



SCHOOL DISTRICT #8 (KOOTENAY LAKE)

District Community Literacy Plan

2009-2012

Planning

*There is more than a verbal tie between the words **common, community** and **communication**:
People live in a community by virtue of the things they have in common,
and communication is how they come to possess those things they have in common.*

John Dewey



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1. Context and Literacy Partners

School District #8 (Kootenay Lake) is a widely dispersed district which serves numerous communities, including those in the Slocan Valley (Slocan City, Winlaw, South Slocan) , Nelson, Salmo, the north shore of Kootenay Lake, Kaslo, Creston, Crawford Bay, Yahk and Wynndel. Governance is handled by two regional districts, various municipal councils and the Board of Education. The overall population of the area is 50,000, while enrolment in the school district is approximately 5000 K-12. There are 23 schools in the district, as well as several early learning agencies. The district is served by Selkirk College in the western part of the district and College of the Rockies in the east. Access to public libraries is inconsistent across communities.

Our district and communities are very fortunate to have the support and ability to work with the **Columbia Basin Alliance for Literacy (CBAL)** toward mutual goals related to literacy. CBAL receives some of its funding from the Columbia Basin Trust and has been a key player in a focus on community literacy for several years. Community literacy plans have been developed by CBAL with funding from Literacy Now. The capacity to partner with the Columbia Basin Alliance for Literacy has added a great deal of value to the Plan and will continue to do so in the future.

The District Community Literacy Planning Team includes:

- Early Learning facilitators
- Columbia Basin Alliance for Literacy Coordinators from Kaslo/Balfour, Creston/Crawford Bay, Nelson, the Slocan Valley, and Salmo
- Aboriginal Coordinator
- The Board of Education, School District #8
- District Principal of Innovative Learning
- District Resource Centres
- Municipal Librarian
- Director of Student Learning

The Board of Education is committed to continuing to work with community and district partners in order to enhance literacy development and access to services in relation to early learning, school-aged learners, aboriginal learners and adult learners.

2. Alignment between District Literacy Plans, Community Literacy Plans and the District Achievement Contract

The School District uses extensive input to develop its plans and recognizes the potential for deeper implementation by creating awareness and coherence between plans. Through the efforts of the Columbia Basin Alliance for Literacy, Community Literacy Plans were developed for all communities and implementation is led by the CBAL coordinator for each community. These Community Literacy Plans are posted to the Literacy Now website.

CBAL coordinators were able to offer the following thoughts related to the alignment and connection between the District Literacy Plan and the Community Literacy Plans:

- The two plans work in tandem to provide a focus for action.
- The two plans dovetail and support each other: In some cases there are overlapping strategies and in other cases one Plan brings greater specificity to a goal.
- The Community Literacy Plans are now complete and are now one and the same as the District Community Literacy Plan.
- The extended collaboration between CBAL coordinators and other members of the District Community Literacy Planning Team has resulted in a deeper focus on literacy across communities.

The Board of Education has developed an Aboriginal Education Enhancement Agreement as well. The following chart identifies the goals in the Achievement Contract, Enhancement Agreement and District Literacy Plan:

District Achievement Contract: Goal	District Enhancement Agreement: Goals	District Literacy Plan: Goals
<p>Goal – To have a 100% completion rate for both aboriginal and non-aboriginal students, reflected in a closed achievement gap.</p>	<p><u>Goal 1</u> - To enhance the aboriginal learners' sense of belonging and self-esteem.</p> <p><u>Goal 2</u> – To improve the academic success of all aboriginal learners.</p> <p><u>Goal 3</u> - To increase the number of aboriginal students that are making positive life choices.</p>	<p><u>Goal 1:</u> To enhance and coordinate communication of opportunities available for literacy development</p> <p><u>Goal 2:</u> To enhance access to a range of programs and materials that support literacy development.</p> <p><u>Goal 3:</u> To maintain a process to review/identify needs, design programs and plan for sustainability.</p>

In addition to district goals, the district continues to focus on literacy and supports schools through the following district wide objectives:

- a) To decrease the gender gap in literacy results.
- b) To increase the number of students who are satisfactorily meeting and exceeding expectations in reading and writing.

