

# School District No. 5 (Southeast Kootenay)

## 2010/2011 District Literacy Plan



Source:

Elections BC website accessed July 2, 2008 <http://www.elections.bc.ca/map/edmap1999/ekt.html>

## TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY .....</b>	<b>3</b>
<b>LITERACY VISION .....</b>	<b>6</b>
<b>DEFINITION OF LITERACY .....</b>	<b>6</b>
<b>INTRODUCTION .....</b>	<b>7</b>
<b>ROLE OF THE DISTRICT COMMUNITY LITERACY COORDINATORS.....</b>	<b>7</b>
<b>2010/2011 DISTRICT LITERACY PLAN .....</b>	<b>7</b>
OVERVIEW .....	7
ELK VALLEY 2010/2011 LITERACY PLAN .....	9
CRANBROOK 2010/2011 LITERACY PLAN.....	21
<b>FRAMEWORK FOR ACTION 2010/2011 .....</b>	<b>31</b>
<b>FUTURE FOCUS AREAS.....</b>	<b>32</b>
<b>CONCLUSION .....</b>	<b>32</b>
<b>APPENDICES .....</b>	<b>33</b>
LIST OF PARTICIPATING INDIVIDUALS AND ORGANIZATIONS.....	34
SCHOOL DISTRICT NO. 5 DISTRICT LITERACY PLANNING ORGANIZATIONAL CHART.....	35
CANADIAN COMPOSITE OF LEARNING.....	36
CRANBROOK ASSET CHARTS .....	38
ELK VALLEY ASSET CHARTS .....	44
EARLY DEVELOPMENT INDEX.....	56
<b>REFERENCES .....</b>	<b>57</b>

# Executive Summary

## Background

The 2010/2011 District Literacy Plan builds upon the plans and progress made from the 2009/2010 District Literacy Plan. We continue to support our literacy vision, which states:

*“All residents of the Southeast Kootenay will have the opportunity to attain, improve and maintain the literacy skills necessary to fully participate in the community and economy.”*

To this end, we continue to value and support all literacy initiatives and the development of lifelong learning opportunities through sustainable and quality literacy resources that are accessible for all community members. Through these efforts, we continually strive to:

- Increase literacy awareness throughout all communities
- Sustain, strengthen and expand the existing literacy services and programs
- See literacy services and programs embedded in community settings

The purpose of this updated document is to highlight our successes, our challenges and our future directions for improving literacy opportunities for lifelong learning in all communities located in School District No. 5 (Southeast Kootenay).

## Community Development

Before we begin reflecting on our challenges, successes, and future goals, it is extremely important to acknowledge the role of collaboration in the creation and fulfillment of this plan. Literacy work is, in essence, community development, and as such is accomplished only through communication, partnership, and collective resource contributions. Without the time, creativity, and resources of all our partners, the goals in this plan would be impossible to meet.

Collaboration is extremely valuable, but it takes time and reflection to perfect. Throughout this process of community development, we have learned many things. First and foremost, communication and buy-in are essential. All service providers need to be aware of networking opportunities, and be able to see their service’s connection to literacy. This requires open and clear communication, which can be challenging in a large region like ours. Secondly, collaboration takes time. Foundations need to be strengthened with each passing year in order to transform a community’s culture. This kind of growth requires consistency and dedication from community members, and service providers.

Despite the challenges, we in Southeast Kootenay strongly believe in the value of collaboration and literacy work in community development. As we head into a new year, and a new plan, we are committed to the work that we have started, and will pursue our goals collectively.

## 2009/2010 Successes

- Strengthened partnerships amongst Community Partners
- The opening of the Frank J. Mitchell Strong Start Centre in Sparwood

- The Early Childhood Development Teams continue to provide strong programming in all communities and demonstrate progressive leadership
- The successful completion of the first year of the Young Parents' Education Program
- Expanding Community Literacy Advisory Council membership
- Early literacy programs are becoming entrenched in the community culture of Elkford
- Increase in the number of literacy programs in the Elk Valley
- Increase in the number of individuals accessing Adult Basic Education at the College of the Rockies

### **Challenges**

- Developing Adult and Workspace literary programming and support
- Youth literacy programming and supports
- Sustainable funding
- General awareness of literacy and building a 'learning community'
- Loss of funding for Books for Babies
- Reduction in funding for Early Childhood Development committees (Success by Six)
- Wide area to cover, making communication and collaboration challenging
- Attracting enough ESL tutors to meet the demand in the Elk Valley

### **Future Directions (a continuation of the 2009/2010 identified goal areas)**

#### **The Elk Valley and Electoral District 'A' Literacy Plan goals are to:**

1. To identify services available to peoples of Aboriginal descent and connect with service providers where appropriate. (p.9)
2. To provide and maintain current levels of literacy programming available for 0-6 year olds (p.11)
3. To engage youth in extra-curricular literacy programming in response to their interests. (p.13)
4. To provide ESL services and programs in Elkford, Sparwood and Fernie. (p.16)
5. To provide literacy programming that is designed to address the interests of seniors as well as their barriers to education (p.18)
6. To meet adult literacy needs through programs and services delivered in partnership by employers, college (educational institutions) and community agencies. (p.19)

#### **The Cranbrook and Electoral District 'B' goals are to:**

1. Strengthen communication and collaboration between Ktunaxa and the District Literacy Planning Committee and to promote and strengthen partnerships between Ktunaxa First Nation and literacy providers. (p.23)
2. Increase outreach to parents about Early Childhood Development (ECD) programs and EDI research. (p.25)
3. Identify services required for youth no longer in school with a priority of services targeting young men and boys and to Foster coordinated partnerships amongst service providers for 6-18 year olds. (p.27)
4. Promote better understanding and awareness of the importance of literacy. (p.20)

5. Provide workplace literacy programs in small workplace venues attracting employees with low literacy skills and address requirements for Essential Skills training for adults. (p.31)
6. Provide literacy services for seniors and to survey seniors about their literacy needs. (p.22)
7. To provide literacy services for Canadians and immigrants requiring English as another language programming. (p.34)
8. Review annual goals and create a five-year plan. (p.35)

Actions, resources, timelines and measures are outlined for each goal area to support effective implementation of the plan in the fall of 2010. The updated plan will be shared with the Board of Education School District No. 5 (Southeast Kootenay) in the fall of 2010 to demonstrate progress made this past year and to highlight goals and actions for 2010/2011.

The plan is a living document that is flexible and responsive to changing community needs. As such, continued regular District Literacy Advisory Committee and Sub Committee meetings will occur to support implementation, monitoring and annual updating of the plan.

## Literacy Vision

The district literacy planning process identified the following literacy vision for the region:

**All residents of the Southeast Kootenay will have the opportunity to attain, improve and maintain the literacy skills necessary to fully participate in the community and economy.**

To this end, we value and support all literacy initiatives and the development of lifelong learning opportunities through sustainable and quality literacy resources that are accessible for all community members. Through these efforts we continually strive:

- To increase literacy awareness throughout all communities
- To sustain, strengthen and expand the existing literacy services and programs
- Literacy services and programs will be embedded in community settings.

## Definition of Literacy

For the purposes of this document we support the broad definition of literacy provided by Literacy Now:

**Literacy is an essential cultural, social and academic practice that involves not only reading, writing, and numeracy, but also a variety of abilities including viewing and representing aural literacy including language, musical and listening skills, cultural literacy including civic skills.**

**Literacies enable us to communicate, represent and evaluate knowledge in multiple ways. The more literacies we learn, the greater our understanding of the world. Literacy is a continuum of skills. We can become more literate.**

The District Literacy Advisory Committee adopted the following definition in 2008:

**Literacy skills are critical indicators of preparedness of Canadians for the workplace and further education. They provide the capacity for innovative thinking and ability required in today's' knowledge based economy. People with high levels of literacy are more likely to be engaged in society, which benefits them and as well the communities they live in.**

The District Literacy Plan reflects and values and intent of both the vision and definition of literacy and serves as a basis for dialogue to improve the literacy opportunities for lifelong learning in all communities.

## **Introduction**

The Government of British Columbia established five *Great Goals*. The first *Great Goal* was, “to make British Columbia the best educated, most literate jurisdiction on the continent” (BC Budget, 2006). To this end the Government delegated the lead role on literacy to the Ministry of Education and expanded the responsibility of Boards of Education to include collaboration with community partners.

The District Literacy Planning process provides a way for all members of the community to work together to support literacy. Our goal is to develop working relationships within the community to gain a stronger understanding of the various perspectives on literacy and to open up the possibilities of what can be accomplished by listening to each other and taking actions together to support Literacy Learning for people of all ages. The purpose of this document is to provide a framework to serve as a basis for dialogue to improve the literacy opportunities for lifelong learning in all communities.

## **Role of the District Community Literacy Coordinators**

The most significant enhancement resulting from the involvement of the District Community Literacy Coordinators is that these individuals ensure consistent and regular emphasis on the importance of literacy in the community. The Coordinators’ abilities to gather and share information, link partners and individuals with common literacy goals, help coordinate necessary resources, and fill in programming gaps (when they exist) and keeps literacy in the forefront of people’s minds. These roles are critically important in School District #5 because the distance between communities makes it difficult for agencies to gather regularly. The District Community Literacy Coordinators help bridge the time between meetings and the distance between communities. What worked most effectively was having the Community Literacy Coordinators meet one-on-one with partners in various communities to gather information, develop programs or resources, and then share this information electronically with others. This approach, combined with regular planning meetings, helped maintain momentum in carrying out actions to meet stated goals. In essence, the Community Literacy Coordinators were the hub for collaboration within the community.

## **2010 /2011 District Literacy Plan**

### **Overview Update**

The District Literacy Plan is broken into two parts. Part 1 captures the Elk Valley and Electoral Districts A and B Community Literacy Plan; and Part 2 contains the Cranbrook Community Literacy Plan. Both parts were completed using the same process in which Community Literacy Planning Committees went through the following four step planning process:

1. Identifying and compiling current community literacy programs (See Appendix 4A, 4B).
2. Analyzing gaps and conducting needs assessments (a continuing evolving process)

3. Creating goals and actions that are achievable with current resources in 2010/2011.
4. Developing a list of recommendations that require new and/or additional funding (also an ongoing process)

The results of the Community Literacy Planning Committees efforts are reflected in the community plans and the appendices that follow. Ongoing tracking, reviewing and adapting is necessary to ensure the plans remain relevant and support achievement of stated goals.



## Part 1 - ELK VALLEY LITERACY PLAN

### Short Term Goals – 1 Year

#### Aboriginal Literacy – Reading Success for Aboriginal Peoples

<p><b>Goal: Identify services available to peoples of Aboriginal descent and connect with service providers where appropriate</b></p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Community Literacy Planning Committee understands who provides literacy services for Aboriginal peoples in the Elk Valley and where these services are delivered.</li> <li>• Community Literacy Planning Committee encourages members and others in the community to be mindful of the Aboriginal population needs and how to best foster links between literacy services and the Aboriginal population</li> </ul>
<p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>1. CBAL to make connection with Aboriginal and Métis associations. Resources to follow-up with include:             <ul style="list-style-type: none"> <li>• ECE – Charlene Sperling</li> <li>• School Aged – Joe Pierre (SD#5)</li> <li>• Jean Sulzer</li> <li>• Brenda Maudie</li> </ul> </li> <li>2. Community Literacy Planning Committee to extend invitation to Aboriginal agency or community representatives to participate in Elk Valley literacy committees, partnerships.</li> <li>3. CBAL and Community Literacy Planning Committee be willing to attend Aboriginal agency or community representative meetings (if/when invited)</li> <li>4. CBAL to find alternative communication avenues that address extensive distance between communities within the Elk Valley. To facilitate ongoing and effective communication identify an agency link (possible Elk Valley CBAL Coordinator) to link/bridge Aboriginal and non-aboriginal agencies.</li> </ol>
<p><b>Resources Required:</b></p> <ul style="list-style-type: none"> <li>• Time to encourage relationships among interested parties</li> </ul>
<p><b>Timeline:</b></p> <ul style="list-style-type: none"> <li>• September 2008 – December 2008 (to establish initial relationship)</li> <li>• December onward for continued relationship building and possible partnership and collaborative activities</li> </ul>
<p><b>Success Statement(s):</b></p> <ul style="list-style-type: none"> <li>• Agencies, both Aboriginal and non-aboriginal have increased awareness of programs, services and community contacts related to literacy development.</li> </ul>
<p><b>Monitoring Progress:</b> (how will we gather information to measure success?)</p> <ul style="list-style-type: none"> <li>• Survey those attending meetings about relevance and meaningfulness of participating</li> <li>• Observe participation levels to gauge success and interest</li> </ul>
<p><b>2009/2010 Update</b></p>
<p><b>Goal:</b> Maintain</p>

