unplug and Play Family Literacy Week, January 23 – 29, 2011**

LinK and KELLI planned to expand ABC Family Literacy Day to a week of activities that encouraged people of all ages to be involved, have fun and learn together. The Planning Committee met consistently throughout the year to develop, plan and organize “Unplug and Play” Family Literacy Week which is to be an **annual family literacy event**. The committee is a partnership between KELLI, LinK, City of Kamloops, Kamloops Daily News, Boys and Girls Club, CCRR, YMCA-YWCA, Salvation Army, TNRD Library, and School District #73. LinK and KELLI presented to City Council and the City of Kamloops proclaimed the week **“Unplug and Play Family**

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**Literacy Week". Sponsorship funding** was received from: **Kamloops Foundation** - \$1500.00, **Make Children First** - \$1000.00, and **City of Kamloops** - \$500.00.

Cris Rowan, Pediatric Occupational Therapist and author of books on the effects of technology on child development, conducted a parent presentation to about 80 parents and a workshop to approximately 70 parents and service providers. Very positive feedback was received on the Cris Rowan presentations, and there is interest in establishing a **Balanced Technology Management team** in Kamloops.

**Action: Organize Heap the Honda Children's Book Drive January 2011**

The LOC took a lead role in organizing the **"Heap the Honda Children's Book Drive Challenge."** Ten local elementary schools took up the challenge and collected new and gently used children's books. The community rallied to the challenge and over **15 000 books** were collected and sorted. Some agencies picked up books to give to families and children. Link hosted a **"Free Books for Families Day"** at Sahali Centre Mall on February 5<sup>th</sup>. The majority of the books were given away with the remainder being donated to the Salvation Army.

This drive helps raise awareness of literacy issues and encourages community participation. By facilitating the delivery of books to so many families in our community, we are improving access to quality children's books. Next year we will use this drive to collect books for our new initiative the **Bright Red Bookshelf**.

**Literacy and the K-12 system**

**Goal: Increase the number of children who read successfully at school**

The Kamloops/Thompson school district is proud of an overall healthy literacy success rate, but recognizes that there are always areas where improvement is needed. Many schools have improving literacy and numeracy as school goals and results are reported in school district reports and contracts.

Link collaborates closely with School District #73 to determine how community literacy programs can support schools in reaching their literacy goals. As mentioned earlier, the Boys and Girls Club of Kamloops provides important programs to support children getting to school and being ready to learn. They also provide after school programs and evening programs where students can receive help with homework and other supports.

The YMCA-YWCA also provides after school opportunities for students to promote healthy physical, social, emotional and intellectual development. Link provided funding to support some of these programs. The **"Intergenerational Outings" Project** involved three sessions with after-school children visiting three different senior centers between January and March.

Children had the opportunity to collaborate, to be creative, to acquire new skills and a greater understanding of working with younger children and seniors. Activities included reading, crafts, preparing play dough, cooking, playing board games , puppet shows and more. This is a **multi-generational literacy rich experience**.

The Intergenerational Project will be relaunched during the summer months as part of some of the day camp activities.

The focus is "two fold" with combined efforts to engage children ages 9 -12 in

- planning and implementing age appropriate literacy based activities
- growing their relationships with preschool children and seniors.

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**Action: Provide Family Literacy Games Nights in schools in partnership with the YMCA-YWCA**  
LinK in partnership with the YMCA -YWCA and School District #73 hosted Family Literacy Games Nights at Marion Schilling and Stuart Wood Elementary schools. These nights promote family literacy and the importance of playing and learning together every day.

