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# LITERACY NOW

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A

## Community Literacy Plan

FOR

Princeton, RDOS Area “H”

AND

## The Board of Education Of School District # 58

*A Community Literacy Plan for the gateway to the Okanagan*



A 2010 Legacies Now Initiative



*Photo courtesy of G. Logan Photography*

**Bridging the community ~ creating a strong union between  
Literacy and life**

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# PREFACE

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Our Community Literacy Plan opens up the channel of communication between age groups, socio-economic background, ethnic roots and individual faith. The conversation reflects who we are and what our needs for the future look like. As you peruse our Literacy Plan you will recognize the level of support the community of Princeton has invested in this process. *We believe in our future.*

During the many opportunities to meet with the people of Princeton, I was able to listen to a multitude of stories rich in personality and meaning. I will elaborate on two short ones.

*While hosting a focus group meeting with parents of preschool age children, one mom who told of how she is struggling with helping her child learn at a grade 2 level, but has gained enough confidence to strengthen her own level of literacy. That story alone makes the creation of this plan worthwhile.*

*While speaking with the seniors of our community they have a special interest in bridging the gap between the young and not-so-young citizens of Princeton through a peer mentoring program. This is another piece of evidence that will lead us to the success of our future as a literate community.*

The community of Princeton should be very proud of themselves for opening up and discussing this broad conversation of literacy. They have opened their minds and sometimes their hearts to share in the process. I have been truly enlightened after navigating the development of the plan.

I look forward to the future when I see what the seeds of today's investments yield as tomorrow's realizations. Our community can only become stronger through supporting each other to attain our literary goals.

*Bridging the community ~ creating a strong union between literacy and life*

**Warmest regards,**

Shauna Hassell  
Community Literacy Coordinator  
Community Member  
Parent

# EXECUTIVE SUMMARY

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The Princeton & District Community Literacy Plan will enhance the literary skills of the residents in our community, focusing on inclusiveness. No one person is too young or old to benefit from the opportunity to learn. Growing together, supporting each other will strengthen our resolve to be the most literate rural community in the province.

**“Dedicated to building a committed community network that will inspire residents to work together and mobilize for change.”**

The beginning of the document will provide the reader all the foundational information that was collected through the community focus stage. It will describe and explain the Literacy Now planning process, involvement, the demographic profile and the literacy asset inventory. Following this phase the next portion will include our goals for literacy and learning and the objectives that will help us achieve our vision. These goals are separated into two distinct areas, the first being the goals set forth by the community and the second being the goals identified by the Board of Education.

**GOAL # 1:** To enhance community awareness of the programs, resources and services provided locally and to enhance engagement from our residents.

**OBJECTIVE:**

- Improve community awareness and understanding of Literacy issues.

**GOAL # 2:** To facilitate ongoing educational opportunities and arrange for local training

**OBJECTIVE:**

- Develop partnerships with existing educational services to bring expanded training opportunities locally.

**GOAL # 3:** To build relationships and bridge connections between the age groups.

**OBJECTIVES:**

- Develop a mentorship inventory

**GOAL # 4:** To enhance and promote health and physical activity.

**OBJECTIVES:**

- Have the capacity to obtain, process and understand basic health information and services to make appropriate health decisions
- Creating healthy eating habits on a budget
- Supporting the Healthy Harvest Box initiative
- Supporting the Community Garden initiative
- Partner with local business to promote physical activity

**GOAL #5:** Acquire resources to implement the Community Literacy Plan.

**OBJECTIVES:**

- Retain a steward for implementation funding
- Create human resources to carry implementing the plan
- To research and apply for grants and funding to implement our plan
- Write an ISSUE ALERT to 2010 Legacies Now in regards for the need of stable and adequate funding for literacy programs and services

**GOAL #6:** To address the speech and language delays in the community.

**OBJECTIVE:**

- Continue to advocate for a local speech pathologist
- Create programs that compliment speech and language components

*“Through learning we recreate ourselves, through learning we become able to do something we were never able to do.”*