<b>Objectives:</b> Maintain
<b>Actions:</b> Maintain
<b>Resources Required:</b> Maintain
<b>Timeline:</b> September 2009 – December 2009 (to establish initial relationship)
<b>Success Statement(s):</b> Maintain
<b>Monitoring Progress:</b>
<b>2010/2011 Update</b>
<b>Goal:</b> Identify services available to peoples of Aboriginal descent and connect with service providers where appropriate.
<b>New Goal:</b> Maintain
<b>Objectives:</b> Maintain
<b>Actions:</b> <ol style="list-style-type: none"> <li>1. CLAC creates a complete list of Aboriginal service providers, with contact names, emails and phone numbers, as well as a list of literacy-related programs offered.</li> <li>2. CLAC members seek to partner with Aboriginal service providers to provide literacy services where appropriate.</li> <li>3. CLAC extends an invitation to service provider representatives to be a part of the committee. Likewise, CLAC provides a representative to attend Aboriginal service provider meetings if invited.</li> </ol>
<b>Challenges:</b> <ul style="list-style-type: none"> <li>• many of the Aboriginal service providers work out of Cranbrook</li> <li>• communication has proven to be a challenge because of the distance between the Elk Valley and Aboriginal communities.</li> </ul>
<b>Resources Required:</b> <ul style="list-style-type: none"> <li>• time to make connections</li> <li>• networking opportunities</li> <li>• an effective means of communication</li> <li>• funding for programs</li> </ul>
<b>Timeline:</b> <u>Action #1:</u> November 2010 <u>Action #2:</u> November 2010 <u>Action #3:</u> January 2011
<b>Success Statement(s):</b> <ul style="list-style-type: none"> <li>• some networking opportunities have presented themselves, and plans for a joint program between Kinbasket and CBAL are in the works for September at Tobacco Plains.</li> <li>• Literacy Coordinator is more aware of contacts for various Aboriginal service providers and communities.</li> </ul>
<b>Monitoring Progress:</b> <ul style="list-style-type: none"> <li>• list of service providers is created</li> <li>• partnership with Kinbasket yields a program at Tobacco Plains</li> <li>• CLAC representative attends meetings of Aboriginal service providers and/or Aboriginal service provider’s representative attends CLAC meetings</li> </ul>

## Early Learning (0-6 Year Olds) School Readiness in Young Children

<b>Goal: Provide and maintain current levels of literacy programming available for 0-6 year olds</b>
<b>Objectives:</b>
<ul style="list-style-type: none"> <li>Maintain and improve upon current levels of programming for 0-6 year olds.</li> </ul>
<b>Actions:</b>
<ol style="list-style-type: none"> <li>ECD team(s) to provide more programming for 0-3 year olds in the community of Sparwood to address identified gap in service for this age range</li> <li>Implement new programs targeted for 0-3 year olds in Sparwood as per Sparwood's Early Childhood Development (ECD) Strategic Plan 2008-2011</li> <li>ECD Teams to evaluate on-going participation of new and existing members, volunteers and the early childhood community</li> <li>ECD teams to evaluate the effectiveness of partnerships between early childhood personnel and the community</li> </ol>
<b>Resources Required:</b>
<ul style="list-style-type: none"> <li>Maintenance of current resource levels is required to provide ongoing, sustained programming</li> </ul>
<b>Timeline:</b>
<ul style="list-style-type: none"> <li>September 2008 – June 2008</li> </ul>
<b>Success Statement(s):</b>
<ol style="list-style-type: none"> <li>Current program levels are maintained</li> <li>Programs offered are well attended</li> <li>Programming meets identified needs as expressed through evaluation findings</li> </ol>
<b>Monitoring Progress:</b> (how will we gather information to measure success?)
<ul style="list-style-type: none"> <li>Parental and partner organization to complete survey tools</li> </ul>
<b>2009/2010 Update</b>
<b>Goal:</b> Maintain
<b>Objectives:</b> Maintain
<b>Actions:</b> Maintain
<u>Additions</u>
<ul style="list-style-type: none"> <li>Strong Start program begun in Fernie at Isabella Dicken in September 2008</li> <li>Strong Start program slated to begin in Sparwood at Frank J. Mitchell in September 2009</li> </ul>
<b>Resources:</b> Maintain
<b>Timeline:</b> September 2009 – June 2010
<b>Success Statement(s):</b> Maintain
<b>2010/2011 Update</b>
<b>Goal:</b> Provide and maintain current levels of literacy programming available for 0-6 year olds.
<b>New Goal:</b> Maintain
<b>Objectives:</b> Maintain and improve upon current levels of programming for 0-6 year olds.

<p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>1. CLAC creates a complete list of ECE programs in the Elk Valley, including a calendar, contacts, locations, and program descriptions; and</li> <li>2. CLAC identifies shortfalls in ECE and seeks to create partnerships to maintain past levels of programming.</li> </ol>
<p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• there are many service providers offering programs to 0-6 year olds. The challenge is in identifying the available programs, and working together to offer well-coordinated programming in order to effectively meet the needs of the community.</li> </ul>
<p><b>Resources Required:</b></p> <ul style="list-style-type: none"> <li>• Maintenance of current resource levels is required to provide ongoing, sustained programming</li> <li>• Time to coordinate early childhood services and programs</li> <li>• Strong partnerships between service providers</li> </ul>
<p><b>Timeline:</b>  <u>Action #1:</u> October 2010  <u>Action #2:</u> December 2010</p>
<p><b>Success Statement(s):</b>  The Elk Valley continues to offer valuable programs and services to parents with pre-school aged children. The opening of the Strong Start in Sparwood in October 2009 has also provided an invaluable ECD resource to the community.</p>
<p><b>Monitoring Progress:</b></p> <ul style="list-style-type: none"> <li>• traditional programs continue to be offered, and well-attended (attendance records)</li> <li>• Early Childhood service providers begin to meet regularly to coordinate their efforts, and build partnerships (development of a comprehensive list of programs and services created)</li> </ul>

### School Aged (6-18 Years Old) Reading Success in Schools

<p><b>Goal: To build and revitalize youth relationships with libraries in order to enhance and encourage lifelong learning</b></p>
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To analyze youth's unique needs by asking them what they want from the library.</li> <li>2. To provide service to youth recognizing the unique ways of work</li> <li>3. To review relationship with youth to ensure the best meeting of their needs</li> </ol>
<p><b>Objective 1 Actions:</b></p> <ol style="list-style-type: none"> <li>1. Provide multiple mediums to engage and solicit information from teens</li> <li>2. Using established partnerships with School District #5 and public libraries collect online survey data from school computers. Encourage participation with the use of a draw for an Ipod.</li> <li>3. Add information book marks to teen book's at the circulation desk at local libraries</li> <li>4. Send out library staff to meet with local community youth groups to build relationships and learn about teen needs</li> </ol>

**Objective 2 Actions:**

1. Create programs and build strategies building from results gleaned from meeting with youth and teens. This may include, but is not limited to, blogging, internet use, gaming, books, writing, audio and film and periodicals

**Objective 3 Actions:**

1. Collect user data through multiple mediums to gauge response to youth and teen programs and initiatives
2. Keep attendance records
3. Create and maintain a database to determine/track multiple use
4. Create a timeline to track success of projects

**Resources Required:**

- Library staff time to complete actions
- Needs assessment or survey tools to assess youth needs
- Finances to purchase incentives for participating in survey process
- Book marks for awareness building
- Staff time to build relationships
- Partnership (Schools, CBAL) involvement to encourage participation in needs assessment

**Timeline:**

July 2008 – June 2009

**Success Statement(s):**

1. Increased user ship of library by teens

**Monitoring Progress:** (how will we gather information to measure success?)

- Survey tools – electronic and non-electronic means

**2009/2010 Update**

**Goal:** 2008 goal maintain

**New Goal:** Expand youth programming to Elkford and Jaffray.

**Objectives:**

- To identify the literacy needs of youth in Elkford and Jaffray
- To provide programming in response to a Youth Needs Assessment

**Actions:**

1. Design Literacy Needs Assessment for Youth and conduct in all three communities
2. Develop programs in response to Youth Needs Assessment
3. Expand Homework Club program to Elkford

**Resources:**

**For Action #1:**

- CBAL / Libraries – survey design and format (electronic vs. paper)
- Schools – Distribution
- CBAL / Libraries – data summary and analysis

**For Action #2:**

- CBAL – define program needs, and obtain necessary resources (staff, materials, space)

**For Action #3:**

- CBAL – Train the tutors, hire adult facilitator, provide afterschool snack and program materials
- School District No. 5 – provide meeting space

<p><b>Timeline:</b>  <b>Action #1:</b> September 2009 – October 2009  <b>Action #2:</b> October 2009 – June 2010  <b>Action #3:</b> September 2009 (establish) – June 2010 (maintain through)</p>
<p><b>Success Statement(s):</b></p> <ul style="list-style-type: none"> <li>• Literacy-based youth programming is offered and delivered in Elkford and Jaffray</li> <li>• Positive feedback is received from youth about the programming</li> </ul>
<p><b>2010/2011 Update</b></p>
<p><b>Goal:</b></p> <ol style="list-style-type: none"> <li>1. To build and revitalize youth relationships with libraries in order to enhance and encourage lifelong learning.</li> <li>2. Expand youth programming to Elkford and Jaffray.</li> </ol>
<p><b>New Goal:</b> To engage youth in extra-curricular literacy programming in response to their interests.</p>
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To identify the literacy needs of youth in Elkford ], Jaffray, and Sparwood; and</li> <li>2. To provide programming in response to a Youth Needs Assessment.</li> </ol>
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• To complete a youth literacy needs survey in Elkford, Sparwood and Jaffray;</li> <li>• To offer after-school programs for youth in response to literacy needs surveys; and</li> <li>• To increase after school programming for children aged 6-10.</li> </ul>
<p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• finding dynamic program facilitators to run programs for youth</li> <li>• marketing programs to youth</li> <li>• finding computer/technology resources needed to offer these programs</li> <li>• find a welcoming, youth-friendly space to run youth programs</li> </ul>
<p><b>Resources Required:</b></p> <ul style="list-style-type: none"> <li>• School District #5 Survey Monkey Resources</li> <li>• Time to create surveys and visit schools to administer them</li> <li>• Funding for programming</li> <li>• Partnerships to deliver programming</li> </ul>
<p><b>Timeline:</b>  <b>Action #1:</b> December 2010  <b>Action #2:</b> January-June 2011  <b>Action #3:</b> October 2010-June 2011</p>
<p><b>Success Statement(s):</b></p> <ul style="list-style-type: none"> <li>• youth literacy needs survey was conducted by CBAL and Fernie Heritage Library at Fernie Secondary</li> <li>• Libraries report an increase in usage by youth</li> <li>• Fernie Heritage Library has started to create some youth programming in response to youth needs (film projects, etc.)</li> <li>• Youth programming was expanded to Elkford in the form of a Homework Club (CBAL initiative). High school students acted as tutors for elementary students.</li> <li>• Homework Club in Fernie was well-attended</li> </ul>

<ul style="list-style-type: none"> <li>• Math for Fun attracted new students for the duration of the 10-week program</li> <li>• 28 grades 5-7 students attend a 6-week writing class</li> <li>• Sparwood Public Library is offering tutoring services to many children in Sparwood</li> </ul>
<p><b>Monitoring Progress:</b></p> <ul style="list-style-type: none"> <li>• survey monkeys are conducted in Elkford, Jaffray and Sparwood and results are compiled</li> <li>• programs are created in response to surveys</li> <li>• programs offered are well-attended (attendance records)</li> </ul>

**Adult Literacy (English as a Second (ESL)) – Reading Success for Adults**

<p><b>Goal: ESL persons have programs and services to support literacy development in their community</b></p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Determine best way to engage ESL speakers to facilitate increased access to language and literacy services offered in their community – CBAL with the help of community partners</li> </ul>
<p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>1. Support one to one learning by making ESL tutoring available in Elk Valley Communities</li> <li>2. Build and broaden support base to include conversation in group setting through informal learning settings – i.e. cooking club.</li> </ol>
<p><b>Resources Required:</b></p> <ul style="list-style-type: none"> <li>• CBAL Literacy Coordinator time to meet with ESL speakers, employers and community agencies</li> </ul>
<p><b>Timeline:</b></p> <ul style="list-style-type: none"> <li>• September 2008 – May 2009</li> </ul>
<p><b>Success Statement(s):</b></p> <ul style="list-style-type: none"> <li>• ESL people attend learning opportunities</li> <li>• ESL people report increased skill and comfort level speaking English as a result of accessing programs and services</li> </ul>
<p><b>Monitoring Progress:</b> (how will we gather information to measure success?)</p> <ul style="list-style-type: none"> <li>• ESL speakers express comfort at sharing their learning needs</li> <li>• ESL programs or services are developed for implementation</li> </ul>
<p><b>2009/2010 Update</b></p>
<p><b>Goal:</b> Maintain</p>
<p><b>Objectives:</b> Maintain</p>
<p><b>Actions:</b> Maintain</p>
<p><b>Resources:</b> Maintain</p>
<p><b>Timeline:</b> September 2009 – June 2010</p>
<p><b>Success Statement(s):</b> Maintain</p>

<b>2010/2011 Update</b>
<b>Goal:</b> ESL persons have programs and services to support literacy development in their community.
<b>New Goal:</b> To provide ESL services and programs in Elkford, Sparwood and Fernie.
<b>Objectives:</b> <ol style="list-style-type: none"> <li>1. To meet the demand for one-on-one ESL tutoring;</li> <li>2. To encourage program attendance of individuals who have barriers to language education (transportation challenges, childcare needs, etc.); and</li> <li>3. To provide formal classes to address conversational English needs, as well as reading and writing.</li> </ol>
<b>Actions:</b> <ol style="list-style-type: none"> <li>1. To attract and train a large pool of ESL tutors in Elkford (the community with the greatest number of speakers of English as a second language who are eligible for funding).</li> <li>2. To offer free English language classes for speakers of English as a second language in the community with the greatest demand.</li> </ol>
<b>Challenges:</b> <ul style="list-style-type: none"> <li>• finding enough volunteer tutors to support the need</li> <li>• supporting ESL students who do not qualify for funding (i.e. foreign workers on temporary work visas)</li> </ul>
<b>Resources Required:</b> <ul style="list-style-type: none"> <li>• funding to train tutors</li> <li>• funding to run formal programs</li> <li>• time and funds to recruit volunteer tutors</li> </ul>
<b>Timeline:</b> <b>Action #1:</b> November 2010 <b>Action #2:</b> Winter/Spring 2011
<b>Success Statement(s):</b> <ul style="list-style-type: none"> <li>• many speakers of English as a second language have now been identified in the community, and have sought out assistance</li> <li>• an ESL women’s group was run in Elkford this last year, attracting 6-8 women and their children</li> <li>• COTR and CBAL partnered to offer a Conversational English class in Fernie that was well-attended for 2 semesters</li> </ul>
<b>Monitoring Progress:</b> <ul style="list-style-type: none"> <li>• 3-5 tutors are trained to work in Elkford</li> <li>• 3-5 tutors are trained to work in Fernie</li> <li>• all students seeking a tutor are matched with one</li> <li>• ESL Women’s group is offered in Elkford, and will be well-attended (attendance records)</li> <li>• Conversation English is offered again in Fernie, and is more accessible to those who need it (attendance records)</li> </ul>