**Action: Facilitate “Come Read with Me” grade 1 parent/child sessions at elementary schools**  
During twelve years of training volunteer tutors for the One to One Children’s Literacy Program, feedback has been that all parents need to know these reading strategies. With the support of the Vernon LOC who shared their Come Read with Me program, a child/parent workshop was created based on the **Stress Free Reading at Home handbook**. LinK received **Raise a Reader funding** to conduct these workshops. In liaison with the school district Literacy Coordinator, schools were invited to host a session for their grade 1 parents and students together. The session starts with breakfast (provided by the school), student’s then return to class, and parents learn simple strategies to support their child’s reading at home. The parents then join their children in the classroom to practise the new strategies. Each child receives a package that includes a free book, word cards, word games, bookmark, Stress Free Reading booklet for parents, foam dice, and dry erase pen.

Five schools participated in the Spring session: Raft River, Barriere, Pacific Way, South Sahali, and Haldane Chase. Each school reported just over fifty percent attendance at the session with Barriere at **seventy-five percent attendance**. Evaluation forms were completed at the end of each session. We have **110 positive evaluations** and zero negative ones.

A few examples of comments:

“Very informative and very good to know how to help kids at home.”

“This type of parent teaching skills should be promoted.”

“I could relate to the reading struggles and liked the ideas presented on how to deal with them.”

“Thank you for giving me more tools to work with my children.”

“What a wonderful presentation - very useful and informative!”

**Action: Support the One to One Children’s Literacy Program**

This program, in its thirteenth year, is one of the largest programs in the province. Trained community volunteers provide tentative readers in grades 1 – 7 with three or four weekly reading sessions over ten to twelve weeks. **Twenty-two schools** offered the program in 2010/11, tutoring approximately **450 students**. While no formal assessment is conducted, teachers report improvement in students’ skills, confidence and attitude. The program builds community connectedness with the school in addition to creating trained tutors who enjoy the individual relationships formed with students.

The LOC also conducted a One to One training for First Nation Education Workers on a Pro D day, and facilitated a reading strategies session for Aboriginal parents, teen mothers in the First Steps Program, and parents at local schools.

The LOC facilitated 11 training sessions of new tutors in the 2010/2011 school year and conducted tutor training and coordinator training in Merritt for 2010 Legacies. More than **200 volunteers** trained as One to One tutors.

**Goal: Youth and Young adults have the essential skills to function in life**

**Action: Support Boys and Girls Club of Kamloops youth literacy initiative**

LinK funding was allocated to The Boys and Girls Club of Kamloops to support **Re-engaging Academically Disconnected Adolescents Respectfully (RADAR)**, a youth literacy initiative. The priority of the outreach

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worker is to support youth in having their basic needs met while building a relationship to support their connection to school, family and other community supports.

In seven months, the RADAR program registered **42 youth** and saw an average of four new youth per month; on average, RADAR served six youth a week. Numbers peaked in Feb/Mar with a max of 14 youth a day over a two week period, however, the supervisor found it challenging to stick to the specific goals of RADAR (school, employment, volunteer work) during this time. Themes of addiction, homelessness, and violent behaviours were of highest priority during the busiest times of RADAR. The structure of RADAR allows youth to openly discuss difficult issues in a safe and supportive environment. Particularly during this time, the supervisor found that re-connection to school, employment, and volunteer opportunities were less of a priority than addressing issues of addiction, homelessness, and nutrition. Outreach services were accessed daily with food being the number one request. A light snack was provided every program day, and on request groceries were also supplied. Hygiene supplies were distributed on a weekly basis, as were sexual health resource materials and condoms. In slower times, once basic needs were addressed, youth were more likely to discuss barriers to school and employment.

To further support the youth, **other community programs** were called on for support. The supervisor had an outreach worker from Interior Community Services attend RADAR to address issues of homelessness. Furthermore, the supervisor brought the youth to Interior Community Services' (ICS) downtown drop-in program to build on a community of care. The Phoenix Centre, the Pregnancy Care Centre, Twin Rivers Education Centre (TREC), Ministry of Child and Family Development (MCFD), and the RCMP were also important resources for the RADAR program in addressing issues of homelessness, health, addictions, and gang involvement.