**Peter Senge**

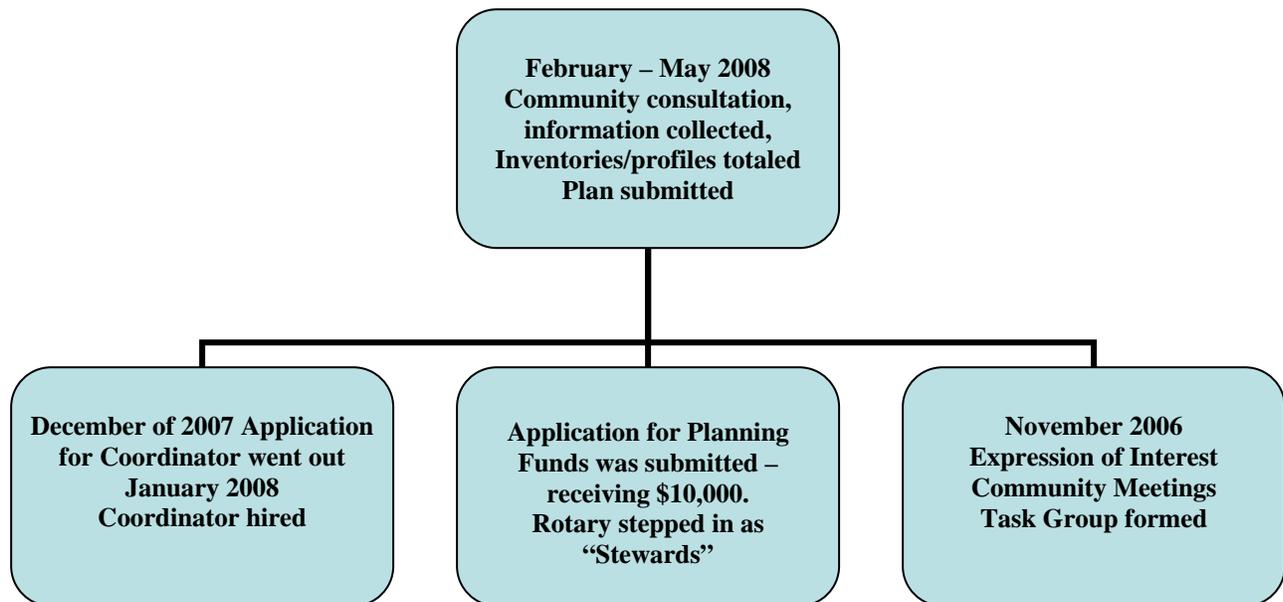
# THE PROCESS

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Our local RDOS Director Gerri Logan wrote the initial expression of interest to Literacy Now, she also arranged the first meeting in Princeton in which Bernadette Rymer of Literacy Now Board facilitated. In that first encounter the overview of the entire community literacy plan process was introduced followed by an open question and answer session. The main concern of taking on the scope of this project came down to time; volunteers, who was going to commit the time to gather the information and write the plan. It was decided to explore the option of hiring a coordinator and a second meeting was set. A taskforce was created out of the second meeting which was to spearhead the process. Once up and running the taskforce held a third community meeting, which was well attended. An overview of the task forces' intent was shared with the community and the conversation around a Community Literacy Plan began. Soon after, the task force made a presentation to our local Rotary Club asking them to be the "steward" of the planning funds, they accepted and the stage was set. In December of 2007 the contract went out to tender to fill the role of the Community Literacy Coordinator; January brought the fulfillment of that role.

As February commenced the coordinator held task group meetings to become familiar with the process and to gain a clear direction from the task group. Terms of Reference were reviewed and adopted. February and March included the Celebration Meeting with Leona Gadsby, as well as the creation of the asset and gap inventories and a profile of the community. April and May held numerous individual focus group meetings with the community along with report writing and building of the literacy plan. The gap inventory along with the focus group meeting information guided the goal setting process.



# CONTRIBUTIONS

The Princeton Leaders for Literacy task group has been the driving force that enabled this initiative, had the stamina to work through the process, and had the passion to see the plan to completion. We have a dedicated group of volunteers that gave of their time and shared their passion for literacy and life. The purpose of the task group was to provide direction, information and support to the Coordinator through the development of our community literacy plan. They attended community meetings, aided in focus groups and mutually collaborated over the information brought forward. You will find a list of active members that were involved in the process being inclusive of the original team that has evolved over time.

Task Group Member	Designation
Shauna Hassell	Community Literacy Coordinator, Business Owner, Parent
Gerri Logan*	RDOS Rep Area "H", wrote the Expression of Interest
Christa Thompson*	Business Owner, Parent, Youth Leadership
Leah Ward	Job Developer, Business Owner, Parent
Solana Allison*	Concerned Citizen, Youth at Risk Outreach
Shea Evans	Concerned Citizen, Youth Advocate
Nadine McEwen	Community Recreation & Cultural Coordinator
Kathy Froese	Educator, School Librarian, Parent
Wendy Hyer	Assistant Superintendent S.D. # 58
Jean Aitchison*	Concerned Citizen, Special Ed Assistant
Debbie Langstaff	Concerned Citizen, Web Builder, Business Owner
Ken Heuser	School Trustee, Concerned Citizen, Parent
Claire Woodage*	Concerned Citizen, Retired School Administrator

*\* Signifies past member*



*“Progress has little to do with speed but much to do with direction.”*

The next list of Princeton residents are a combination of community partners and supporters. A *Community Partner* is an individual or organization who will attend regular whole group meetings. A *Supporter* is an individual who wants to be kept informed

<b>Community Supporters</b>	<b>Community Partners</b>
Dawn Johnson, Media (Newsleader)	Bonnie Jeston, Principal (K-3)
Debbie Grigg, PSS Pac President, Preschool	Lorna Gregson, Educator
Sandy Yee, Preschool Educator	Sharleen Andersen, Educator, Librarian
Joan Muir, O.R. Library	Gerri Logan, RDOS Rep area “H”
Renee Hartwell, Family Place	Larry Stevens Jr., Notary Public, Rotary
Erica Timms, Parent	Susan Later, Business Owner
Sharon Dennis, Library	Mike Talarico, Business Manager
Kerry Hall, Media	Kelley Cook, Parent, Contractor
Sylvia Bailey, Community Social Worker	Karen Fulton, Parent
Christine Squakin, Aboriginal Liaison	Pam Thomas, StrongStart Facilitator
Karen Manion, Rotary Member	Rotary Club of Princeton
Jim Manion, Councilor, Rotary Member	Johanna Nott, The Bridge
Ernie Lawrence, Business Owner	Town of Princeton
Karen Knight	Workzone
Rob Marshall, Weyer Woodlands Manager	Seniors Branch #30
Dave Brum, Educator	Bill Lawrence, Principal (8-12)
Roni Norman, Employment Facilitator	New Beginnings
Rosemary Doughty, Victims Assistance	School District # 58
Dina S. Campbell, School Trustee # 58	Princeton Childcare Services Society (PCCSS)
Joanne Gabriel, Retired Educator	Community for Kids Table (C4K)
Ken Blower, Rotary Member	Barry Clarke, Principal (4-7)
Patrick Robbins, C.A.O. Town of Princeton	Byron Robbie, Superintendent # 58
George Elliott, Business Owner Newsleader	Susan Hamilton, C4K, PCCSS
Randy McLean, Mayor	Sharan Jung, Community Skills Centre
Judy Short, Rotary Member	Beatrice Bibby, Interior Health
Cara Abrahams	Students of PSS & The Bridge
Solana Allison	
Jean Aitchison	
Paul Carter	
Monica Kleyn	

# GUIDING PRINCIPLES

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Our local task group developed the “Terms of Reference” inclusive of the Guiding Principles from the 2010 Literacy Now Planning Guide. As you peruse this living document you will see first hand how all of the principles were closely followed. Representation was sought from agencies and groups serving a wide variety of community members, such as; seniors, schools, youth, small business, families, aboriginals and governments. Businesses and service clubs were included in discussions through focus group meetings. Specific presentations were given to the Chamber of Commerce, Rotary International and the Town of Princeton.

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## COLLABORATION

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- Through the planning phase we revealed numerous networks, partnerships and links that will only be improved with continued communication.
  - The community wants to become strong partners with linking programs and services.
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## UNIVERSAL ACCESS

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- All of our community meetings were advertised through our local media channels, including two separate newspapers, posters and most effectively word of mouth.
- Literacy Now information was readily accessible at all times for public interest and input.
- Invitations were distributed either by email, Canada Post or hand delivered. Few were initiated through phone conversations. All demographics were contacted; birth to elders, including each social, religious, ethnic and disabled groups.
- A Community Literacy Map was created to use as a tool throughout the process and will later be published as a brochure for the public.
- We established a comprehensive website that posted all of the meetings, minutes, calendar of events, plans, task group contacts and the governance structure.
- Initially task group meetings were held bi-weekly then were extended to monthly meetings, which were held at the Riverside Centre wherein members of the public dropped in on occasion.
- All information was recorded and circulated with the task group and appropriate parties involved.