## Adult Literacy (Seniors) – Reading Success for Adults

<b>Goal: To understand senior literacy learning needs</b>
<b>Objectives:</b> <ul style="list-style-type: none"> <li>To develop actions to address senior learning needs</li> </ul>
<b>Actions:</b> <ol style="list-style-type: none"> <li>Visit senior centres and learn about existing programs and services</li> <li>Interview staff and residents or participants about learning needs</li> <li>Identify areas where collaboration to address learning needs are possible</li> <li>Develop plan to deliver new programs and identify resources necessary for successful implementation of new programs.</li> </ol>
<b>Resources Required:</b> <ul style="list-style-type: none"> <li>CBAL Literacy Coordinator time and senior centre staff and resident participation</li> </ul>
<b>Timeline:</b> <ul style="list-style-type: none"> <li>September 2008 – December 2008</li> </ul>
<b>Success Statement(s):</b> <ol style="list-style-type: none"> <li>Seniors learning needs are captured by community and by centre</li> <li>Areas for collaboration are identified</li> <li>New programs are developed for implementation</li> <li>Resources to deliver new programs are available</li> </ol>
Monitoring progress (how will we gather information to measure success?) <ul style="list-style-type: none"> <li>Active involvement and interest by seniors population to identify learning needs</li> <li>Positive collaboration between CBAL and seniors facilities staff</li> </ul>
<b>2009/2010 Update</b>
<b>Goal:</b> Maintain
<b>Objectives:</b> Maintain
<b>Actions:</b> Maintain
<b>Resources:</b> Maintain
<b>Timeline:</b> <b>Actions #1-2:</b> September 2009 – December 2009 <b>Actions #3-4:</b> January 2010-June 2010
<b>Success Statement(s):</b> Maintain
<b>2010/2011 Update</b>
<b>Goal:</b> To understand senior literacy learning needs.
<b>New Goal:</b> To provide literacy programming that is designed to address the interests of Seniors, as well as their barriers to education.
<b>Objectives:</b> <ol style="list-style-type: none"> <li>To understand the literacy needs of seniors;</li> <li>To offer relevant programming;</li> <li>To provide services to remove barriers to education.</li> </ol>

<p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>1. CLAC reviews District of Sparwood Seniors' Survey and identifies their interests and barriers to education;</li> <li>2. CBAL and community partners offer programming in response to Seniors' interests, taking into consideration their physical needs when planning space and resources; and</li> <li>3. CBAL and community partners work together to provide transportation to programs in consideration of seniors' mobility needs.</li> </ol>
<p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• identifying existing programs and services and promoting awareness of those events</li> <li>• coordinating transportation with programs</li> <li>• finding funding for more computers</li> </ul>
<p><b>Resources Required:</b></p> <ul style="list-style-type: none"> <li>• funds for transportation</li> <li>• spaces that are comfortable for seniors</li> <li>• results from seniors' survey</li> <li>• funding for programming</li> <li>• funding for the purchase of more computers for Seniors' Computer class</li> </ul>
<p><b>Timeline:</b></p> <p><b>Action #1:</b> October 2010</p> <p><b>Action #2:</b> October 2010-May 2011</p> <p><b>Action #3:</b> October 2010-May 2011</p>
<p><b>Success Statement(s):</b></p> <ul style="list-style-type: none"> <li>• a Seniors' computer class was run for 30 weeks this year (initially intended to be only 10 weeks) and a couple of seniors bought laptops. This program is over-subscribed.</li> <li>• Literacy Coordinator starting to make connections with seniors' complexes (did several visits to talk with seniors)</li> </ul>
<p><b>Monitoring Progress:</b></p> <ul style="list-style-type: none"> <li>• Seniors' computer classes continue to be well-attended;</li> <li>• More seniors begin accessing Public Health presentations, and other educational programming available to them; and</li> <li>• New program initiatives are started, and are well-attended by seniors (attendance records)</li> </ul>

## Long Term Goal – Greater than 1 Year

### Adult Literacy – Reading Success for Adults

<p><b>Goal: Adult literacy needs are identified</b></p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Adult literacy needs are met through programs and services delivered in partnership by employers, college (educational institutions) and community agencies.</li> </ul>

<p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>1. Sub-committee of the Community Literacy Planning Committee is established to investigate adult literacy needs in the Elk Valley</li> <li>2. Needs assessment is developed and conducted that includes the following: <ul style="list-style-type: none"> <li>• Talking to major employers about gaps they may see in their workplace - CBAL</li> <li>• Talking to Job Seekers/College of the Rockies as part of larger needs assessment activity to identify adult literacy needs for Elk Valley - CBAL</li> <li>• Exploring the role/link with high schools to understand literacy proficiency of exiting students. Find out how students who don't received formalized support [those that fall through the cracks] make it through – CBAL</li> </ul> </li> <li>3. Using needs assessment findings to develop long term plan for adult literacy requirements – CBAL and community partners involved in Adult literacy activities</li> </ol>
<p><b>Resources Required:</b></p> <ul style="list-style-type: none"> <li>• Sub-committee established and resourced</li> <li>• Meeting time with employers and community partners to assess adult literacy needs that are not addressed through current programs and services</li> </ul>
<p><b>Timeline:</b></p> <ul style="list-style-type: none"> <li>• September 2008 – May 2009</li> </ul>
<p><b>Success Statement(s):</b></p> <ul style="list-style-type: none"> <li>• Adult literacy needs assessment is complete and plan is created</li> </ul>
<p><b>Monitoring Progress:</b> (how will we gather information to measure success?)</p> <ul style="list-style-type: none"> <li>• CBAL and community partners and employer meet to discuss current and future adult literacy needs</li> <li>• Adult learners are engaged in a process by which they can share their learning needs</li> <li>• Meetings lead to plan development</li> </ul>
<p><b>2009/2010 Update</b></p>
<p><b>Goal:</b> Maintain</p>
<p><b>Objectives:</b> Maintain</p>
<p><b>Actions:</b> Maintain</p> <p><u>Additions:</u></p> <ul style="list-style-type: none"> <li>• Provide assistance and resources to individuals seeking employment in Sparwood and Elkford</li> </ul>
<p><b>Resources:</b> Maintain</p> <p>Additions:</p> <ul style="list-style-type: none"> <li>• CBAL – a facilitator to provide job-seeking assistance</li> <li>• Sparwood/Elkford Libraries - space</li> </ul>
<p><b>Timeline:</b> September 2009 – June 2010</p>
<p><b>Success Statement(s):</b> Maintain</p> <p>Additions: Individuals provide positive feedback about the job-seeking services provided outside of Fernie</p>

<b>2010/2011 Update</b>
<b>Goal:</b> Adult literacy needs are identified.
<b>New Goal:</b> To provide relevant programming to address current literacy needs.
<b>Objectives:</b> Adult literacy needs are met through programs and services delivered in partnership by employers, college (educational institutions) and community agencies.
<b>Actions:</b> <ol style="list-style-type: none"> <li>1. To identify adult literacy needs by consulting with employers, College instructors, and other relevant service providers;</li> <li>2. To develop partnerships between COTR, CBAL, etc., and employers to respond to workplace literacy needs through relevant programming;</li> <li>3. To offer employment-seeking workshops as needed in Elkford; and</li> <li>4. To train adult literacy tutors to meet the needs of the community.</li> </ol>
<b>Challenges:</b> <ul style="list-style-type: none"> <li>• communicating the value of literacy to employers, and convincing them to offer their employees the time to engage in Essential Skills Training.</li> <li>• Finding volunteer tutors for adult literacy</li> </ul>
<b>Resources Required:</b> <ul style="list-style-type: none"> <li>• funds for programming and tutor training</li> <li>• time to visit Chambers of Commerce to educate local businesses on Essential Skills</li> <li>• time to build partnerships and joint ventures</li> <li>• time from Elk Valley Job Seekers to offer employment-seeking services in Elkford</li> </ul>
<b>Timeline:</b> <u><b>Action #1:</b></u> October 2010 <u><b>Action #2:</b></u> November 2010 <u><b>Action #3:</b></u> December 2010 <u><b>Action #4:</b></u> October 2010
<b>Success Statement(s):</b> <ul style="list-style-type: none"> <li>• COTR has seen an increase in the number of adults accessing their Adult Basic Education programs</li> <li>• Strong partnerships are being built between CBAL, COTR and libraries in order to address adult literacy needs</li> <li>• An Elk Valley Job Seekers employee offers employment-seeking assistance at the Sparwood Public Library once a week</li> <li>• Regional initiatives have begun to promote and deliver Essential Skills training</li> </ul>
<b>Monitoring Progress:</b> <ul style="list-style-type: none"> <li>• enough adult literacy tutors are trained to meet the need in the Elk Valley</li> <li>• partnerships are built between business owners and service providers to do Essential Skills audits and training</li> <li>• partnerships yield new programs to meet the needs of adults in the community</li> <li>• Elk Valley Job Seekers extends its service to Elkford</li> </ul>

## Part 2 - CRANBROOK LITERACY PLAN

### Short Term Goals – 1 Year

#### Aboriginal Literacy – Reading Success for Aboriginal Peoples

<b>Goal: To strengthen communication and collaboration between Ktunaxa and District Literacy Planning (DLP) committee</b>
<b>Actions:</b> <ol style="list-style-type: none"> <li>1. CBAL to invite 2 Ktunaxa educators/administrators to sit on DLP committee</li> <li>2. Assess opportunities to collaborate</li> </ol>
<b>Resources Required:</b> <ul style="list-style-type: none"> <li>• CBAL Community Literacy Coordinator</li> <li>• Aboriginal community contact(s)</li> </ul>
<b>Timeline:</b> <ul style="list-style-type: none"> <li>• June 2008 –September 2008</li> </ul>
<b>Success Statement(s):</b> <ul style="list-style-type: none"> <li>• Both teams acquire greater knowledge and understanding current programming and needs.</li> </ul>
<b>Monitoring Progress:</b> (how will we gather information to measure success?) <ul style="list-style-type: none"> <li>• Ongoing Aboriginal representation on the DLP committee</li> <li>• Asset charts are complete and current reflecting Aboriginal specific literacy efforts</li> </ul>
<b>2009/2010 Update</b>
<b>Goal:</b> Retain/Maintain
<b>Actions:</b> <ol style="list-style-type: none"> <li>1. 2008/2009 goal met – currently Ktunaxa representative on the Community Literacy Planning Committee</li> <li>2. Asset charts updated</li> <li>3. 2009/2010: Continue to pursue collaborative partnerships with the Ktunaxa Nation and St. Mary's Band to provide programming for members</li> </ol>
<b>Resources:</b> Maintain
<b>Timeline:</b> September 2009 – June 2010
<b>Success Statement(s):</b> Maintain
<b>Monitoring Progress:</b> Goals Met
<b>Successes:</b> <ul style="list-style-type: none"> <li>• Culture Days held on St. Mary's Reserve – Spring Break (March 2009) – included literacy related activities</li> <li>• Alphabet Soup (Spring 2009)</li> </ul>
<b>2010/2011 Update</b>
<b>Goal:</b> Retain/Maintain

<b>New Goal:</b> To promote and strengthen partnerships between Ktunaxa First Nation and literacy providers
<b>Objectives:</b> To provide services for Aboriginal children, youth and families living both on and off reserve
<b>Actions:</b> 1. 2009/10 goal met – currently a Ktunaxa representation on both Community Literacy Advisory Committee and on District Literacy Planning Committee 2. 2010/2011: Continue to pursue collaborative partnerships with the Ktunaxa Nation and St. Mary’s Band to provide programming for members
<b>Challenges:</b> Identifying those in need of services and reducing access barriers
<b>Resources Required:</b> Maintain
<b>Timeline:</b> September 2010 - June 2011
<b>Success Statement(s):</b> <ul style="list-style-type: none"> <li>• Story Time in the Park – organized by the Cranbrook Public Library</li> <li>• Paq’mi Nuq’yuk Fall Parenting Fair</li> <li>• Alphabet Soup (fall 2009 &amp; spring 2010) – partnership with CBAL</li> <li>• Play Laugh &amp; Learn (spring 2010) – partnership with CBAL</li> <li>• Adult Basic Education on St Mary’s Reserve – partnership with COTR</li> <li>• Young Parents Education Program – partnership with CBAL</li> <li>• Wiggle Giggle Grow – partnership with CAP-C</li> <li>• Fit for Families - partnership with CAP-C</li> <li>• Nobody’s Perfect – partnership with Better Babies</li> <li>• Aqamnik Daycare Story Time visits to the Cranbrook Public Library</li> <li>• Paq’mi Nuq’yuk baby gift bags &amp; outreach</li> </ul>
<b>Monitoring Progress:</b> Goals met

**Early Learning (0-6 Year Olds) School Readiness in Young Children**

<b>Goal: To increase outreach to parents about Early Childhood Development (ECD) programs and EDI research</b>
<b>Actions:</b> 1. CBAL to collaborate with ECD teams to update resource list and broaden distribution 2. Liaise with ECD communication sub-committee
<b>Resources Required:</b> <ul style="list-style-type: none"> <li>• Collection of local information – ECD</li> <li>• Printing costs – CBAL</li> </ul>
<b>Timeline:</b> <ul style="list-style-type: none"> <li>• October – November 2008</li> </ul>
<b>Success Statement(s):</b> <ul style="list-style-type: none"> <li>• Expand and update ECD resource list, broaden distribution</li> </ul>