The LOC will consult with the Boys and Girls Club of Kamloops to encourage the success of this initiative, assist with future funding opportunities, promote partnerships, build awareness, and help evaluate the impact of the program.

## **Leadership in literacy and Community participation**

### **Goal: Establish and maintain leadership and community participation in literacy issues**

This goal remains a priority for LinK. We believe we have made excellent progress in establishing a **profile** for LinK in Kamloops and increasing awareness about who LinK is and what LinK does. We have done this by hosting open community partner meetings and welcoming new members, hosting and maintaining a website, facilitating an annual adult literacy forum, sitting on other committees, supporting ongoing literacy work of partners, and starting new initiatives.

### **Action: Participate in Raise a Reader Campaign**

The **LOC co-chairs** this committee with the KELLI coordinator. The committee comprises representatives from The Kamloops Daily News, TNRD Library, United Way, RCMP, Thompson Rivers University (TRU), Make Children First, Interior Community Services, KELLI, LinK, School District #73, and local sponsors. This year the LOC coordinated participation in RAR day with LOCs in **outlying communities**. Each community successfully raised local funds which received matched funding from the Kamloops campaign. Over **\$50 000** was raised to support local literacy programming. LinK helped prepare RAR funding applications for Street School, the One to One Program, Come Read with Me sessions and a new initiative, the KRCC Storybook Project. All these applications were approved and received full or partial funding.

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**Action: Facilitate the Bright Red Bookshelf project**

LinK continues to lead new literacy initiatives as in **The Bright Red Bookshelf**. The Bright Red Bookshelf circulates gently used and new children's books back into the community where they are made available free for families to own. This **partnership project with Team BC** will leave behind a literacy legacy after the Western Canada Summer games in 2011. Local businesses and organizations are building the bookshelves and athletes and coaches are donating the first books. The Heap the Honda Book Drive will provide books annually for the shelves. Volunteers from Kiwanis and the Kamloops Society for Community Living have indicated an interest in maintaining the bookshelves located at key sites in the community.

**Action: Maintain LinK website**

Literacy in Kamloops (LinK) hosts and maintains a website. This can be accessed at [www.literacyinkamloops.com](http://www.literacyinkamloops.com) The Literacy BC Directory of Services, which lists all literacy programs available in our community, can be accessed on the Literacy in Kamloops website. This directory is kept updated.

**Action: Participate in child and youth mental health literacy initiative**

The LOC collaborated with Betty Brown, Interior Health Regional Facilitator: Mental Health, other LOCs and the TNRD Library on a Child and Youth Mental Anxiety health initiative. A poster and flyer were created to make information available in plain language to parents and to recommend a short list of resources. Electronic versions of the material were distributed to the school district through Principals, school librarians and PACs. 30 LOCs were involved in distribution of information.

**Indications of success**

**How do you know that actions taken are working to support literacy? Include examples.**

What we do know:

***Community Awareness***

- More members at the LinK Community Partner table  
Example: United Way, John Howard Society, St. George's Anglican Church
- New partners at the table for the Unplug and Play Family Literacy Week initiative  
Example: City of Kamloops was a major supporter
- LOC has made more connections with community organizations to provide literacy support  
Example: Kamloops Society for Community Living contacted the LOC for literacy support Example: Volunteer tutors from Kamloops Immigrant Services attended the training session for the One to One Reading program.
- Increased media coverage of literacy events and issues  
Example: Kamloops Daily News sponsorship of Unplug and Play Family Literacy Week
- Some of this increased awareness is the result of the annual literacy forum, the community partner meetings, the LinK website, the Adult Learning Programs brochure and the LOC advocating for the literacy programs in Kamloops  
Example: 60 people attended the Adult Literacy Forum

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## ***Early Learning and Family Literacy***