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## **CAPACITY BUILDING**

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- We, the task group, along with our community will actively promote lifelong learning and provide opportunities that will enhance learning and accessibility.
- There has been a distinct shift in thinking about literacy; it is not a closed door conversation anymore, it has been brought out into the open and that is where it will remain.
- The information gathered during this process emphasized the areas we need to focus on.

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## **RESPECTFUL RELATIONSHIPS**

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- All participants were encouraged to speak openly and honestly in sharing their personal perspectives and views to sufficiently inform the process and ensure equal representation from within the community.
- Having differing opinions added value to our planning, showing that there is more than one way to achieve our goals.
- Encouraging everyone to be “good listeners”, letting people really hear each other.

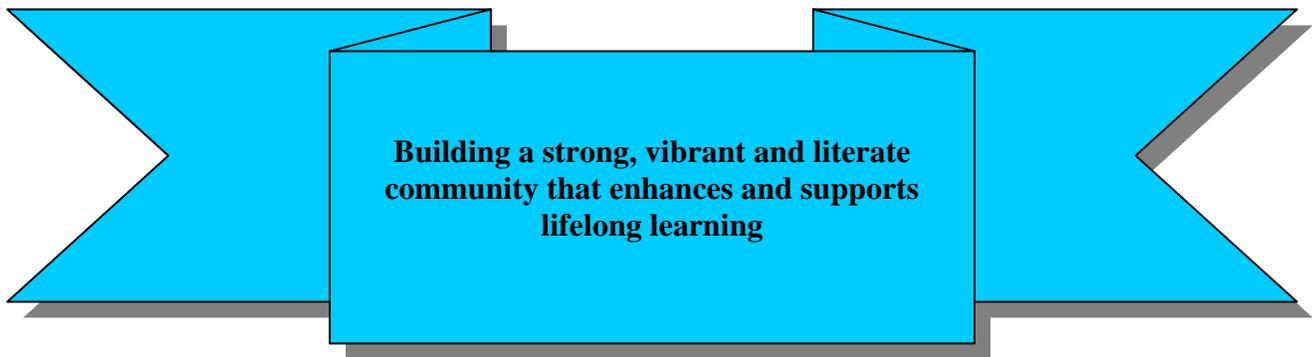
## CREATING A VISION

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After introducing the Literacy Now process, groups and individuals were given opportunities to describe what a literate community would look like. Given the chance to dream, what would their personal utopia of Princeton actually reveal?

Each person was asked to write down their thoughts on paper in a carousel activity and then observe what the commonalities looked like.

After careful consideration, the task group created the following vision...



# LITERACY ASSET INVENTORY

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**“The Wall of Fame, children that have attended StrongStart”**

<b>Group</b>	<b>Pre/Peri Natal</b>	<b>Birth to 5 Years</b>	<b>K to Grade 3</b>	<b>Grades 4-7</b>
Private		Little Folks Nursery School		
Private		Kids Only Daycare	Kids Only Daycare	
Private		Little League Daycare	Little League Daycare	
Private/Federal				
Community		Preschool Support Program		
Community		Community for Kids Table	Community for Kids Table	
Community		Book Share Boxes	Book Share Boxes	Book Share Boxes
Community				4-H Club
Community				Brownies/Guides
O.R. Library	Community Library	Community Library	Community Library	Community Library
O.R. Library		Preschool Storytime	Library Reading Program	Library Reading Program
T.C.C.		Preschool Storytime/Craft	Summer Reading Challenge	Summer Reading Challenge
T.C.C.			Summer Day Camp	Summer Day Camp
P.C.C.S.S.		Mother Goose Program		
P.C.C.S.S.	Family Place	Family Place		
P.C.C.S.S.	Infant Development	Infant Development		
P.C.C.S.S.		Storytime	Storytime	
P.C.C.S.S.		Cap C	Cap C	Cap C
P.C.C.S.S./I.H	Parenting Courses	Parenting Courses	Parenting Courses	Parenting Courses
Interior Health	Book Bags for Babies			
Interior Health	Prenatal Classes			
Interior Health				
S.D. #58		StrongStart	First Steps in Math	Lunchtime Homework Program
S.D. #58				Friends
S.D. #58				Success Maker
S.D. #58				Kurzweil
S.D. #58			Dart Program	
S.D. #58			Health Education	Health Education
S.D. #58			Guided Reading	Corrective Reading Program
S.D. #58			Literacy Helping Teacher	Literacy Helping Teacher
S.D. #58			Learning Centre	Learning Centre
S.D. #58		Bedtime & Books	Bedtime & Books	
S.D. #58			Roots of Empathy	
S.D. #58			Volunteer Readers	
S.D. #58			Computer Education	Computer Education

<b>Group</b>	<b>Grades 8-12</b>	<b>Young Adult</b>	<b>Adult</b>	<b>Seniors</b>
Private/Federal		Workzone	Workzone	Workzone
Community	Skills Centre	Skills Centre	Skills Centre	Skills Centre
Community				Seniors Branch#30
O.R. Library	Community Library	Community Library	Community Library	Community Library
P.C.C.S.S./I.H	Parenting Courses			
Interior Health				
Interior Health	Mental Health	Mental Health	Mental Health	Mental Health
Interior Health		Drug/Alcohol Coun.	Drug/Alcohol Coun.	Drug/Alcohol Coun.
S.D. #58	Success Maker			
S.D. #58	Kurzweil			
S.D. #58	Tutorial PSS			
S.D. #58	Lap Top Program			
S.D. #58	Dart Program			
S.D. #58	Health Education			
S.D. #58	Corrective Reading Program			
S.D. #58	Learning Centre			
S.D. #58	Computer Education			
S.D. #58	Peer Counseling			
S.D. #58	The Bridge	The Bridge	The Bridge	

## COMMUNITY PROGRAMS AND SERVICES

Princeton & District Community Skills Centre  
Princeton & District Museum and Archives  
Princeton Community Childcare Services Society  
Princeton & District Chamber of Commerce  
Okanagan Regional Library  
Princeton & District Community Services

Workzone  
Interior Health  
Riverside Centre

# COMMUNITY PROFILE

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The Town of Princeton is the gateway to the Okanagan, approximately 4.0 hours NE of Vancouver, 1.25 hours South of Penticton and Merritt is approximately 1.0 hours NW of Merritt. Princeton has an approximate overall population of 5,100 including outlying areas. The largest demographic from our current population profile are residents 20 years of age and under (22.0%). The median age of Princeton residents is 50.0. The largest projected growth rate over the next 5 years is in the 75+ age group (18.0%).