<p><b>Monitoring Progress:</b> (how will we gather information to measure success?)</p> <ul style="list-style-type: none"> <li>• Gather program information</li> <li>• Update existing format</li> <li>• Distribute information to ECD programs, schools, Coalition and place on SD No. 5 website</li> </ul>
<p><b>2009/2010 Update</b></p>
<p><b>Goal:</b> Maintain</p>
<p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>1. 2008/2009 goals continuing</li> <li>2. 2009/2010: Create poster-sized EDI results chart indicating Cranbrook averages along with Canadian statistics including basic information about EDI along with contact information</li> </ol>
<p><b>Resources:</b> Maintain</p>
<p><b>Timeline:</b> September 2009 – June 2010</p>
<p><b>Success Statement(s):</b> Maintain</p>
<p><b>Monitoring Progress:</b></p> <ul style="list-style-type: none"> <li>• Gather program information and update existing format</li> <li>• Posters created and distributed throughout community</li> </ul>
<p><b>2010/2011 Update</b></p>
<p><b>Goal:</b> Maintain</p>
<p><b>New Goal:</b></p>
<p><b>Objectives:</b> To maintain a broad range of services for children and families</p>
<p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>1. Provide information online and post information on EK Kids First Website</li> <li>2. Post Wave 3 EDI results online</li> </ol>
<p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• reduced funding;</li> <li>• collaboration amongst the many service providers;</li> <li>• loss of Rice Crackers – an 11 year program providing unstructured play with gross motor skill activities for pre-school aged children</li> <li>• identification and distribution of information to the public in a timely and appropriate fashion</li> </ul>
<p><b>Resources Required:</b> Maintain</p>
<p><b>Timeline:</b> September 2010 – June 2011</p>
<p><b>Success Statement(s):</b> Updated Bradley Binder (local resources for families)</p>
<p><b>Monitoring Progress:</b> Updated information database</p>

## School Aged (6-18 Years Old) Reading Success in Schools

<b>Goal: To identify number of youth not in school and assess if need there is a need for alternative supports</b>
<b>Actions:</b> 1. DLP committee to discover how many youth are not attending high school 2. DLP committee to review BC Stats, School District No. 5 graduation rates
<b>Resources Required:</b> <ul style="list-style-type: none"> <li>• BC Stats; School District No. 5 statistics</li> <li>• CBAL and School District No. 5 staff time</li> </ul>
<b>Timeline:</b> <ul style="list-style-type: none"> <li>• Complete by December 2008</li> </ul>
<b>Success Statement(s):</b> <ul style="list-style-type: none"> <li>• Data compiled on # youth 'dropping out'</li> <li>• Data compiled on existing supports outside school system</li> </ul>
<b>Monitoring Progress:</b> (how will we gather information to measure success?) <ul style="list-style-type: none"> <li>• Data gathered and analyzed</li> </ul>
<b>2009/2010 Update</b>
<b>Goal:</b> 2008/2009 goal met 2009/2010 new goal: To identify new services required for youth no longer in school with a priority of services targeting young men and boys
<b>Actions:</b> 1. Community Literacy Planning Committee to assess current services for youth (both in alternative learning programs and those not attending any educational programming) and assess success 2. Upon completion of assessment to develop new or modified services to address unmet literacy needs
<b>Resources:</b> <ul style="list-style-type: none"> <li>• Collaboration with School District No. 5 and other literacy providers</li> <li>• CBAL staff time</li> <li>• Program funding</li> </ul>
<b>Timeline:</b> Assessment: completion by December 31, 2009 New program development: September 2009 – June 2010
<b>Success Statement(s):</b> Assessment completed and new programs initiated or existing programs modified
<b>Monitoring Progress:</b> Current needs for young parents, a number of who fall within this age group, will be addressed with the implementation of a modified Young Parents Education Program targeted for a fall 2009 start
<b>2010/2011 Update</b>
<b>Goal:</b> Retain focus on boys and young men
<b>New Goal:</b> Foster coordinated partnerships amongst service providers for 6-18 year olds



<b>Objectives:</b> To decrease the overlap of services while maintaining the diversity and quality of current programming
<b>Actions:</b> CLAC will report the list of services with recommendations to DLP
<b>Challenges:</b> <ul style="list-style-type: none"> <li>• Funding for programming for young males and teenage parents (YPEP)</li> <li>• developing programming that attracts ‘at risk’ boys &amp; young men</li> </ul>
<b>Resources Required:</b> CBAL staff time
<b>Timeline:</b> September 2010-June 2011
<b>Success Statement(s):</b> <ul style="list-style-type: none"> <li>• Young Parents Education Program successfully completed first year.</li> <li>• Slam Poetry Workshop &amp; Performance with Barbara Adler (May 1, 2010) – collaborative partnership between School District #5, the Cranbrook Public Library and the Columbia Basin Alliance for Literacy (also served the adult population) – a continuing slam poetry group has emerged from this project.</li> <li>• Public Library offered two on-site reading programs – Book Bites for Gr. 4-7 and ChatterZ for 13-18 year olds to compliment the online reading programs.</li> </ul>
<b>Monitoring Progress:</b> Collation of existing programming with information distribution to local agencies and DLP

### Adult Literacy – Reading Success for Adults

<b>Goal: Promote better understanding and awareness of the importance of literacy</b>
<b>Actions:</b> <ol style="list-style-type: none"> <li>1. DLP, CBAL and Public Library to produce and distribute posters by: <ol style="list-style-type: none"> <li>a. researching local &amp; literacy resources and,</li> <li>b. collaborating with local artists to create posters.</li> </ol> </li> <li>2. CBAL to make presentations to community stakeholders by <ol style="list-style-type: none"> <li>a. requesting time on their agendas,</li> <li>b. compiling information necessary to create presentation and,</li> <li>c. providing presentations.</li> </ol> </li> </ol>
<b>Resources Required:</b> <ol style="list-style-type: none"> <li>1. Action 1 <ul style="list-style-type: none"> <li>• Funding for posters</li> <li>• CBAL graphic artist expertise</li> <li>• Distribution network</li> </ul> </li> <li>2. Action 2 <ul style="list-style-type: none"> <li>• Literacy, economic, social research statistics specific to Cranbrook</li> </ul> </li> </ol>
<b>Timeline:</b> <ul style="list-style-type: none"> <li>• Action 1 – October 2008 – June 2009</li> <li>• Action 2 – October 2008 – June 2009</li> </ul>

<p><b>Success Statement(s):</b></p> <ul style="list-style-type: none"> <li>• Ad campaign created</li> <li>• Visually dynamic local posters created and distributed</li> <li>• Presentations on literacy made to City Council, Chamber of Commerce, Rotary Club</li> </ul>
<p><b>Monitoring Progress:</b> (how will we gather information to measure success?)</p> <ul style="list-style-type: none"> <li>• Track response to posters, response to presentations, interest generated to build partnerships</li> </ul>
<p><b>2009/2010 Update</b></p>
<p><b>Goal:</b> Maintain</p>
<p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>1. Maintain</li> <li>2. New services for adults</li> <li>3. Funding for training, equipment/resources</li> </ol>
<p><b>Resources:</b> Same</p>
<p><b>Timeline:</b> September 2009 – June 2010</p>
<p><b>Success Statement(s):</b></p> <ul style="list-style-type: none"> <li>• New Volunteer Adult Tutoring Program functional by June 2010</li> <li>• New program for seniors</li> </ul>
<p><b>Monitoring Progress:</b></p> <ul style="list-style-type: none"> <li>• Maintain</li> <li>• New services for adults being provided</li> </ul>
<p><b>2010/2011 Update</b></p>
<p><b>Goal:</b> Maintain</p>
<p><b>New Goal:</b></p>
<p><b>Objectives:</b></p>
<p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>1. provide a study skills workshop for adults returning to school</li> <li>2. presentations to Chamber of Commerce, Municipal Council and service groups about literacy</li> <li>3. provide a health literacy workshop</li> </ol>
<p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• funding for workshops</li> <li>• most adults accessing the College ABE program are high functioning Gr. 10-12 equivalency – need to attract and retain those with lower literacy skills</li> </ul>
<p><b>Resources Required:</b> CBAL staff time</p>
<p><b>Timeline:</b></p> <ul style="list-style-type: none"> <li>• Study Skills workshops – August &amp; December 2010</li> <li>• Remainder – September 2010 – June 2011</li> </ul>
<p><b>Success Statement(s):</b> new volunteer Adult Tutors trained during fall 2010</p>
<p><b>Monitoring Progress:</b> workshops provided</p>

## Adult Literacy (Workplace) – Reading Success for Adults

<b>Goal: To identify workplace literacy gaps in Cranbrook</b>
<b>Actions:</b> 1. District Literacy Planning Committee, CBAL and SD No. 5 to liaise with major employers 2. CBAL to make presentations to Chamber of Commerce
<b>Resources Required:</b> <ul style="list-style-type: none"> <li>• Audit Kit from Literacy Alberta</li> </ul>
<b>Timeline:</b> October 2008 – May 2009
<b>Success Statement(s):</b> <ul style="list-style-type: none"> <li>• Complete 3 Literacy Audits</li> </ul>
<b>Monitoring Progress:</b> (how will we gather information to measure success?) <ul style="list-style-type: none"> <li>• Partner with a employers, conduct evaluation, Audit Kit completed</li> </ul>
<b>2009/2010 Update</b>
<b>Goal:</b> To provide workplace literacy in small venues attracting employees with low literacy skills
<b>Actions:</b> 1. Community Literacy Committee to liaise with major and mid-sized employers 2. Development of targeted programming for specific workplaces
<b>Resources:</b> <ul style="list-style-type: none"> <li>• CBAL staff time</li> <li>• Funding for new programs</li> </ul>
<b>Timeline:</b> September 2009 – June 2010
<b>Success Statement(s):</b> <ul style="list-style-type: none"> <li>• Literacy Audits completed</li> <li>• Presentations made and awareness increased</li> <li>• New program(s) implemented</li> </ul>
<b>Monitoring Progress:</b> Maintain
<b>2010/2011 Update</b>
<b>Goal:</b> Maintain
<b>New Goal:</b> Address requirements for Essential Skills training for adults
<b>Objectives:</b> Promote partnerships to provide Essential Skills training
<b>Actions:</b> 1. develop partnerships to survey needs for Essential Skills 2. presentations to Chamber of Commerce, Municipal Council and service groups about Essential Skills
<b>Challenges:</b> <ul style="list-style-type: none"> <li>• adequate funding for programming</li> <li>• training for Essential Skills programs</li> </ul>
<b>Resources Required:</b> CBAL staff time

<b>Timeline:</b> September 2010 – June 2011
<b>Success Statement(s):</b>
<b>Monitoring Progress:</b> Presentations made, training received, workshops conducted

**Adult Literacy (Seniors)**

<b>Goal: Provide literacy services for seniors</b>
<b>Actions:</b> 1. Identify the gaps in literacy services for seniors 2. Implement one new program for seniors
<b>Resources Required:</b> <ul style="list-style-type: none"> <li>• CBAL staff time</li> <li>• Funding for new program/resources (computers, etc.)</li> </ul>
<b>Timeline:</b> September 2009 – June 2010
<b>Success Statement(s):</b> <ul style="list-style-type: none"> <li>• Increased awareness of seniors literacy needs and response through programming</li> </ul>
<b>Monitoring Progress:</b> (how will we gather information to measure success?) <ul style="list-style-type: none"> <li>• Assessment completed and one new program implemented</li> </ul>
<b>2010/2011 Update</b>
<b>Goal:</b> Maintain
<b>New Goal:</b> Survey Seniors about their literacy needs
<b>Objectives:</b> To ensure that seniors’ literacy needs are adequately addressed
<b>Actions:</b> 1. Produce and conduct a survey of seniors 2. Seek collaborative partnerships between high school students (work placement program), Mt Baker ‘Elders in Residence Program’, Public Library and seniors to provide range of computer courses for seniors
<b>Challenges:</b> <ul style="list-style-type: none"> <li>• Funding</li> <li>• Resources to address literacy needs</li> </ul>
<b>Resources Required:</b> <ul style="list-style-type: none"> <li>• CBAL staff time</li> <li>• transportation for seniors</li> </ul>
<b>Timeline:</b> September 2010 – June 2011
<b>Success Statement(s):</b> <ul style="list-style-type: none"> <li>• College of the Rockies provided 170 ‘seats’ for seniors computer classes (September 2009 – May 2010) with positive evaluations from learners (i.e. “love it 200 percent”).</li> <li>• CBAL provided 14 weeks of seniors’ computer courses at Joseph Creek Village for residents, learners ages ranged from 75-92.</li> </ul>
<b>Monitoring Progress:</b> Services continue to be provided

## Adult Literacy – English as a Second Language

<b>2010/2011</b>
<b>Goal:</b> To provide literacy services for Canadians and Immigrants requiring English as another language programming
<b>Objectives:</b> To ensure programming is available for eligible learners
<b>Actions:</b> <ol style="list-style-type: none"> <li>1. Provide opportunities for language enhancement through conversation groups, classes and one-to-one tutoring</li> <li>2. Attract and retain new ESL tutors</li> </ol>
<b>Challenges:</b> Locating and retaining ‘stay at home’ learners with small children within the program.
<b>Resources Required:</b> <ul style="list-style-type: none"> <li>• CBAL staff time</li> <li>• Funding for training of tutors and facilitators</li> <li>• Suitable locations to conduct classes/conversation groups</li> </ul>
<b>Timeline:</b> September 2010 – June 2011
<b>Success Statement(s):</b> <ul style="list-style-type: none"> <li>• College of the Rockies continues to provide classes for ESL learners</li> <li>• New ESL tutors trained Spring 2010-06-15 Conversation Café started January 2010 (evening group) with rising attendance</li> <li>• Family time ESL classes started March 2010 at Steeples Elementary School for parents with pre-school aged children but attendance is primarily non-parenting adults</li> <li>• 12 active tutor/learner pairs</li> </ul>
<b>Monitoring Progress:</b> Current levels of programming maintained; more tutors trained and paired with learners