- KELLI and LinK successfully collaborated on numerous initiatives building unity between the two literacy tables in Kamloops  
Example: Unplug and Play Family Literacy Week
- Family literacy was promoted during Unplug and Play Week  
Example: More families participated in story times, family swims and skating, Mother Goose sessions, and family games nights
- Increased understanding of family literacy and the importance of families spending at least 15 minutes a day learning together  
Example: Feedback on Cris Rowan's Disconnect to Reconnect presentation and workshop
- Increased awareness of the importance of early literacy.  
Example: KELLI presents a consistent message advocating face-to-face daily interactions between parent and child  
  
Example: Mother Goose programs are full and many have a waiting list
- Increased awareness and understanding of the different kinds of literacy, like social/emotional literacy, physical literacy, technology literacy  
Example: Balanced Technology Management team

## ***School age***

- More awareness about the importance of life long learning and intergenerational learning  
Example: Intergenerational Outings Project
- Heap the Honda Children's Book Drive, school-wide book exchanges and Free Books to Families Day increased book ownership  
Example: 15 000 books were given away
- More parents learned how to support their children's home reading in the Come Read with Me sessions  
Example: Five schools hosted sessions with between 50% and 75% parent attendance  
Example: 110 positive evaluations completed
- Approximately 450 tentative readers received support in the One to One Children's literacy program  
Example: 22 schools ran the program
- First Nation Education Workers received training in One to One reading strategies and were so positive about the session they asked for a session for Aboriginal parents.  
Example: Feedback was positive
- Collaborative programs are positively impacting lives  
Example: The Boys and Girls Club Power Start program consistently supported 32 children getting to school every day
- The LinK supported Boys and Girls Club of Kamloops RADAR program provided outreach services to at-risk youth  
Example: 42 youth received support this year

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## ***Adult Learning***

- Enrollment is up at Street School and more students are graduating this year  
Example: More than 450 learners were helped
- The LOW for Street School successfully connected many learners with the community supports they needed to help them stay in school  
Example: 60 adults from KRCC and Street School graduated this year
- Improved referral of potential learners between social service agencies and adult learning programs because there is increased awareness of these programs  
Example: Higher enrollment in Street School and PAL program
- More trained PAL tutors and more pairs working together  
Example: 14 new tutors and 32 learners helped  
Example: PAL Coordinator provided training for other LOCs to support the start up of PAL programs in outlying communities
- Positive feedback received about the Adult Learning Programs brochure
- LOC has referred more learners to adult learning programs

## **What are the things that support literacy work?**

- Understanding what literacy is, and how it impacts our lives
- Awareness and understanding of issues related to literacy
- A common vision and passion for working together to improve literacy
- A willingness to share ideas, knowledge and resources
- Local, regional, provincial, and national support with resources and funding
- Having an LOC dedicated to advocate for literacy initiatives and to bring organizations together
- Secure and adequate funding

## **For the Coming Year**

### **What are our challenges and opportunities? How will we respond to them?**

Looking back at the initial goals of the District Literacy Plan, we realise our **focus has narrowed**. Now in the third year of implementation of our plan, we are able to realistically review our goals. Our actions are guided by the reality of limited funding, working with busy partners who are facing their own challenges and issues, in an economy that is slowly recovering from an economic downturn that saw cutbacks in funding.

It is clear that a priority remains to **build awareness of what literacy is**, how it impacts our lives, and how we can **work together** to better support literacy initiatives in our community, so that all our lives are improved. Our goal is to be the literacy table in Kamloops that welcomes all, is a forum for discussion about challenges and gaps, an opportunity to find solutions together, and a place where new partnerships are forged. Our vision remains "An enriched future for our community through literacy."