Princeton is an isolated rural community that is driven by the natural resource industry. While Princeton does not participate in mining and agriculture, 28.0% of its total economy is involved in the forestry sector, 5% goes to tourism and 18% to the public sector. Like all small towns in B.C. with over 100 years of history, Princeton too has experienced the economic surge associated with these industries; however, transitions must occur as these natural resources disappear to avoid the economic fate of other rural areas.

On the other end of the spectrum, over 20.0% of Princeton’s total income base is Government Transfers, which is the relocation of families receiving income assistance. The overall percentage of our population receiving income assistance benefits is *more than double that of the entire province* in nearly every range (according to 2006 BC Stats). Clearly, providing basic government services is a high priority in our town.

**\*Note: Ages 19-24 (typically the backbone of tomorrow’s healthy economy) is receiving EI benefits at twice the rate of the entire province. While this demographic should be acquiring post secondary education and job training, Princeton ranks the worst in the province for university degree completions.**

For your information we have included relevant stats from the Socio-Economic Indices: 2006, of our local health area – Princeton, BC. Along with these stats please consider our rankings (with 1 being the worst), in the categories below:

Non Cannabis drug related offences	3 of 78
Index of education concerns	4 of 78
Income share of poorest household	5 of 86
Unemployment	6 of 86
25-54 age w/o completed post secondary	7 of 86
Completion of high school graduates	9 of 86
Overall socio-economic Index	14 of 77
Test Scores (assessment results)	15 of 86
Mental Health	27 of 86
Physical Health	58 of 86

It is quite apparent that our small town is in economic despair and need. In spite of the economic hardship and difficulties we face as a community, there is tremendous support for change. The people of Princeton are calling out to say “We can do better”, “We will do better”. Literacy is the foundation we need to build a town of strength and prosperity.

*“There are two mistakes one can make along the road to truth, not going all the way and not starting.”*

**Buddha**

Learning how to care for a garden; watering the seeds that have been planted.



Creating healthy eating habits at an early age will form healthy habits for a lifetime.

# EVALUATING THE INVENTORY AND FOCUS AREAS

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When we were reviewing the current literacy assets and identifying needs that arose through focus meetings we took careful consideration to be thorough and clear with our goals and objectives. It was our mission to ensure that the community had an opportunity to identify their needs, goals and expectations of literacy.

*For this initiative to be effective, not just for the short term, but for the long haul we must seek advice from and engage the community on this lifelong journey,”*

CLC

## GOAL SETTING

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Using the information we received from the community meetings, the profile, the literacy asset inventory, the gaps and the focus group meetings or sessions; we identified six goals which are to be implemented in order for our vision of the community literacy plan, to become our reality.

*“What you get by achieving your goals is not as important as what you become by achieving your goals.”*

**Zig Ziglar**

*“A clear indication that Princeton is heading in the right direction literary wise is the development of Riverside Centre.”*

**Literacy Supporter**

*“We need to have employers buy-in to the importance of literacy and the effect of this on our local economy.”*

**Local Employee**

# THE ACTION PLAN

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This is the section where all the planning, reviewing and talking takes a tangible shape. This is also the section where we will list the goals and the objectives that will help us achieve our vision. This information was collated by the task group during a workshop and presented to the community at the Goals Meeting where the priorities of the goals were set.

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## COMMUNITY GOALS

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**GOAL #1** – To enhance community awareness of the programs, resources and services provided locally and to enhance engagement from our residents

### Objective

1. Improve community awareness and understanding of Literacy issues

- Reduce the stigma and anxiety around low literacy
- Use and enhance our literacy website as a vehicle for information, linking existing programs and coordinators with the community
- Advocate for stable funding
- Network with all levels of government and municipalities to raise awareness for Literacy
- Use our Community Literacy Map as a tool in the community (access information)
- Promote networking with the community and outlying areas to support what we have in place
- Address barriers to participation, transportation, economic issues, work schedules, social-emotional anxieties
- Promote opportunities for community involvement
- Continue to enhance community outreach work to encourage engagement from our residents

**GOAL #2** – To facilitate ongoing educational opportunities and arrange for local training

### Objective

1. Develop partnerships with existing educational services to bring expanded training opportunities locally.

- Discuss the possibilities of partnerships with services like the Princeton and District Community Skills Centre
- Create an inventory of programs that the community would like to see offered i.e. Basic Adult Literacy
- Network with a Community College to bring courses to Princeton

**GOAL #3 – To build relationships and bridge connections between the age groups**

**Objective**

1. Develop a mentorship inventory

- Create a registry that houses information regarding peoples interests, vocations, and talents to share with someone else in the community
- Encourage usage of this tool within literacy programming parameters
- Encourages community outreach and peer mentoring capabilities
- Enhances educational mentoring

**GOAL #4 – To enhance and promote health and physical activity**

**Objective**

1. Have the capacity to obtain, process and understand basic health information and services to make appropriate health decisions.

- Build understanding in the community and medical fields in regards to the connections between health and lifelong learning
- Recognize and support the importance of physical, social and emotional health to early literacy and learning
- Pursue initiatives for plain language information for patients

**Objective**

2. Healthy eating on a budget.

- Menus and nutritional content classes
- Dietician consults

**Objective**

3. Healthy Harvest Box

- Continue to support the initiative
- Enhance community support for this project

**Objective**

4. Community Garden

- Continue to support the initiative
- Enhance community support for this project

**Objective**

5. Partner with local business to promote physical activity

- Provide information to the benefits of exercise
- Take a model from Weyerhaeuser in regards to their physical fitness initiative

## **GOAL # 5 – Acquire resources to implement the Community Literacy Plan**

### Objective

1. Retain a steward for implementation funding

### Objective

2. Create human resources to carry out the implementation
  - Hire a Coordinator
  - Continue to hold Task Group meetings to oversee the implementation process

### Objective

3. To research and apply for grants and funding to implement our plan
  - Identify potential sponsors
  - Explore fundraising options
  - Create a registry of grants to apply for funding from
  - Network with literacy organizations to capitalize on available literacy research and programming that is available

### Objective

4. Write an ISSUE ALERT to 2010 Legacies Now in regards to the need for stable and adequate funding for literacy programs and services.