## Long Term Goal – Greater than 1 Year

### Overarching Literacy Plan Goal

<b>Goal: To review annual goals and create a five year plan</b>
<b>Actions:</b> <ol style="list-style-type: none"> <li>1. Ongoing communication with stakeholders through DLP committee agendas/meetings</li> </ol>
<b>Resources Required:</b> <ul style="list-style-type: none"> <li>• Reports from CBAL, School District No. 5, ECD team, service providers and stakeholders</li> <li>• BC Stats</li> </ul>
<b>Timeline:</b> Annual Plan Updating <ul style="list-style-type: none"> <li>• May 2008, 2009, 2010 and 2011</li> </ul>

<p><b>Success Statement(s):</b></p> <ul style="list-style-type: none"> <li>• Action Plan targets reached on time</li> <li>• Achievements and gaps and challenges identified,</li> <li>• Plans critiqued and adapted as necessary</li> <li>• Resources added as necessary</li> <li>• Are there programs that are no longer needed?</li> </ul>
<p><b>Monitoring Progress:</b> (how will we gather information to measure success?)</p> <ul style="list-style-type: none"> <li>• Information gathered from organizations involved in literacy</li> </ul>
<p><b>2009/2010 Update</b></p>
<p><b>Goal:</b> Maintain</p>
<p><b>Actions:</b> Maintain</p>
<p><b>Resources:</b> Maintain</p>
<p><b>Timeline:</b> Maintain</p>
<p><b>Success Statement(s):</b> Maintain</p>
<p><b>2010/2011 Update</b></p>
<p><b>Goal:</b> Review annual goals</p>
<p><b>New Goal:</b> Expand Community Literacy Advisory Committee</p>
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To expand awareness of literacy needs and programming throughout the community</li> <li>2. Develop new partnerships and collaborative projects</li> </ol>
<p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>1. Invite current representatives from service providers in our identified sectors to join the Committee (i.e. Municipal Government, Employment Services sector, Business persons, Youth services sector)</li> <li>2. Advisory Committee members become involved in and monitor the Neighbourhood of Learning project</li> </ol>
<p><b>Challenges:</b> Time resources</p>
<p><b>Resources Required:</b></p> <ul style="list-style-type: none"> <li>• CBAL staff time</li> <li>• Committee members involvement in the Neighbourhood of Learning process</li> </ul>
<p><b>Timeline:</b> September 2010 – June 2011</p>
<p><b>Success Statement(s):</b></p>
<p><b>Monitoring Progress:</b> new members retained</p>

## **Framework for Action 2010/2011**

The District Literacy Advisory Committee established the following framework to guide their work.

### **Principles**

- We recognize the right of every citizen to have access to opportunities to acquire basic literacy skills
- We encourage opportunities for literacy skill improvement through the practice of life long and life wide learning
- We recognize that planning is done best at the community level
- We will link to and respect current planning processes
- We will be inclusive of everyone who is interested in literacy and learning
- We are committed to planning for sustainability

### **District Literacy Planning Committee**

- Reports to the Ministry of Education through the District Board of Education
- Meets on a planned, regular schedule
- Has a District-wide point of view
- Receives and collates information from Community Planning Committees
- Looks for common themes and goals that are district wide
- Identifies actions and potential partners with resources that can be brought together to address district wide goals
- Writes the updated District plan document
- Submits plan to the School District Board of Education for approval each fall.

### **Community Literacy Planning Committees – Cranbrook, Elk Valley (Fernie, Elkford, Sparwood)**

- Recognizes and respects that organizations and institutions in the community have independent planning and accountability processes.
- Provides an opportunity to network, explore common goals and objectives and work together to achieve the goals of both individual organizations and the community
- Links to existing community planning processes to address the four pillars of Early learning success, School aged, Adult and Aboriginal literacy (e.g. ECD Teams, School Planning Councils)
- Encourages formation of new or enhances current community planning committees as needed to plan and to support and encourage partnerships that can bring resources toward achieving the goals
- Collects information about the four pillars, either directly or based on plans developed by individual working committees
- Identifies community goals for literacy development based on the information collected and actions to address the goals
- Collates information and writes a community plan.
- Sends the community plan to the District Planning Committee

### **Community Planning Sub-Committees**

- These are existing planning committees linked to the Community Literacy Planning Committee or committees that are established as needed to address specific aspects of the community plan
- Gather information related to each pillar i.e. community assets and gaps in service and identifies short term (1 year achievable) and long term goals
- Identifies an action plan to achieve goals – encourage partnerships to bring community assets together to address goals, identifies who will do the work, establishes a timeline, and identifies success statements (how do we know we have reached the goal?)
- Identifies potential sources of resources (financial and in-kind) that could be brought to literacy development (new funding sources, new partnerships, existing local resources that might be made available)
- Brings information and their plan back to the Community Planning Committee

## **Future Focus Areas**

**Goals for future plans include the following:**

### **Action:**

- Continue providing accessible, quality early learning opportunities for children under five
- Continue to identify vulnerable families and enable program participation
- Provide more supports for youth between the ages of 12 and 18 in and out of school
- Create partnerships with business to build greater awareness of the connections between literacy and economic development

### **Challenges:**

- Need more childcare spaces
- Need more school librarians
- Need more Early Childhood Educators.

***Achievement of goals related to these focus areas will require additional funding.***

## **Conclusion**

The collaborative efforts required to create South East Kootenay District Literacy Plan reflect the commitment individuals and organizations have to achieving the literacy vision in which “*all residents of the Southeast Kootenay will have the opportunity to attain, improve and maintain the literacy skills necessary to fully participate in the community and economy.*” The goals and actions outlined in the plan support achievement of this vision and provide a foundation upon which future actions will be developed. It is expected that, as with all plans, this plan will be a living document flexible and responsive to changing community needs.



## **Appendices**

- Appendix 1: List of Participating Individuals and Organizations on the 2010/2011 Planning Committee
- Appendix 2: School District No. 5 District Literacy Planning Organizational Chart
- Appendix 3: Canadian Composite Learning Index
- Appendix 4A: Community Asset Charts – Cranbrook
- Appendix 4B: Community Asset Charts – Elk Valley
- Appendix 5: Early Development Index (update to last year’s information)

## List of Participating Individuals and Organizations

### 2010/2011 District Literacy Planning Committee

Aboriginal Enhancement Agreement Facilitator	Joe Pierre	Cranbrook, BC
CBAL	Katherine Hough Leah Wilkie	Cranbrook, BC Elk Valley
Children First	Gail Brown	Cranbrook, BC
College of the Rockies	Sharon Richardson	Cranbrook, BC
Columbia Basin Alliance For Literacy	Betty Knight	Brisco, BC
Cranbrook Public Library	Deanne Perreault	Cranbrook, BC
One to One Reading	Jean Samis	Cranbrook, BC
School District No. 5	Glenn Dobie Director of Student Learning	Cranbrook, BC
School District No. 5	Shirley McGale, Principal Rocky Mountain Elementary	Elkford, BC
School District No. 5	Debra Kennedy Literacy Support Teacher	Cranbrook, BC

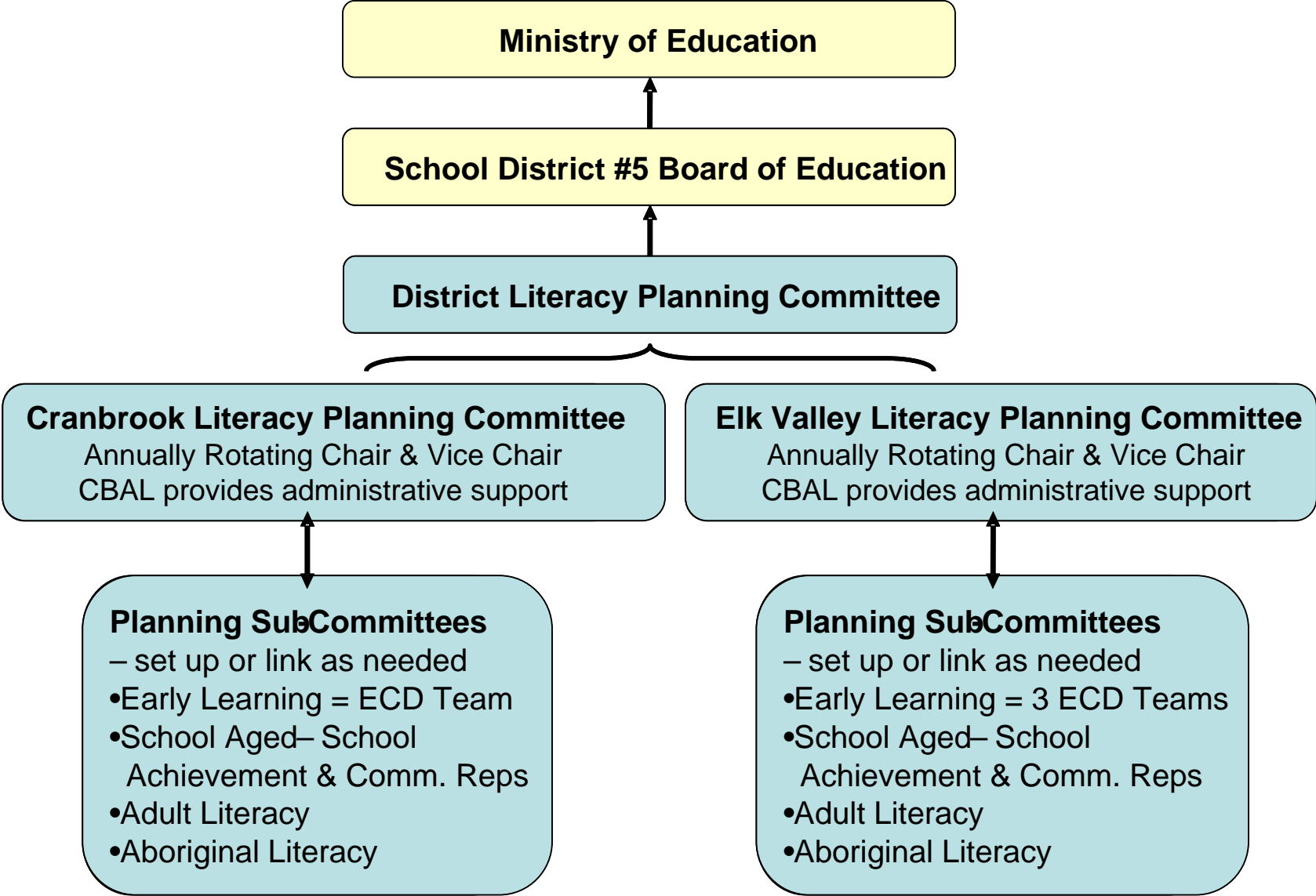
### Cranbrook Community Literacy Advisory Committee 2009/2010

CBAL	Katherine Hough Community Literacy Coordinator	Cranbrook, BC
Children First	Gail Brown	Cranbrook, BC
College of the Rockies	Sharon Richardson	Cranbrook, BC
Community Connections Society of SE BC	Gwen Noble/Pat Chisholm	Cranbrook, BC
Cranbrook Public Library	Deanne Perreault	Cranbrook, BC
Infant Development Program	Jackalin Lightfoot	Cranbrook, BC
Ktunaxa Kinbasket Child and Family Services Society	Charlene Sperling, Paq'mi Nuq'yuk Early Years Outreach Worker	Cranbrook, BC
One to One Reading	Jean Samis	Cranbrook, BC
School District No.5	Terry Molnar, Principal Kootenay Orchards Elementary School	Cranbrook, BC

### Elk Valley Community Literacy Advisory Committee 2009/2010

Interior Health, Public	Danielle Newson Public Health Nurse	Sparwood/Elkford
Interior Health	Clare Pinette, Public Health Nurse	Sparwood/Elkford
Sparwood Public Library	Joanne Wilton	Sparwood
School District No. 5	Shirley McGale, Principal Rocky Mountain Elementary	Elkford
Elkford ECD Committee	Jane Foy	Elkford
College of the Rockies	Leanne Caillier-Smith	Fernie
College of the Rockies	Mary Shier	Fernie
CBAL	Leah Wilkie Community Literacy Coordinator	Elk Valley

School District No. 5 District Literacy Planning



## Canadian Composite Learning Index

### Scoring Chart for Cranbrook and the Elk Valley Communities 2009 & 2010

Area of Index	Canada	Cranbrook	Fernie	Sparwood	Elkford
Overall Score	75/75	76/75	75/71	76/71	75/70
Learning to Know	5.0/5.0	4.7/4.6	4.6/4.0	4.6/4.1	4.6/4.3
Learning to Do	5.9/6.1	5.8/6.0	5.5/5.1	5.7/5.0	5.6/4.9
Learning to Live Together	4.7/4.7	3.6/3.9	3.5/3.8	3.6/3.5	3.2/3.0
Learning to Be	5.0/5.1	5.5/5.5	5.5/5.2	5.5/5.1	5.4/5.1

The Composite Learning Index (CLI) is the first index of its kind in the world, measuring Canada's progress in lifelong learning and is compiled annually. It is based on statistical indicators that reflect the many ways Canadians learn, whether in school, in the home, at work or within the community.

The CLI is a valuable measurement tool that recognizes how learning throughout people's lives is critical to their individual success, the success of their community and the success of the country as a whole. On the personal level, Canadians benefit from lifelong learning through higher wages, better job prospects, improved health and a more fulfilling life. Consequently, Canada stands to gain through a more resilient economy, and stronger bonds within and between communities.