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With a **higher profile**, more opportunities present themselves to LinK. **Team BC** contacted LinK with a proposal to leave behind a literacy legacy project in Kamloops following the Western Canada Summer Games 2011. In collaboration, we are launching the **Bright Red Bookshelf Team BC Literacy Legacy Project**. Athletes and coaches are donating the first children's books for the bookshelves that are being built by local businesses and organizations to be placed in key locations around Kamloops. This project promotes literacy, ensures circulation of gently used children's books and increases ownership of books. Again an opportunity to build new partnerships presents itself. Kiwanis Club and the Kamloops Society for Community Living have indicated an interest in maintaining the bookshelves.

It is an ongoing challenge to meet the **diverse needs of all learners**. LinK will continue to bring partners together, so that we are better able to **coordinate services and programs** and work more effectively and efficiently. Our goal is to reduce duplication of services by encouraging teamwork and partnership. As everyone becomes more aware of the needs and challenges individual organizations face, and what each person or agency brings to the table, we are able to more effectively meet the needs of our community. By sharing resources and knowledge, by referring clients between agencies and service providers, we are better able to provide an effective service. This is an ongoing goal and priority of LinK. We become more successful each year as we build our own profile in the community by building **trust and positive relations** with more partner groups through advocacy and support.

A priority remains to **support the programs** that are working well, advocate for adequate funding to maintain these programs, and find **solutions for gaps** in literacy programming. A new project for which LinK received funding is the **KRCC Story Book Project**. This is a program that is facilitated at a number of corrections facilities in other regions of BC by the Elizabeth Fry Society. We have another opportunity to build new partnerships to facilitate this program.

Community partners who work with adult learners report that they still hear from learners who have trouble **accessing programs**. Some have experienced being sent from one agency to another and have not received the information they need. It is imperative that we continue to work on informing community organizations and agencies of the learning programs that are available. We will continue to distribute the Adult Learning Programs brochure, and work with the school district and other partners to ensure everyone is **informed** on how to refer potential learners to appropriate programs.

It is essential to have an LOC whose job it is to keep partners informed, connected and motivated to work together as everyone is so busy doing their own work. An ongoing challenge is to **secure funding for the LOC position**. Our school district has five LOCs, so coordination funding provided by 2010 Legacies Now is divided and each LOC receives \$7000.00. Kamloops has had to use 2010 Implementation funding to supplement coordination funding. The LOC is paid for 15 hours a week but works many more volunteer hours. This was our final year of implementation funding, so LinK chose to carry over funds for next year to help cover LOC costs. We are faced with the ongoing challenge of securing funding to maintain the LOC position which we believe crucial to maintaining momentum of the Literacy in Kamloops community building initiative.

### **What goals will we work on in the coming year? What actions are planned against those goals?**

Our overall goals continue to be guided by the four pillars of Read Now BC as stated in the District literacy Plan.



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**Goal: Adults have the essential skills to function in life****Actions:**

- Advocate for adequate funding for the Literacy Outreach Worker (LOW) position at Street School
- Advocate for adequate funding for the PAL coordinator
- Support adult literacy programs with recruitment of volunteers and referral of clients
- Distribute Adult Learning Programs brochures
- Improve access to adult literacy programming information on School District #73 website
- Host fourth annual Adult Literacy Forum
- Facilitate table of adult learner service providers
- Present Plain language workshops
- Increase training opportunities for volunteer adult tutors

**Goal: Youth and young adults have the essential skills to function in life****Actions:**

- Advocate for organizations that are providing outreach and programming for at-risk youth
- Collaborate with school district and other key partners to find solutions

**Goal: Children entering school are ready to learn****Actions:**

- Help secure funding for the KELLI coordinator role by hosting a signature fundraiser
- Support the ongoing work of KELLI
- Promote Unplug and Play Family Literacy Week
- Organize Heap the Honda Children's Book Drive
- Build partnerships to maintain the Bright Red Bookshelf
- Support the establishment of a Technology Balanced Management Team