## **GOAL #6 – To address the speech and language delays in the community**

### Objective

1. Continue to advocate for a speech pathologist
  - Network with Interior Health and the Board of Education to fill this need
  - Create community, municipal and government awareness around this issue
  - Create programs that compliment speech and language development

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## THE BOARD OF EDUCATION OF SCHOOL DISTRICT #58 GOALS

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### GOAL #1 – Improve students’ reading skills

Objectives:

1. Increase the number of students in Grade 1 and 3 meeting or exceeding expectations in reading.
2. Increase reading readiness of students in Grade 4 and 7.
3. Improve results for English 12 and Communications 12 Provincial Exams.

### ACTIONS:

- Pilot and expand the use of the District Assessment Reading Team DART at grades 3-9.
- Have all schools enrolling Kindergarten students to participate in Ready, Set, Learn.
- Support the individual school goals as they relate to reading for example, John Allison support Guided Reading for Grade 3.
- Increase student use of reading software, for example, Success Maker (grade 4-12) and Kurzweil (grade 4-12)
- Continue to offer the Corrective Reading (grade 4-9) intervention program offered at Vermillion Forks and PSS.
- District has continued to employ a Literacy Helping Teacher for grades K-7 to support the focus of Literacy and the districts goal to improve students’ reading skills.
- Continue to offer StrongStart BC program in John Allison Elementary School.

### GOAL #2 – Improve students Numeracy skills

Objectives:

1. Increase the number of students in Grade 1 and 3 meeting or exceeding expectations in numeracy.
2. Increase numeracy readiness of students in Grade 4 and 7.
3. Improve Provincial Exam results for Principals of Math 12 and Applied Math.

### ACTIONS:

- Provide workshops in First Steps in Mathematics (Grade K-3) a diagnostic tool that is used to assess students’ needs and outlines learning activities that target developmental phases that students pass through to advance student learning.
- The District has employed a Helping teacher (Grade K-7) for the 2007-2008 to support the focus on Numeracy and the District goals to improve student skills.

### **GOAL #3 – Improve students’ social responsibility skills**

#### Objectives:

1. Increase the number of students in Grade 1 and 3 meeting or exceeding expectations in social development.
2. Reduce the number of bullying incidents within the elementary schools.
3. Reduce the incidents of drug abuse by secondary students.
4. Increase the number of incidents of students involved in a socially responsible manner.

#### **ACTIONS:**

- Continue to liaise with the RCMP, Fire Hall and the Ministry of Children and Family Development for the purpose of reducing the incidents of social irresponsibility.
- Continue to support the peer-counseling program (Grade 8-12) at Princeton Secondary School.
- Continue to provide workshops to teachers and administrators in Effective Behavioral Support (EBS), grades K-12.
- Continue to offer the Roots of Empathy in Elementary schools grade K-3.
- Provide the training for the Friends program at Vermillion Forks.

*“Out of the questions of students come the most creative ideas and discoveries.”*

**Ellen Langer**

*....”For me it is hard to imagine not being literate, but it does happen and we must make sure that everyone has the opportunity to become literate, regardless as to whether you are a young child or someone who has a lot of life experience behind them”.*

**Task Group member**

# EVALUATION

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This is the section where we ask ourselves if we have met our criteria of building a strong, vibrant and literate community; this is also how we measure our success. This question was posed at our last community meeting when we set priorities to our goals.

We will know we have been successful when...

1. Our residents feel as though they have the ability to access help and information in a positive and neutral environment within a clear and consistent manner.
2. The interest, participation and support for literacy far outweigh the unknown and the anxiety.
3. When community and family members encourage others to take ownership in their personal levels of learning, creating a new “in” thing to do.
4. A good measure of success comes when programs are well attended and there is interest for lifelong learning.
5. When individuals become economically self-sufficient.
6. When our economy reflects the improvement in our literacy by having the ability to cultivate improved individual skill sets and attract higher levels of employment.

*“The most important key to remember is this is only the beginning of the journey; we have identified what we have, stated what we need and set goals to achieve them. Now we begin to make those goals become our reality. Let’s engage ourselves and our community to make this the most successful Community Literacy Plan across the province, let’s put Princeton on the map in a positive light.”*

**CLC**

# APPENDICES

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1. Gaps in Inventory
2. Timeline
3. Community Literacy Map
4. Website
5. Workplace Literacy
6. References

# GAPS IN INVENTORY

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Following are examples of areas that need attention either through programming or funding.

- Language and Literacy programs for adults are limited
- Speech Pathologist is required
- Youth (12-18) need improved after school opportunities to increase or reinforce their levels of literacy
- Seniors need more access to computer classes
- The community desires to have enhanced life skills programs available
- Graduating students require “city” experience
- 19-30 year age bracket needs to attend either post secondary education or training to better prepare them to the job market
- Basic literacy and job skills need attention
- Inconsistent funding/staffing issues of certain programs can limit the potential effectiveness especially when they are based on population; the smaller, more rural areas do not then qualify to establish these types of programs and or suitable facilities.
- Adequate, stable and consistent funding to sustain the programs we currently have and to address the need for expanded programming.

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## Coordinators Timeline

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### Feb 1-15      Research/Connections/Preparation for Celebration Meeting

- Attend ReadNow BC Conference in Vancouver
  
- Research existing Stage 3 projects
- Establish communication with Literacy Now office and request advice on process and regular contact with appropriate person
- Meet with Communities for Kids Feb. 6<sup>th</sup> 2008
- Meet with Wendy Hyer Feb. 7<sup>th</sup> 2008
- Meet with Task Group, set goals/timelines.
- Double check Literacy Now Grant requirements.
- Create a database of local literacy-related groups and basic information on their programs, contact persons, address/phone/email, etc.
- Set a date and prepare for ‘Celebration Meeting’ (place, invitations, agenda, hand-outs, publicity)

### Feb 16-29      Celebration meeting and follow-up, Research continues

- Amend the “Community Profile” section of the final report
- Process the information gathered and report to Task Group,
- Set date for larger community meeting to set goals and objectives and gather commitments for Stage 3 activities
- Research local needs for literacy
- Begin research of a Community Literacy Map, partner with a GIS company

### March 1-15      Focus Group meetings; Research continues

- Hold Celebration Meeting (“Creating the Vision”), collect the ideas.
  