Though these benefits are evident to most Canadians, until the Canadian Council on Learning created the Composite Learning Index in 2006 there was no means to measure how Canada and its communities perform across the full spectrum of learning.

To reflect this broad perspective, the CLI uses a wide range of learning indicators to generate numeric scores for 4,700 cities and communities across Canada. A high CLI score means that a particular city or community possesses learning conditions that support social and economic well-being. Although not the sole factor contributing to such success, learning at every stage of life is increasingly recognized as important to a community's adaptability, health and strength.

Comprehensive results of each year's Composite Learning Index are released to the public in the spring. These scores and trends are not intended to identify winners and losers, but to help Canadians understand what progress their communities are making in lifelong learning.

In short, the CLI is designed as an objective and reliable measurement tool that can help communities make the best possible decisions about learning—decisions that will strengthen social ties, bolster the economy and, of course, improve people's lives.

A composite index is a measurement tool that combines a variety of figures and statistics to produce an overall score for a particular subject. Composite indices are used to track and analyze trends over time, or across different regions

By using an objective, statistical method, the CLI effectively and reliably connects the dots between a community’s learning conditions, on the one side, and its social and economic well-being, or outcomes, on the other. In fact, the Composite Learning Index has been assessed as “internally sound and robust” in a validation review conducted by the European Commission’s Joint Research Centre. Technical details about the CLI model can be found in a [validation report of the index](#) (PDF, 1.1 MB) produced by the [European Commission’s Joint Research Centre](#) in 2007.

### **Table 1: Learning pillars**

#### **Learning to Know**

*Learning to Know* involves the development of skills and knowledge needed to function in the world. These skills include literacy, numeracy, critical thinking and general knowledge.

#### **Learning to Do**

*Learning to Do* refers to the acquisition of applied skills that are often linked to occupational success, such as computer training, managerial training and apprenticeships.

#### **Learning to Live Together**

*Learning to Live Together* involves developing values of respect and concern for others, fostering social and inter-personal skills, and an appreciation of the diversity of Canadians.

#### **Learning to Be**

*Learning to Be* refers to activities that contribute to the personal development of one’s body, mind and spirit—activities that foster creativity, personal discovery and an appreciation of the inherent value provided by these pursuits.

The above information has been taken directly from the CLI website.

There are number of components in the CLI that cannot be addressed by the Committee but we have added it to our report as one of many tools in assessing literacy needs in School District 5. To this end we have included the scores, under each pillar, for Cranbrook, Fernie, Elkford and Sparwood. To understand where each community ‘lines up’ with respect to the Canadian average, the average for each pillar has also been included.

We have also included a visual aid, the CLI wheel, to assist in understanding the variables that compose the elements within each pillar.

We direct the reader to the Index website for further and more detailed information: <http://www.ccl-cca.ca/CLI2010>

**Cranbrook Assets Composite  
Aboriginal Literacy**

<b>Name of Program</b>	<b>Name of Sponsoring Organization</b>	<b>Contact Information</b>	<b>Goals of Program</b>	<b>Location of Program</b>	<b>Who does it serve?</b>	<b>How many served annually</b>
Aboriginal Education Enhancement Agreement	School District #5 & Ktunaxa Nation	Joe Pierre 250-489-0483 Amy Woodland	Individual tutoring	Throughout the School District		
Aboriginal Advising Services	College of the Rockies (COTR)	Robyn Beattie-Laine 250-489-2751 ext 3209	Upgrading; college prep & language classes	COTR	All aboriginal students	100+
Aboriginal Parenting Group/Alphabet Soup	Paq'mi Nuq'yuk Aboriginal Early Years Services & Columbia Basin Alliance for Literacy (CBAL)	Charlene Sperling 250-489-4563 ext 3005	Parenting Program with cooking as incentive	Family Connections 46 17 <sup>th</sup> Ave N.	Parents & preschool children	15+ operates Fall & Spring
Adult Basic Education	Ktunaxa Kinbasket Child & Family Services Society (KKCFSS) & COTR	Codie Andrews	Academic Upgrading for Adults	St. Mary's Reserve	Reserve residents & Nation members	15 15 week programme
Aboriginal Education Program	St Mary's Band	Karen Smith 250-426-5717	Improved literacy skills		Adults	
First Voices Traditional Knowledge & Language	Ktunaxa Nation	Don Maki 250-417-4001	Culture & language education	St Eugene Resort 7468 Mission Rd	Everyone	500+
Stories in the Park	Cranbrook Public Library; Friends of the Library; St. Mary's Band	Nancy Reid 250-426-4063	Public access to Aboriginal/First Nations Stories	Rotary Park Each summer for xxx weeks	Everyone	100+
Aqamnik Daycare	St Mary's Band	Danette Fritz 250-489-5054	Licensed daycare	St. Mary's Reserve	0-5	
Aqamnik After School Program	St. Mary's Band	Danette Fritz 250-489-5054	Homework help and safe places	St. Mary's Reserve	6-13	
Aqamnik Elementary School	St. Mary's Band	Michael Derech 250-489-5183	Provide knowledge & skills necessary to become successful adults	St. Mary's Reserve	6-12	

## Cranbrook Assets Composite Early Learning 0-6 years

<b>Name of Program</b>	<b>Name of Sponsoring Organization</b>	<b>Contact Information</b>	<b>Goals of Program</b>	<b>Location of Program</b>	<b>Who does it serve?</b>	<b>How many served annually</b>
East Kootenay Supported Child Development Program	Community Connections Society of Southeast BC (CCSSBC)	Beth Carter 250-426-4043	Children with developmental delays or disability to fully integrate in neighbourhood programmes	20A -12 <sup>th</sup> Ave North	0-12	23,000+ hours of support
East Kootenay Child Care Resource & Referral	CCSSBC	Rita Romeo & Kim Levie 250-426-5677	Information, referrals & support to families & child care providers	20A-12 <sup>th</sup> Ave North	Families & child care providers	
Better Babies Pregnancy Outreach Program	CCSSBC	Pat Chisholm 250-489-5011	Assist women to have healthy babies and support for transition from pregnancy to parenthood	Family Connections 46 17 <sup>th</sup> Ave N	Pregnant women or women with kids 0-18 mos	
Infant Development Program (IDP)	CCSSBC	Jackalin Lightfoot 250-426-2543	Assessments, service coordination, resource lending, parent workshops & support groups	Home based with group sessions at Family Connections 46 17 <sup>th</sup> Ave N	Parents with kids 0-3 years or those at risk for delay or diagnosed disabilities	30 families
Tumble Time -Community Action Program for Children (CAPC)	CCSSBC	Niki Sinhart 250-421-8096	Socialization, improve gross motor skills		0-6 years	150+
You Make a Difference (IDP)	CCSSBC	Charlene Stropsky 250-426-2643	Positive parenting & interactive family support	CFC	Any interested parents	30
Kids on Campus	College of the Rockies (COTR)	Lois Lafaut 250-489-2751 ext 8220	Day care with educational component for COTR students	COTR Operates year round Has separate building	0-5 years COTR students have priority	50+ (42 licensed spaces – share spaces)
Friendship Forest	COTR	Liz Song 250-489-8276	Day care with educational component for COTR students	COTR Operates year round - Main Campus	3-5 years	16 licensed spaces
Public Health Unit	IHA		Screening for children at risk, parenting information	Health Unit 20 - 23 <sup>rd</sup> Ave South	0-adult	
Ready Set Learn	School District 5	Glenn Dobie 250-417-2053	Intro to Kindergarten	All elementary schools Once annually	4 year olds	100-150
Books for Babies	Cranbrook Public Library	Deanne Perreault Child & Youth Librarian 250-426-4063 ext 107	Create an early positive association with reading for parents and babies	Bags provided by govt, filled by library and handed out by Public Health Nurses	All parents with new babies	270 - bag provided for each new baby born in community

**Cranbrook Assets Composite  
Early Learning 0-6 years**

<b>Name of Program</b>	<b>Name of Sponsoring Organization</b>	<b>Contact Information</b>	<b>Goals of Program</b>	<b>Location of Program</b>	<b>Who does it serve?</b>	<b>How many served annually</b>
Toddler Story Time	Public Library	Deanne Perreault 250-426-4063 ext 107	Songs and stories	Public Library 1212 – 2 <sup>nd</sup> St North	18 mos – 2 years	1101 operates Sept – May
Preschool Story Time	Public Library	Deanne Perreault 250-426-4063 ext 107	Stories and finger plays to introduce children to the joy of reading	Public Library 1212 – 2 <sup>nd</sup> St N	3-5 years	2242 operates Sept – May
StrongStart Early Learning Centres	School District #5 & CBAL	Katherine Hough 250-417-2896	Play & learn with focus on school readiness	Amy Woodland & Steeples Elementary Schools	0-5 years	250-300 families Sept-June
Baby & Me (CAPC & IDP)	CCSSBC	Charlene Stropsky 250-426-2543 & Niki Sinhart 250-426-5448	Parent/child bonding through play	Family Connections 46 17 <sup>th</sup> Ave N	Parents & infants	70-90 families
Wiggle Giggle Grow (CAPC)	CCSSBC	Niki Sinhart 250-421-8096	Promotes literacy, parenting skills, nutrition	Family Connections 46 17 <sup>th</sup> Ave N	0-5 years	
Kids Connection Pre-School	CCSSBC	Shari Reid 250-426-2289	Quality, inclusive, developmentally appropriate preschool	22 – 12 <sup>th</sup> Ave North	3-5 years	60
Community Living	Community Living BC	250-426-1282	Various support services	Across the community	0- 19 years	



## Cranbrook Assets Composite School–Aged Learning

<b>Name of Program</b>	<b>Name of Sponsoring Organization</b>	<b>Contact Information</b>	<b>Goals of Program</b>	<b>Location of Program</b>	<b>Who does it serve?</b>	<b>How many served annually</b>
Kindergarten- Grade 12	School District 5	Glenn Dobie 250-417-2053	Provide knowledge & skills necessary to become successful adults	Across the community	5- 18 years	
Homework Help	CBAL	Katherine Hough 250-417-2896	Assist children’s literacy skills	Public Library; TM Roberts; Parkland Middle	All grades	16-20 operates Sept- June
One to One Reading Program	Volunteer Group	Jean Samis 250-489-1108	Assist children not otherwise ‘funded’	All Elementary schools	Grades 2–5	160+
Red Cedar Book Award Program	Young Readers Choice Award Society of BC	Deanne Perreault 250-426-4063 ext 107	Library purchases all nominated books	Cranbrook Public Library	Grades 4-7	160
Book Bites	Cranbrook Public Library	Deanne Perreault 250-426-4063 ext 107	Stories & books for young readers	Cranbrook Public Library	Grades 4-7	38
Summer Reading Club	Student Job Creation Program, CBAL, Friends of the Library	Deanne Perreault 250-426-4063 ext 107	Encourages reading during the summer	Public Library	6-12 years	400-450 7 weeks July- Aug
Stellar Book Award Program	Young Readers Choice Award Society of BC	Deanne Perreault 426-4063 ext 107	Library purchases all nominated books	Cranbrook Public Library & online access	13-19 years	
ChatterZ	Friends of the Library	Deanne Perreault 250-426-4063 ext 107	Teen reading club	Cranbrook Public Library	13-18 years	6
Teen Reading Club	Public Library Services & Cranbrook Public Library	Deanne Perreault 250-426-4063 ext 107	Supports teen literacy	Online at <a href="http://www.teensrc.ca">www.teensrc.ca</a> With contest in the library	13-19	Operates throughout the year
Roots of Empathy Program	School District 5	Glenn Dobie 250-417-2053	Pairs younger kids with older ones for role modeling	Various schools	All grades	
Settlement Assistance Program	CCSSBC	Mila Siguenza 250-426-2943	Information & support to immigrants	Home based	Immigrants and refugees	
Fireside Readers	Public Library	Deanne Perreault 250-426-4063 ext 107	Book discussion group	Public Library	Adults	7-10 - meets monthly Sept- June
Tuesday Night Readers	Public Library	Deanne Perreault 250-426-4063 ext 107				5-7 Monthly Sept - June

## Cranbrook Assets Composite Adult Literacy

<b>Name of Program</b>	<b>Name of Sponsoring Organization</b>	<b>Contact Information</b>	<b>Goals of Program</b>	<b>Location of Program</b>	<b>Who does it serve?</b>	<b>How many served annually</b>
Author Readings	Public Library	Deanne Perreault 250-426-4063 ext 107	Promotes reading across literary spectrum	Public Library hosts authors chosen to tour	Whole community	177
Public Access to College Library	COTR	Petra Mauerhoff 250-489-8293	Public access to COTR resources	COTR	Adults & students	100+
Adult upgrading	COTR	Sharon Richardson 250-489-2751 ext 3416	Improved literacy & numeracy skills	COTR	Adults	30+
Adult Basic Education	COTR	Sharon Richardson 250-489-2751 ext 3416	Students achieve high school equivalency	COTR	Adults	350
Academic Upgrading for Post-Secondary School Admission	COTR	Sharon Richardson 250-489-2751 ext 3416	Academic upgrading for school admission	COTR	Adults	600+
English as a Second Language (ESL)	COTR	Sharon Richardson 250-489-2751 ext 3416	Classes for non-English speaking learners	COTR	Adults	15
International Students ESL support	COTR	Cheryl Webber 250-489-2751 ext 3248	Assistance to all ESL students	COTR	College students	100+
Conversation Cafe Settling In Program	CBAL	Katherine Hough 250-417-2896	Practice speaking & active listening	Family Connections 46 17 <sup>th</sup> Ave N	Adults (childcare available)	20 meets weekly
ESL Family Time Settling In Program	CBAL	Katherine Hough 250-417-2896	Classes for non-English speaking learners	Steeple Elementary School	Adults' & children's programming	7 meets weekly
ESL One to One Tutoring Settling In Program	CBAL	Katherine Hough 250-417-2896	To improve English skills and integration into Canadian society	Home based	Immigrants and refugees	16
Resume Writing Workshops, literacy & computer skills training	Job Seekers	Bob Sperling 250-489-5117	Assist clients to obtain employment	24 – 11 <sup>th</sup> Ave S	Adults & some students	80-100
Programs for Adults with Developmental Delays	COTR	Wendy Panchyshn 250-489-2751 ext 8350	Workplace training, assist clients to obtain employment	COTR	Adults under 70 years	10
Continuing Education	COTR	Danette Polcin 250-489-2751 ext 3381	Education and training to general public	COTR	Whole community	700+