**Goal: Increase the number of children who read successfully at school****Actions:**

- Maintain the One to One Children's literacy programs in our school district and provide support to other school districts who are starting the program
- Recruit and train volunteer tutors for the One to One Children's literacy program
- Secure funding for coordination and delivery of the One to One program
- Present Come Read with Me sessions to grade 1 parents and students in local elementary schools
- Collaborate with school district to create You can Count on Me mathematics session for grade one parents and children which 100% of parents indicated on the Come Read with Me evaluation form that they would attend

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## **Goal: Increase Aboriginal people's Literacy and Learning**

### **Actions:**

- Support school district with One to One reading strategies training
- Continue to invite participation at the LinK community partners table
- Distribute Adult Learning Programs brochure to agencies supporting Aboriginal learners
- Provide Bright Red Bookshelves in locations supporting Aboriginal families
- Encourage working together to common goal

## **Goal: Establish and maintain leadership and community participation in literacy issues**

### **Actions:**

- Secure ongoing funding to support the Literacy Outreach Coordinator position for LinK
- Organize and host a signature fundraiser to support KELLI and LinK
- Recruit a volunteer to maintain LinK website and look at other social media options to promote literacy awareness and programs in Kamloops
- Present Plain Language workshops to build awareness about literacy challenges and how we communicate
- Be a strong spokesperson for literacy issues
- Be a strong advocate for adequate and secure financial support for literacy programs and coordination
- Facilitate three community partner meetings to encourage collaboration of diverse literacy stakeholders
- Be responsive to community needs
- Attend partner meetings
- Create and present to local organizations and businesses a power point slideshow to depict the work that KELLI and LinK does in the community
- Co-chair the Raise a Reader Committee
- Co-chair the Unplug and Play Family Literacy Week Committee

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

We need the **ongoing support** of our Provincial sponsors and partners, Decoda Literacy Solutions and the Ministry of Education. We need to be able to share knowledge, ideas, best practices and resources at regional meetings, conferences and through the Community of Practice website.

### **We also need to ...**

- maintain the collaborative process of the Literacy in Kamloops table
- bring in more representatives from a diverse cross section of the community
- nurture the important collaborations that exist and maintain their effectiveness
- advocate for ongoing provincial support
- secure funding for the LOC position
- continue to educate the public on literacy and lifelong learning
- remain hopeful, positive, passionate, caring and compassionate
- keep the learner as our focus
- **celebrate our successes!**

**Literacy in Kamloops** is committed to "An enriched future for our community through literacy."

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## Year three update

Name of community: **School District No. 73 (Kamloops/Thompson)**

Report submitted by: Deanna Steptoe, SD #73 Literacy Coordinator  
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Submission date: June 2011

School District No. 73 continues to address the following literacy goals outlined in the District Literacy Plan:

- Establishment of assessment practices for literacy
- Establishment of a district-wide literacy program

The work from these two goals has evolved over the past two years and instead of focusing on improving assessment and instruction practices at the intermediate and secondary levels, the focus has broadened to encompass Kindergarten to Grade 12. Some of the initiatives are described below.

### **SmartLearning – Primary and Intermediate**

Founded by Susan Close, SmartLearning is an approach to teaching that follows a nine-step instructional framework. It incorporates best instructional practices in literacy, brain research, and Understanding by Design. It encourages higher-level thinking and is packed full of engagement strategies for students. It can be used across all content areas from Kindergarten to Grade 12.

SmartLearning was first introduced to school district teachers and principals in June 2010. During the summer of 2010, a group of teachers attended a summer institute to learn more about the approach. Upon their return in September, they began to incorporate a variety of strategies into their classes. Support was given to these teachers throughout the 2010/11 school year by way of meetings, planning sessions, demonstration lessons, and coaching. In December 2010, a SmartLearning team was brought into the district to work with staff from across several schools. This session included a full day in-service for approximately 100 teachers, followed by two days of demonstration lessons for two or three teachers from each of the involved schools. The Literacy Coordinator offered further demonstration lessons to teachers who were interested in learning more about SmartLearning. In February 2011 another team was taken to a two-day institute in Penticton. In April 2011, a half-day session was presented by in-district SmartLearning leaders to a different set of schools. Demonstration lessons and small group coaching/in-servicing sessions were modeled in various classes throughout the remainder of the year.