- Contact local groups and clientele not represented at the Celebration meeting, sharing the information gathered and continuing to collect information for the Community Profile and Community Literacy Inventory database
- Contact Literacy Now support person for advice and suggestions as needed.
- Research further local, regional, provincial and national resources that could support local Literacy Now goals, including related grants and services consultants.
- Access the Community of Practise website for literacy Coordinators
- Hold focus group meetings with appropriate local interest groups (seniors, adults needing grad-completion, First Nations, pre-school parents and teachers, alternative program groups, special needs adults, etc.)
- Summarize the profile and inventory, evaluate gaps and overlaps in service and report to the Task Group.
- Create a website where people can go and read about our efforts and progress, calendar of events etc

#### March 16-31 Community Literacy Meeting and follow-up

- Update resource database information
- Draft the section of the final report dealing with the Community meeting
- Report to Task Group, (begin budget planning for Stage 3)
- Update website as needed
- Book focus group meetings and attend Literacy Day seminar at PSS

#### April 1-15 Creating “The Community Literacy Plan”

- Hold focus group meetings, summarize results with task group and give copies to the group
- Write a press release to the local media in reference to our progress and plans, inviting them to the next community meeting in May
- Meet with the task group
- Meet with current steward and update them on progress to date
- Begin discussion around securing a steward for the Implementation Phase
- Finalize information for the Community Literacy Map

#### April 16-30 Preparing the “Community Literacy Plan” for Submission

- Write the Vision for our community
- Update all information databases and files
- Prepare a first draft of the formal “Community Literacy Plan” for review by the Task Group and appropriate stakeholders, revise as necessary based on feedback.
- Wrap up the focus meetings and summaries
- Print the Community Literacy Map with Key Legend

#### May 1-15 Celebration and Submission for Grant

- Prepare first draft of Community Literacy Plan, have it edited and proofed
- Consult Literacy Now support person to ensure all requirements have been met
- Present to Task Group for approval
- Update website as needed
- Present the Implementation phase to interested partners
- Contact 2010 for direction on securing a steward

#### May 15-31 Grant Submission and Closure

- Prepare final draft
- Secure the steward for Implementation
- Prepare financial documents to 2010 for the Planning Funds budget
- Have the Community Literacy Plan sent for printing
- Identify recipients of the bound document
- Submit Community Literacy Plan to Literacy Now office for grant support
- Package files, data and supplies and hand over to Task Group for use in Stage 3
- Contact BC Healthy Living Alliance (Maria) to further conversations around partner funding

## COMMUNITY LITERACY MAP – BUILDING BRIDGES BETWEEN LITERACY AND LIFE

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### **J.A. Elementary School, 499 Corina Avenue**

K to 3 curricula	First Steps in Math
Ready, Set, Learn	Roots of Empathy
Community for Kids Table	Guided Reading
Strong Start	DART
Bedtime & Books	Health Education
Volunteer Readers in School	
Learning Centre	
Computer Education	
Literacy Helping Teacher	

### **Vermillion Forks Elementary School, 99 Ridgewood Avenue**

Grade 4-7 Curricula	Success Maker
Learning centre	Kurzweil
Computer education	Friends
Volunteer readers in school	Corrective Reading
Lunchtime Homework Program	
Literacy Helping Teacher	

### **Princeton Senior Secondary School, 207 Old Merritt Hwy**

Grade8-12 Curricula	Peer Counseling
Learning centre	Health Education
Computer education	Lap Top Program
Tutorial	Success Maker
Kurzweil	DART

### **Little Folks Nursery School, 145 Old Hedley Road**

Kindergarten prep  
Preschool Support Program

### **Princeton Childcare Services, 56 Kenley Avenue**

Parenting courses  
Mother Goose Program  
Infant Development Program  
Storytime  
Community Action Plan for Children  
CWWA (Witness Abuse)  
Nobody's Perfect  
Family Enhancement Program  
Strong Start (partner w/ S.D.)  
Family Place

### **Princeton & District Museum/Archives, 167 Vermillion Ave**

#### **Overwaitea/Hospital/Health Unit**

Community Book Share Boxes

#### **Interior Health, 98 Ridgewood Drive**

Book Bags for Babies	Diabetic Clinic
Health & Nutrition	Visiting Physiotherapy
Drugs/Alcohol Counseling	Dietician Counseling
Prenatal Classes	Cascade Medical Clinic
Hospital	Public health Nurse
Ridgewood Lodge	Home Care Nurses
Mental Health – Adult, Seniors, Youth	
Stopping the Violence – Women experienced abuse	

### **Riverside Wellness Centre, 148 Old Hedley Road**

Music lessons	Lil' Tykes Camp
Philosophers' Café	RDOS Office
Lotus Medical Acupuncture	Yoga for Kids
Reiki	4-H Club
T.O.P.S. Group	Rental Space
Performing Arts Society	Alcoholics Anonymous/Al-anon

### **Licensed Daycare Providers**

Kids Only Daycare 475 Darcy Mtn. Road  
Little League Daycare 175 Moody Street

### **Tulameen Community Club, 2595 Coalmont Road**

Summer Day camps/ craft time Preschool Storytime  
Summer Read Challenge

### **The Bridge, 148 Old Hedley Road**

Tailored learning  
Continuing Education

### **Princeton & District Skills Centre, 206 Vermillion Ave.**

First-Aid training  
Computer Education  
On-line Training  
Invigilation/Exam writing  
Computer labs  
Health & Safety  
General Interest  
Language courses (Spanish/French)  
Business training  
Room rentals

### **Princeton & District Community Services, 47 Harold**

Meals on Wheels  
Social/Recreational Adult day Programs  
Home Support  
Wheel Chair loans  
Princeton/BC Transit – Handy Dart System  
Sheltered Housing  
New Beginnings Program