## Cranbrook Assets Composite Adult Literacy

<b>Name of Program</b>	<b>Name of Sponsoring Organization</b>	<b>Contact Information</b>	<b>Goals of Program</b>	<b>Location of Program</b>	<b>Who does it serve?</b>	<b>How many served annually</b>
Cranbrook Writers Group	Self- organized	Sioux Browning 250-426-4814	To improve the writing skills of attendees	Art Council Office 32A 11 <sup>th</sup> St	Adults	30
Thursday's Child	Self-organized	Dorothy 250-426-0744	For writers wishing to progress- publishes an anthology	Art Council Office 32A 11 <sup>th</sup> St	Adults	
Senior's Counsellor		Norm Weitzel 250-417-5168	General assistance	Home based	Seniors	
Adults over 60	COTR	Sharon Richardson 250-489-2751 ext 3416	Improve literacy skills for seniors	COTR	Seniors	60+
Various private and public skill based learning opportunities	Ex: Boys & Girls Club, Scouts, Guides, Baby Sign training	See particular program	Skill set learning	Throughout the community	Accessibility dependent upon ability to pay	
Leisure Services	City of Cranbrook	Diane Butz 250-489-0040	Learning skills through recreational opportunities	Various facilities	Community and district	

### Additional Community Assets:

- Blue Lake Forest Education Society
- Canadian Museum of Rail Travel
- Columbia Basin Environmental Education Network
- Cranbrook & Kimberley Special Olympics
- Cranbrook Children's Festival
- Cranbrook Girls Bugle Band
- Cranbrook/Kimberley Wildsight
- Driver Education
- East Kootenay Branch BC SPCA
- East Kootenay Friends of Children
- East Kootenay Music & Speech Arts Festival
- East Kootenay Regional Hospital Auxiliary Candy Striper programme
- Fort Steele Heritage Park
- Idlewild Music Festival
- P.A.R.T.Y. programme
- Performing Arts festivals
- Speech Pathology services – IHA and School District
- Summer Science camps & annual district wide school based science fairs

**Elk Valley Assets Composite  
Aboriginal Literacy**

<b>Name of Program</b>	<b>Name of Sponsoring Organization</b>	<b>Contact Information</b>	<b>Goals of Program</b>	<b>Location of Program</b>	<b>Who does it serve?</b>	<b>How many served annually</b>
Aboriginal Support Workers	SD#5	SD#5 250-426-4201	Provide Aboriginal education supports to teachers	Fernie Sparwood Elkford	Students of School District #5	All students in public schools
Aboriginal ECD Coordinators	Ktunaxa Kinbasket Child and Family Services Society	Charlene Sperling <a href="mailto:CSperling@ktunaxa.org">CSperling@ktunaxa.org</a> 250 489-4563	To provide early learning and literacy opportunities to Aboriginal Communities	Fernie Sparwood Elkford	Aboriginal Communities in the Southeast Kootenays	
Aboriginal Enhancement Facilitator	SD#5	Joe Pierre <a href="mailto:joe.pierre@sd5.bc.ca">joe.pierre@sd5.bc.ca</a>	Provide Aboriginal education supports to teachers	Fernie Sparwood Elkford	Students of School District #5	All students in public schools

## Elk Valley Assets Composite Early Learning 0-6 years

Name of Program	Name of Sponsoring Organization	Contact Information	Goals of Program	Location of Program	Who does it serve?	How many served annually
Books for Babies	Sparwood Public Library Purchase bags, books, other resources assemble bags (books, and community information provided through Library Services) CBAL - include extra book - assist in purchasing other resources Polar Peek Books - provided a discount on books Interior Health - Public Health Nurse distributes bags	Sparwood Public Library Joanne Wilton 250-425-2299 <a href="mailto:jw@sparwoodlibrary.ca">jw@sparwoodlibrary.ca</a>  CBAL Leah Wilkie <a href="mailto:lwilkie@cbal.org">lwilkie@cbal.org</a> 250-423-3023	The program aims to create a positive association with books and the library for babies and their parents	Distributed by Public Health Nurses	Parents with newborn babies	Sparwood 50/year
Story Time	Fernie Heritage Library          Sparwood Public Library	Fernie Heritage Library Sandra Summerfield 250-423-4458 <a href="mailto:Communityprogrammer@fernieheritagelibrary.com">Communityprogrammer@fernieheritagelibrary.com</a>  Sparwood Public Library Joanne Wilton <a href="mailto:jw@sparwoodlibrary.ca">jw@sparwoodlibrary.ca</a> 250-425-2299	To teach children stories, songs, games, and crafts	Fernie Heritage Library        Sparwood Public Library	Pre-school aged children	20 kids        20 kids
Toddler Time	Fernie Heritage Library	Sandra Summerfield 250-423-4458 <a href="mailto:Communityprogrammer@fernieheritagelibrary.com">Communityprogrammer@fernieheritagelibrary.com</a>	To allow children and parents to interact through stories, songs, and games	Fernie Heritage Library	Toddlers	5-10
Preschool Summer Programs	Sparwood Public Library/Sparwood Rec. Centre	Sparwood Public Library Joanne Wilton <a href="mailto:jw@sparwoodlibrary.ca">jw@sparwoodlibrary.ca</a> 250-425-2299	To engage preschool children in fun early learning activities during the summer	Sparwood Public Library/Sparwood Rec. Centre	3-5 Years Old	15-20

## Elk Valley Assets Composite Early Learning 0-6 years

Name of Program	Name of Sponsoring Organization	Contact Information	Goals of Program	Location of Program	Who does it serve?	How many served annually
Tumble Book Library	Sparwood Public Library	Joanne Wilton 250-425-2299	Online animated stories - available through library website		All ages including preschool	1768 hits
Playschool Program	District of Sparwood	Gary Walker 250-425-0552	To provide a program to enhance early childhood development	Sparwood Recreation Centre	2-5 years old	75 families
Parent and Tot Fun Times	Fernie Women's Resource Centre (FWRC) umbrella organization Partners include: Elkford Women's Task Force Action Plan for Children (CAPC) ECD Teams	FWRC 250-423-4687 (Fernie)  Wendy Corkle <a href="mailto:ferncapc@cyberlink.bc.ca">ferncapc@cyberlink.bc.ca</a> 250-529-7429 (Elkford and Sparwood)	To encourage parents and children to play together in order to promote healthy child development	Sparwood Recreation Centre  Elkford Secondary School  Fernie Community Centre	0-6 Years Old	
Coffee Time (Drop-in Play Group)	ECD Teams: Elkford Women's Task Force (EWTF) District of Sparwood	EWTF 250-865-2031 Sparwood Department of Recreation and Community Services Gary Walker 250-425-0552	To provide a safe environment for families to play and parents to socialize	Sparwood Recreation Centre	Families with children 0-6 years old	35 families
Ready Set Learn	School District #5	Schools in each community	To help preschoolers get ready for school	Sparwood Elkford Fernie	Families with children 3 years old	
Preschool Fair	ECD Teams	Fernie ECD team Trish Luke <a href="mailto:dtluke@telus.net">dtluke@telus.net</a> Elkford ECD Team Jamie Chamberlain <a href="mailto:jamie932@shaw.ca">jamie932@shaw.ca</a> Sparwood ECD team Joanne Wilton <a href="mailto:jw@sparwoodlibrary.ca">jw@sparwoodlibrary.ca</a>	Bring service professionals to families in the Elk Valley	Sparwood Elkford Fernie	Families with preschool children	30 parents, 45 children

## Elk Valley Assets Composite Early Learning 0-6 years

<b>Name of Program</b>	<b>Name of Sponsoring Organization</b>	<b>Contact Information</b>	<b>Goals of Program</b>	<b>Location of Program</b>	<b>Who does it serve?</b>	<b>How many served annually</b>
Elkford Preschool	EWTF 250-865-2031		To provide early literacy and learning opportunities to preschool children	Elkford	Pre-school aged children	
Bright Beginnings	Isabella Dicken Elementary School	IDES 250-423-4651		Fernie		
Fernie Mom's Group	FWRC	FWRC 250-423-4687	A support group for mothers, and social development for kids	Fernie Heritage Library	Parents with preschool children	10-15 parents, 10-20 children
Strong Start	FWRC/School District #5	FWRC Lynne Mace 250-423-4687  Margaret Mitchell (Fernie)  BJ Syria (Sparwood)	To encourage parents and children to engage in early learning activities together in order to prepare children for school	Isabella Dicken Elementary School  Frank J. Mitchell Elementary School	Parents and pre-school aged children	
Little Sprouts	FWRC	FWRC 250-423-4687	Gardening, songs and games for children and parents	Community Eco Garden	0-6 years old	10-20 kids
Kidnasium	District of Elkford-Recreation Centre	Elkford Recreation Centre 250-865-4010	Physical development (a lot of unstructured play, some structured)	Elkford Rec. Centre	0-6 year olds	20 children
Preschool Picasso	District of Elkford-Recreation Centre	Elkford Recreation Centre 250-865-4010	Engage children in creative art activities	Elkford	2-6 years old	10 children
Tot Chefs	District of Elkford-Recreation Centre	Elkford Recreation Centre 250-865-4010	To teach kitchen safety, and basic cooking skills	Elkford	3-6 years old	10 families
Eco Kid	District of Elkford-Recreation Centre	Elkford Recreation Centre 250-865-4010	Learning about the transition from Summer to Fall	Elkford Rec. Centre	2-6 years old	10-15 max
Children's Festival	Sparwood ECD  Sparwood Public Library  District of Sparwood	Sparwood Recreation Centre 250-425-0552  Sparwood Public Library 250-425-2299  Dept. of Recreation and Community Services 250-425-0552	For all children to participate	Sparwood	Sparwood Families	150-200

## Elk Valley Assets Composite Early Learning 0-6 years

Name of Program	Name of Sponsoring Organization	Contact Information	Goals of Program	Location of Program	Who does it serve?	How many served annually
HOP	Sparwood Public Library	Sparwood Public Library 250-425-2299	To promote movement for healthy child development	Sparwood Public Library	2 Years Old	8-10
Lap Time	Sparwood Public Library	Sparwood Public Library 250-425-2299	To promote movement for healthy child development	Sparwood Public Library	0- 2Years Old	6-10
Christmas Bags	ECD Committees (Fernie and Sparwood)	FWRC 250-423-4687  District of Sparwood Dept. of Recreation and Community Services 250- 425-0552	To provide low-income families with developmental supplies to help children be successful	Fernie and Sparwood	Lower income families with children 0-6 years old	50 families
Sparks, Brownies, Guides	Girl Guides of Canada	1-800-565-8111		Fernie Sparwood Elkford		
Cubs, Beavers, Scouts	Scouts Canada	1-888-SCOUTS-NOW				
Learning and Parenting Skills (LAPS)	<b>CBAL</b> – facilitators, child-minder, resources, snacks Elkford Alliance Church - space	CBAL Leah Wilkie <a href="mailto:lwilkie@cbal.org">lwilkie@cbal.org</a> 250-423-3023	To address adult literacy needs through discussions and activities about parenting	Elkford Alliance Church	Parents and preschool aged children	8 parents and 16 children
Parents Reading, Children Succeeding	<b>CBAL</b> – facilitators, child-minder, resources, snacks Elkford Alliance Church - space	CBAL Leah Wilkie <a href="mailto:lwilkie@cbal.org">lwilkie@cbal.org</a> 250-423-3023	To encourage early literacy and learning activities in the home, in an effort to prepare children for school	Elkford Alliance Church	Parents and preschool aged children	7 parents and 7 children
When I Grow Up	Elkford Rec. Centre	Elkford Recreation Centre 250-865-4010	Learn about different jobs/professions	Will vary (Elkford Rec. Centre base)	2-5 year olds	15
Preschool Summer Fun	Elkford Rec. Centre	Elkford Recreation Centre 250-865-4010	Woodworking, planting, music, cooking, etc. - holistic	Elkford Rec. Centre	2-5 years old	15



## Elk Valley Assets Composite School-Aged Learning

Name of Program	Name of Sponsoring Organization	Contact Information	Goals of Program	Location of Program	Who does it serve?	How many served annually
Write Out Loud	CBAL - facilitator  Sparwood Public Library - space  Fernie Heritage Library - space	CBAL - Regional Coordinator 250-346-3248 Joanne Wilton 250-425-2299  Sandra Summerfield 250-423-4458		Sparwood Public Library  Fernie Heritage Library	Youth ages 12-17	
Drama	District of Elkford Recreation Centre	District of Elkford Recreation Centre 250-865-4010		District of Elkford Recreation Centre	6-15 years old	
Homework Club	CBAL - tutors, snack  Fernie Heritage Library - space	CBAL - Regional Coordinator 250-346-3248 Fernie Heritage Library 250-423-4458	To provide tutoring services to elementary-aged children; and to provide teaching experience to youth age 15-17	Fernie Heritage Library	Youth ages 6-17	
One to One Reading	SD#5 Schools PAC CBAL		To assist students who are at-risk in reading	Fernie Elkford	middle-functioning readers	
Ancient Worlds	Fernie Heritage Library	Fernie Heritage Library (Sandra Summerfield) 250-423-4458	To help kids investigate the mysteries and wonders of the ancient world			
Tutoring	Sparwood Public Library	Joanne Wilton 250-425-2299		Sparwood Public Library		
Summer Reading Programs	Sparwood Public Library	Joanne Wilton 250-425-2299		Sparwood Public Library	School-aged	
Reading Club	Rocky Mountain Elementary PAC	RMES 250-865-4625	To promote reading	Elkford RMES	All K-6	
Art Club	Rocky Mountain Elementary	RMES 250-865-4625		Elkford RMES		
Roots of Empathy	SD#5 Schools		To promote empathy	Elkford Sparwood Fernie	K/Grade 1	
Kid Zone Before and After School		Serena Paul Holly Peebles		Sparwood		