### **Primary**

A series of workshops was offered to primary teachers with a focus on supporting their struggling readers. Several teachers from around the district were involved.

Support for primary teachers came in a variety of formats including after school workshops, in-school support with planning, demonstration lessons, coaching, and variety of other formats from a variety of sources including collaboration with other primary teachers, support from the District Literacy Coordinator or Early Learning Resource Teacher, as well as support from administrators.

### **Intermediate**

Two areas of focus for many teachers at the intermediate level included a focus on the Nelson Literacy program and in-servicing in the concept of Literature Circles.

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Over the past two years, many schools ordered new intermediate resources with Nelson Literacy being the most widely spread new intermediate resource. These resources are set up differently than traditional resources and in-servicing on how to use these resources makes them much more usable.

With current research strongly supporting student choice, many teachers have decided to use literature circles in their classes. Small group and in-class support has been given to interested teachers from across the district.

### **Secondary**

The Secondary Literacy Leader initiative continued throughout the 2010-11 school year. Schools were invited to send one or two teachers to two sessions focused on literacy at the secondary level. Nine schools sent teachers to the sessions. In some cases the same teachers attended each of the sessions, while in other cases, schools allowed different teachers to attend each session.

The focus for the sessions was to get teachers to practice and use literacy strategies while learning about a topic relevant to an array of secondary classrooms. The two topics were "Literacy and Questioning" and "Literacy and Technology".

The Literacy and Numeracy Coordinators teamed up to offer two sessions for secondary math teachers. The focus was on using literacy strategies in math classes to support teachers and students with the changing philosophy of the math curricula.

### **Assessment Practices**

*Primary:* At the primary level, teachers are required to administer a primary reading assessment in the spring of each year. In order to maintain consistency, in-servicing is offered to teachers on how to administer the assessment and how to analyze running records.

A continuum of primary writing samples was locally developed by primary teachers and is currently on the school district literacy website. Teachers are using these for instructional purposes as well as for professional dialogue.

*Intermediate:* Teachers are required to administer the *Whole Class Reading Assessment* at least one time during the year. In-services are offered at the district level and many schools do internal training on how to administer the assessment. The reading assessment assesses students' ability to make predictions/ask questions, determine main ideas and supporting details, extract information from non-fiction texts, make inferences and/or connections, use strategies to figure out the meaning of words in context, and metacognition.

An intermediate writing continuum was added to the district literacy website along with rubrics to identify the strengths and weaknesses in each piece. Teachers use these samples for instructional and professional development purposes as well.

**Grade 5 District Wide Write:** The grade five District-Wide Write was implemented in May/June 2011 to provide an opportunity for a professional discussion between grade five teachers across the district regarding student writing. The process for the write is similar to a school-wide write, where all students are given a common topic and follow a similar writing process. After the assessment, grade 5 teachers from across the district were brought together for a half-day to assess the writing using an adapted personal writing rubric from the BC Performance Standards.

*Secondary:* Grade 8 teachers are experimenting with administering the *Whole Class Reading Assessment* in

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some of the secondary schools. Results are being shared across the school to better inform content-area teachers about the reading strengths and weakness of their grade 8 students. One school has piloted the RAD 9 with their grade 9 students. The purpose of this assessment is closely aligned with that of the *Whole Class Reading Assessment*.

**Other**

In addition to the work done in schools, School District #73 works with the Literacy Outreach Coordinators in the communities of Kamloops, Barriere, Clearwater, Logan Lake, and Chase. Some of these partnerships include support with the One-to-One reading program in schools, the Come Read with Me initiative for grade one parents and students, and the expansion of Strong Start programs in schools.