### **Seniors Citizens Branch 30, 167 Angela Avenue**

Daily Activities  
Socialization

### **Family Place, 120 Kenley Avenue**

Health & Nutrition  
Early Literacy

### **Royal Canadian Legion Br #56, 170 Bridge Street**

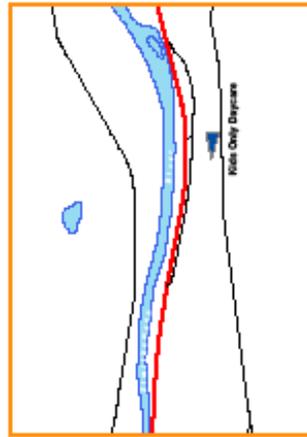
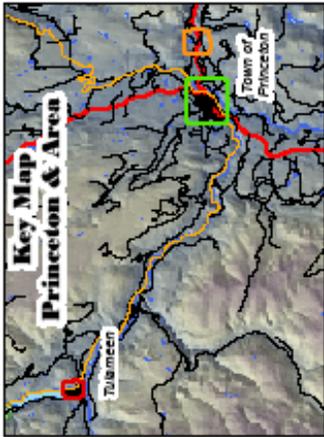
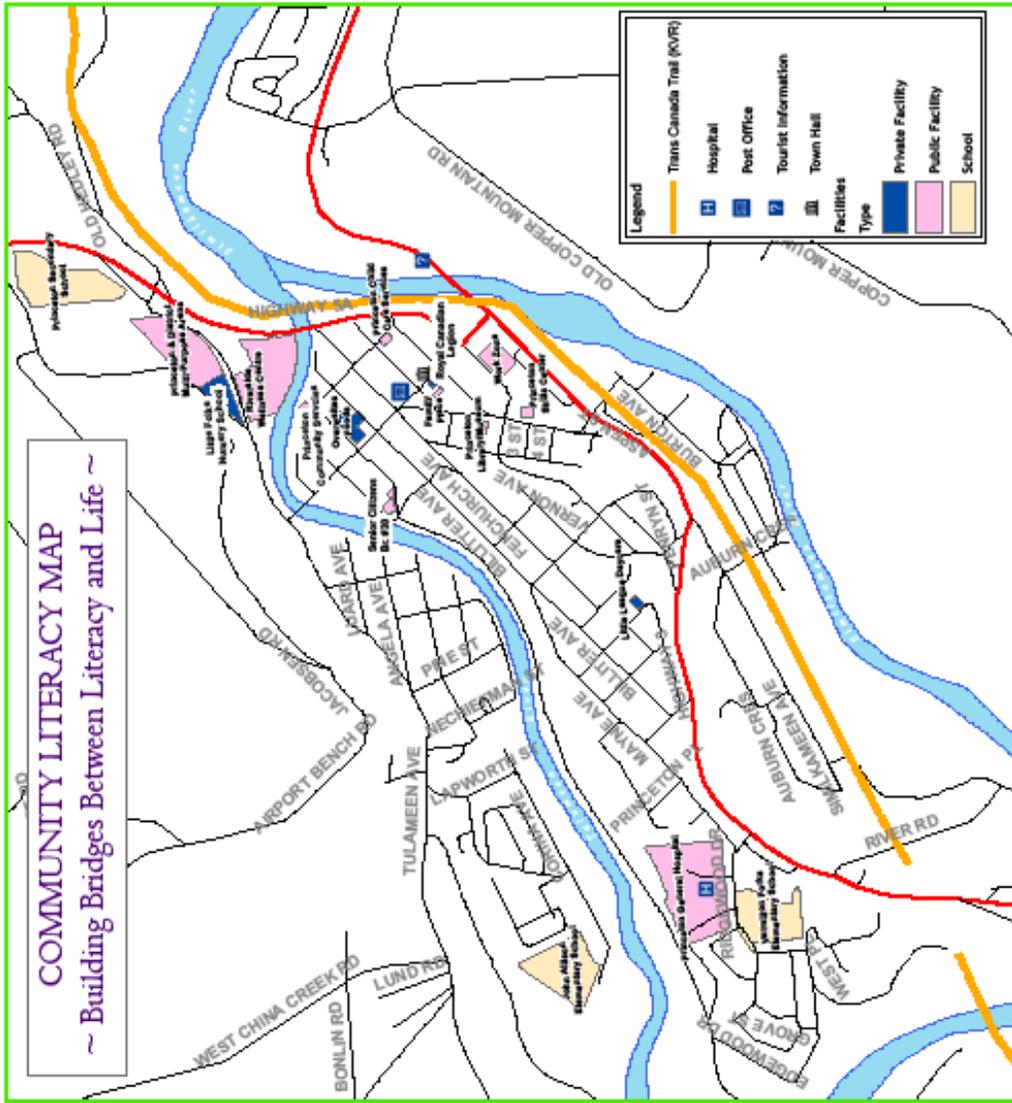
Youth Auxiliary  
Brownies/Girl Guides (host only)

### **Work Zone, #10-136 Tipton Avenue**

Employment Resources  
Workshops/Training/Networking  
Employment /Career Counselors  
Labour Market Information  
Job Search Support  
Support for Disabled People  
Specialized services for Immigrants