## Elk Valley Assets Composite School-Aged Learning

Name of Program	Name of Sponsoring Organization	Contact Information	Goals of Program	Location of Program	Who does it serve?	How many served annually
Writing for Fun	CBAL - facilitator  Sparwood Public Library - space	CBAL - Regional Coordinator 250-346-3248 Joanne Wilton 250-425-2299 <a href="mailto:jw@sparwoodlibrary.ca">jw@sparwoodlibrary.ca</a>	1. To improve participants' confidence in writing as a means of expression;  2. To build strong group dynamics in order to create a safe environment in which students can freely share their thoughts, emotions and experiences.	Sparwood Public Library	Youth ages 12-17	2
Math for Fun	CBAL – facilitator, resources, snack, advertising  Fernie Secondary School – space, advertising	CBAL – Leah Wilkie <a href="mailto:lwilkie@cbal.org">lwilkie@cbal.org</a> 250-423-3023	1. To improve students' basic math skills  2. To encourage the development of a positive attitude towards math	Fernie Secondary School	Youth ages 12-15	14
Youth Writing Workshop	CBAL – facilitators, half the pizza, resources  Fernie Heritage Library – space, half the pizza	CBAL – Leah Wilkie <a href="mailto:lwilkie@cbal.org">lwilkie@cbal.org</a> 250-423-3023	1. To encourage students to write for their own personal enjoyment  2. To improve basic story-writing skills	Fernie Heritage Library	Youth ages 10-12	28
Family Literacy Day	CBAL – resources, snacks, planning Fernie Heritage Library – space, staff, planning Sparwood Public Library – space, food, planning, staff Elkford Public Library – space, planning	CBAL – Leah Wilkie <a href="mailto:lwilkie@cbal.org">lwilkie@cbal.org</a> 250-423-3023	To encourage families to take part in literacy activities together, and to incorporate those activities into everyday life.	Fernie Heritage Library  Elkford Public Library  Sparwood Public Library	Families in the Elk Valley	30 families
Drama Camp	District of Elkford Recreation Centre	District of Elkford Recreation Centre 250-865-4010	Engage children in drama activities (acting, improv., etc.)	District of Elkford Recreation Centre	6-15 years old	25

## Elk Valley Assets Composite School-Aged Learning

Homework Club Fernie  Homework Club Elkford	CBAL - tutors, facilitator, snack  Fernie Heritage Library - space  CBAL – tutors, facilitator, snack  Rocky Mountain Elementary School	CBAL – Leah Wilkie <a href="mailto:lwilkie@cbal.org">lwilkie@cbal.org</a> 250-423-3023  Fernie Heritage Library 250-423-4458  Rocky Mountain Elementary 250-865-4625	To provide tutoring services to elementary-aged children; and to provide teaching experience to youth age 15-17	Fernie Heritage Library  Rocky Mountain Elementary	Youth ages 6-17	Fernie 27 students  Elkford 30 students
One to One Reading	SD#5 Schools PAC CBAL	CBAL - Regional Coordinator 250-346-3248  <b>Frank J. Mitchell</b> – 250.425.7818 <b>Rocky Mountain Elementary</b> - 250-865-4625 <b>Isabella Dicken</b> 250.423.4651	To assist students who are at-risk in reading	Isabella Dicken Elementary (Fernie)  Rocky Mountain Elementary (Elkford)  Frank J. Mitchell Elementary (Sparwood)	middle-functioning readers	20- 30 students
Mythological Creatures	Fernie Heritage Library	Sandra Summerfield 250-423-4458 <a href="mailto:communityprogrammer@fernieheritagelibrary.com">communityprogrammer@fernieheritagelibrary.com</a>	To help kids investigate the mythological creatures, and their own creativity	Fernie Heritage Library	10-12	9
Red Cedar Book Club	Fernie Heritage Library	Sandra Summerfield 250-423-4458 <a href="mailto:communityprogrammer@fernieheritagelibrary.com">communityprogrammer@fernieheritagelibrary.com</a>	To encourage a love of reading	Fernie Heritage Library	Grade 4-7	11
Tutoring	Sparwood Public Library	Joanne Wilton 250-425-2299	- to provide children and adults with the tutoring services they require - to develop leadership and teaching skills in tutors	Sparwood Public Library	elementary and junior high students	16 participants 4 tutors

## Elk Valley Assets Composite School-Aged Learning

Summer Reading Programs	Sparwood Public Library/ Sparwood Rec. Centre  Fernie Heritage Library	Joanne Wilton 250-425-2299 <a href="mailto:jw@sparwoodlibrary.ca">jw@sparwoodlibrary.ca</a>  Sandra Summerfield 250-423-4458 <a href="mailto:communityprogrammer@fernierheritagelibrary.com">communityprogrammer@fernierheritagelibrary.com</a>	To engage children in summer reading activities in order to promote strong reading skills and a love of reading.	Sparwood Public Library/ Sparwood Rec. Centre  Fernie Heritage Library	Preschool and school-aged children	50-100 in each community
Reading Club	Rocky Mountain Elementary PAC	RMES 250-865-4625	To promote reading	Elkford RMES	All K-6	
Art Club	Rocky Mountain Elementary	RMES 250-865-4625		Elkford RMES		
Roots of Empathy	SD#5 Schools		To promote empathy	Elkford Sparwood Fernie	K/Grade 1	
Kid Zone Before and After School	Frank J. Mitchell Elementary	Serina Paul Holly Peebles	Before and after school childcare services	Frank J. Mitchell (Sparwood )	K-Grade 6	32
Tumble Book Library	Sparwood Public Library	Joanne Wilton 250-425-2299	Online animated stories - available through library website	Sparwood Public Library (online)		
Eco Kids	Fernie Heritage Library	Sandra Summerfield 250-423-4458 <a href="mailto:communityprogrammer@fernierheritagelibrary.com">communityprogrammer@fernierheritagelibrary.com</a>	- to help children develop into environmentally aware citizens	Fernie Heritage Library	6-9	11
Fairy Tales	Fernie Heritage Library	Sandra Summerfield 250-423-4458 <a href="mailto:communityprogrammer@fernierheritagelibrary.com">communityprogrammer@fernierheritagelibrary.com</a>	- to encourage kids to explore the world of Fairy Tales	Fernie Heritage Library	6-9	9
School Scavenger Hunt and Orientation	Fernie Heritage Library	Sandra Summerfield Communityprogrammer@fernierheritagelibrary.com	To familiarize school groups with the library	Fernie Heritage Library	School-aged children	15 classes at 20 kids
Readers' Theatre	Fernie Heritage Library and Fernie Schools	Sandra Summerfield Communityprogrammer@fernierheritagelibrary.com	To engage school-aged children in theatre and literacy activities	Fernie Heritage Library	School-aged children	36 students x 4 visits
Girls' Drop-in	FWRC	FWRC	To give girls a safe place to connect with adults and other girls	FWRC	Girls aged 12-18	12-15 girls
Kids' Camp	District of Elkford Recreation Centre	District of Elkford Recreation Centre (Debbie Kliment) 250-865-4010	To engage children in educational activities over the summer	Elkford Recreation Centre	7-12	14

Exploration Camp	District of Elkford Recreation Centre	District of Elkford Recreation Centre (Debbie Kliment) 250-865-4010	To engage kids in arts and sports recreation in the area, and to educate them on healthy living	Elkford Recreation Centre	Grades 4-9	25/class x 2 classes
Computer Programs	Sparwood Public Library		To engage kids in safe computer endeavours.		6-12	4-8

## Elk Valley Assets Composite Adult Literacy

Name of Program	Name of Sponsoring Organization	Contact Information	Goals of Program	Location of Program	Who does it serve?	How many served annually
Adult Basic Education	College of the Rockies	Mary Shier 250-423-4691 ext. 124	To assist students in obtaining their high school diplomas	Ferne Sparwood Elkford	Adults	
ElkValley Job Seekers	College of the Rockies	COTR Campus Manger, Leah Bradish 250-423-3932  Holly Buliziuk 250-423-4204	To provide job-seeking assistance to the Elk Valley	Ferne	Job seekers in the Elk Valley	
One to One Tutor Training	CBAL - tutor training	CBAL Leah Wilkie <a href="mailto:lwilkie@cbal.org">lwilkie@cbal.org</a> 250-423-3023	To prepare adult tutors to encourage and assist students in their reading	Sparwood	Individuals wishing to be trained as Adult Literacy Tutors	5 tutors
One to One Adult Tutoring	CBAL - tutor	CBAL Leah Wilkie <a href="mailto:lwilkie@cbal.org">lwilkie@cbal.org</a> 250-423-3023	To help adults improve their reading skills	Jaffray Ferne	Adult Literacy Students	2
Write Out Loud	CBAL	CBAL Leah Wilkie <a href="mailto:lwilkie@cbal.org">lwilkie@cbal.org</a> 250-423-3023	To help adults improve their writing skills	Rocky Mountain Elementary (Elkford)	Adults wishing to improve writing skills	6
Seniors' Computers	CBAL  Sparwood Public Library	CBAL Leah Wilkie <a href="mailto:lwilkie@cbal.org">lwilkie@cbal.org</a> 250-423-3023 Sparwood Public Library Joanne Wilton 250-425-2299 <a href="mailto:jw@sparwoodlibrary.ca">jw@sparwoodlibrary.ca</a>	To familiarize seniors with computer hardware, software, the Internet and social media	Sparwood Public Library	Seniors	8-15
ESL Women's Group	CBAL  Interior Health	CBAL Leah Wilkie <a href="mailto:lwilkie@cbal.org">lwilkie@cbal.org</a> 250-423-3023	To assist new Canadian women through networking, language training, health education, and cultural education	Elkford Recreation Centre	Women's whose first language is something other than English	8

## Elk Valley Assets Composite Adult Literacy

Conversational English	CBAL  College of the Rockies	CBAL Leah Wilkie <a href="mailto:lwilkie@cbal.org">lwilkie@cbal.org</a> 250-423-3023 Leah Bradish <a href="mailto:lbradish@cotr.bc.ca">lbradish@cotr.bc.ca</a> 250-423-3932	To give speakers of English as a second language the opportunity to practice their English in a focused environment	College of the Rockies Fernie Campus	Speakers of English as a Second Language	8
Delivery to Shut-ins	Sparwood Library	James Bertoia 250-425-2299	To give individuals who cannot leave their homes the ability to access the library's resources	Sparwood	People unable to get to the library	
Daisy Reader	Sparwood Library	James Bertoia 250-425-2299		Sparwood	Visually impaired	
Large Print Books	Sparwood Library	James Bertoia 250-425-2299		Sparwood	Visually impaired	



# EDI Data Table

## SD 5 & 6 East Kootenays



	EDI Count			Physical Health & Well-being			Social Competence			Emotional Maturity			Language & Cognitive Dvlpt.			Communication Skills			Vulnerable 1+			
	W1	W2	08-09	W1	W2	08-09	W1	W2	08-09	W1	W2	08-09	W1	W2	08-09	W1	W2	08-09	W1	W2	08-09	
<b>SD 5</b>																						
Sparwood/Elkford			66	5.1	9.0	7.6	8.9	11.3	9.1	6.8	4.9	6.1	5.1	6.8	6.1	6.3	9.4	10.6	15.6	21.5	19.7	
Fernie	146	124	40	11.0	11.3	5.0	18.5	15.4	15.0	12.3	9.8	15.0	9.0	6.5	5.1	8.2	8.1	7.7	28.1	25.0	20.0	
Cranbrook - East		185	65	6.9	20.5	9.2	6.4	16.8	9.2	8.4	31.9	6.2	6.4	10.3	6.2	6.4	9.2	9.2	18.2	41.1	24.6	
Cranbrook - South			108	11.1	14.9	10.2	13.8	14.6	8.3	15.5	16.7	20.4	10.1	8.4	6.5	6.4	9.4	11.1	26.5	30.6	25.9	
Cranbrook - Rural			62	7.7	14.0	4.8	10.4	12.6	24.2	14.0	16.0	14.5	4.9	10.3	6.5	2.7	11.6	8.1	20.9	33.8	29.0	
Cranbrook - North		121	36	8.8	21.7	13.9	8.1	16.5	27.8	10.2	34.2	16.7	5.0	10.8	19.4	3.8	11.7	16.7	18.1	44.6	33.3	
<b>SD 6</b>																						
Windermere			93	4.3	5.5	6.5	8.7	5.5	6.5	6.0	3.4	4.3	6.5	5.1	4.3	5.4	6.8	4.3	16.3	13.1	14.0	
Kimberley	117		65	13.7	9.6	10.8	7.7	10.7	10.8	10.3	13.6	16.9	9.6	9.6	6.2	5.2	5.6	7.7	22.2	22.6	24.6	
Golden			56	4.4	17.4	3.6	1.9	13.1	9.1	7.0	17.0	22.2	3.8	11.3	9.1	5.0	9.9	5.5	13.2	34.3	32.1	

Source:  
2008-2009 EDI (HELP - Human Early Learning Partnership)



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