### **Okanagan Regional Library, 167 Vermillion Ave.**

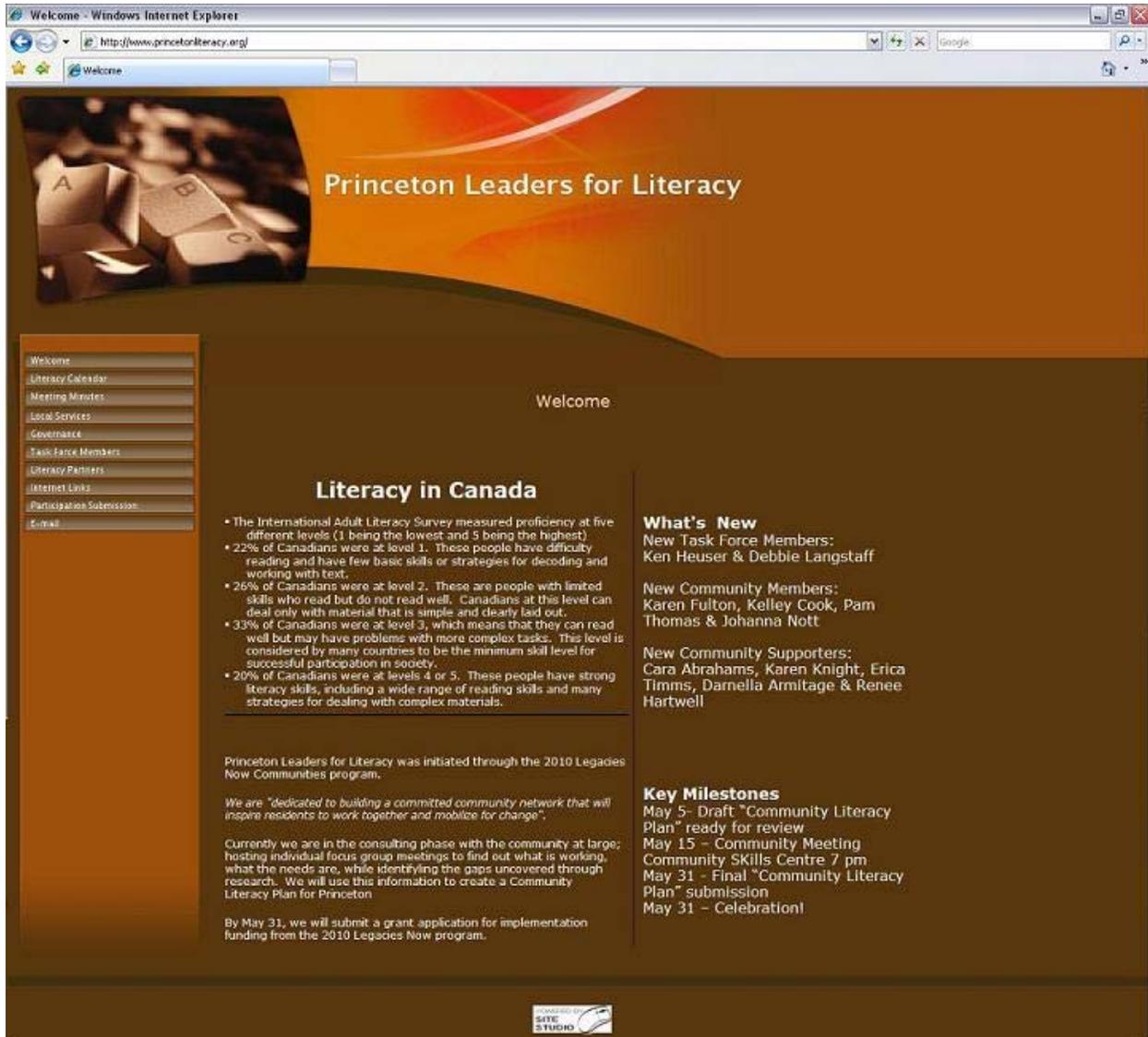
Preschool Story Time  
Summer Reading Club



# WEBSITE

When you visit this website you will have access to all of the task groups' activities, calendar of events, community literacy map and legend and comprehensive information regarding the process of developing a community literacy plan.

[www.princetonliteracy.org](http://www.princetonliteracy.org)



The Website has been created and maintained by Debbie Langstaff, Literacy Task Force member.

# WORKPLACE LITERACY

This appendix reveals partial information in regards to the employers in Princeton; it is merely a snapshot in time, identifying that more information is required. Of the employers that participated in the discussion (not reflected on this chart) it was unanimous that there needs to be an improved component in workplace literacy.

<b>Employers &amp; Application Standards</b>	<b>Existing Literacy &amp; Learning Links &amp; Services</b>	<b>Gaps &amp; opportunities Identified</b>
<b>Weyerhaeuser Canada</b>  1. Grade 12 or GED 2. Industrial Exp. 3. Level of fitness 4. Work ethics	1. General Safety Training 2. Environment, Site expectation 3. R.A.D.A.R. (changing roles) 4. Peer-working 5. Personal Improvement (first-aid)	1. Job Preparedness 2. Work experience low 3. Accountability
<b>Princeton Redi-Mix</b>  1. Grade 12 minimum 2. Class 3 License with Driver's Abstract 3. Resume 4. Work Ethics	1. Basic Training, Level 1 Concrete 2. First-Aid Level 1 3. Safety Meetings 4. Mine Supervisor Training	1. Job Preparedness 2. Work experience low 3. *Computer knowledge/training 4. *Computerized maintenance logs, maintenance schedules  <i>* Signifies future training trends</i>
<b>Irly Bird Building Centre</b>  1. Grade 12 minimum 2. Strong numeracy skills 3. Computer Skills 4. Positive Self-esteem 5. Social Skills	1. On the job specific training 2. B.S.D.A. seminars 3. Suppliers (in-house) training 4. First-Aid level 1 w/ CPR 5. Safety Meetings, zero tolerance for major safety infractions	1. Work Ethic 2. Teamwork 3. Self-esteem 4. Appearances (tidy, clean) 5. Respect 6. Dedication (extra mile) 7. Yard Training
<b>Small Business Employers</b>	Incomplete Information	Incomplete Information

# REFERENCES

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2. Legacies Now Community Literacy Planning Guide  
[www.2010legaciesnow.com/232/](http://www.2010legaciesnow.com/232/)
3. Literacy BC  
[www.2literacy.bc.ca](http://www.2literacy.bc.ca)
4. Literacy Now Community Literacy Plans  
[www.2010legaciesnow.com/353/](http://www.2010legaciesnow.com/353/)
5. National Adult Literacy Base  
[www.nald.ca/litweb/PROVINCE/bc.htm](http://www.nald.ca/litweb/PROVINCE/bc.htm)
6. Read Now BC  
[www.readnowbc.ca/](http://www.readnowbc.ca/)
7. BC Stats  
[www.bcstats.gov.bc.ca/](http://www.bcstats.gov.bc.ca/)
8. Community of Practice  
Resource for Literacy Coordinators
9. Regional Literacy Coordinator  
[Secondnature16@shaw.ca](mailto:Secondnature16@shaw.ca)
10. Regional District Okanagan Similkameen  
[www.rdos.bc.ca](http://www.rdos.bc.ca)
11. The Literacy Task Force of Princeton, BC
12. The Community of Princeton, BC