<http://www.sd8.bc.ca/AchievementContract2009to2012.pdf>

<http://www2.sd8.bc.ca/abed/ea.htm>

3. Monitoring and Supporting the District Community Literacy Plan:

The District Community Literacy Plan is now in a maintenance cycle. Two meetings of the committee were facilitated by SD8 staff. The meetings provided the committee with opportunities to dialogue regarding successes and challenges in each of the District's zones. As a result of this collaboration, solutions to challenges were developed and the network of support continued to grow.

4. The District Community Literacy Plan

Based on input received from community meetings in Kaslo/Balfour, Salmo, Nelson, Creston/Crawford Bay, and the Slocan Valley the District Community Literacy Planning Team was able to:

1. Identify common areas for focus.
2. Identify areas unique to communities.
3. Identify implementation considerations.

The goals and action plans for the district as a whole were monitored by the District Community Literacy Planning Team, while goals and action plans which are unique to communities are co-led and monitored by Community Literacy Advisory Committees within communities.

District Community Literacy Goals:

Goal 1 – To enhance and coordinate communication of opportunities available for literacy development

Rationale: This goal evolved from input received through the five communities and was identified as a possible priority area in every community meeting. Members of the District Community Literacy Planning Team recognize that there are a great deal of opportunities provided but the information has not been organized or communicated in a broad based way across various sectors with responsibility for literacy.

Goal 2 – To enhance access to a range of literacy programs and materials for all groups (early learners, aboriginal learners, school-aged learners, adult learners)

Rationale: This goal evolved from input received through the five communities and was identified as a possible priority area in every community meeting. Members of the District Community Literacy Planning Team recognize that the term “access” means different things in different communities. In some cases, access is not possible for various individuals who would benefit from the service, in other cases transportation and geography create access issues. The committee continues to seek solutions to address transportation and geographic issues.

Goal 3 – To maintain a process to review/identify needs, design programs and plan for sustainability.

Rationale: This goal evolved from input received through the five communities and was identified as a possible priority area in every community meeting. Members of the District Community Literacy Planning Team recognize that community and program needs are continually changing and that there are ongoing challenges in creating sustainable programs.

Literacy Strategies Specific to Communities:

This Plan recognizes the uniqueness of our communities and the importance of ownership for plans and strategies. The attached action plans related to each goal include:

- Overall district strategies, structures and commentary re: Progress 2010-2011 to date.
- Strategies, structures and Progress 2010-2011 for the following communities:
 - (a) Creston/Crawford Bay
 - (b) Kaslo/Balfour
 - (c) Nelson
 - (d) Salmo
 - (e) Slocan Valley

SCHOOL DISTRICT #8 (KOOTENAY LAKE)

DISTRICT LITERACY ACTION PLAN



Love 2 Learn
Nelson

SCHOOL DISTRICT #8 (KOOTENAY LAKE)

DISTRICT LITERACY ACTION PLAN

Goal 1 – To enhance and coordinate communication of opportunities available for literacy development

Strategies	People responsible	Start/Completion Dates	Resources needed	Indicators of Success	Progress 2010-2011
1. Create and maintain an inventory of programs, services, and key providers that support literacy in each community.	CBAL	Ongoing	Staff time	Inventory for each community is complete.	Literacy BC directory of community literacy programs and services is up to date.
2. Publish a calendar for each community on the Literacy and Learning SD8 site and in hard copy to distribute in schools, community centres, libraries, etc.	SD8 District Librarian SD8 Technology Coordinator CBAL coordinators	Fall 2011 Winter 2012 Spring 2012	Staff time Web space SD8 computer tech Funding for printing and distributing brochure	Website completed and visited (# of hits). Calendar is completed and posted every season for each community and in the hands of community members.	Community calendars were posted and distributed in fall, winter and spring.
3. Maintain a link between SD8 website and other community literacy partners.	SD8 District Librarian SD8 Technology Coordinator	On-going	Staff time	People visit the website and use the links.	Link has been created on SD8 Website

4. Provide opportunities for school level personnel to meet with community service providers to exchange information and to encourage awareness (eg. Early Learning meetings).	School administration CBAL Pro-D Committee	On-going	Staff time Funding for meeting expenses	Service providers and school personnel are informed about and support each other's programs.	Ongoing through Strong Start, Community Literacy Advisory Committees and Early Learning initiatives.
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Goal 2 – To enhance access to a range of literacy programs and materials for all groups (early learners, aboriginal learners, school-aged learners, adult learners)

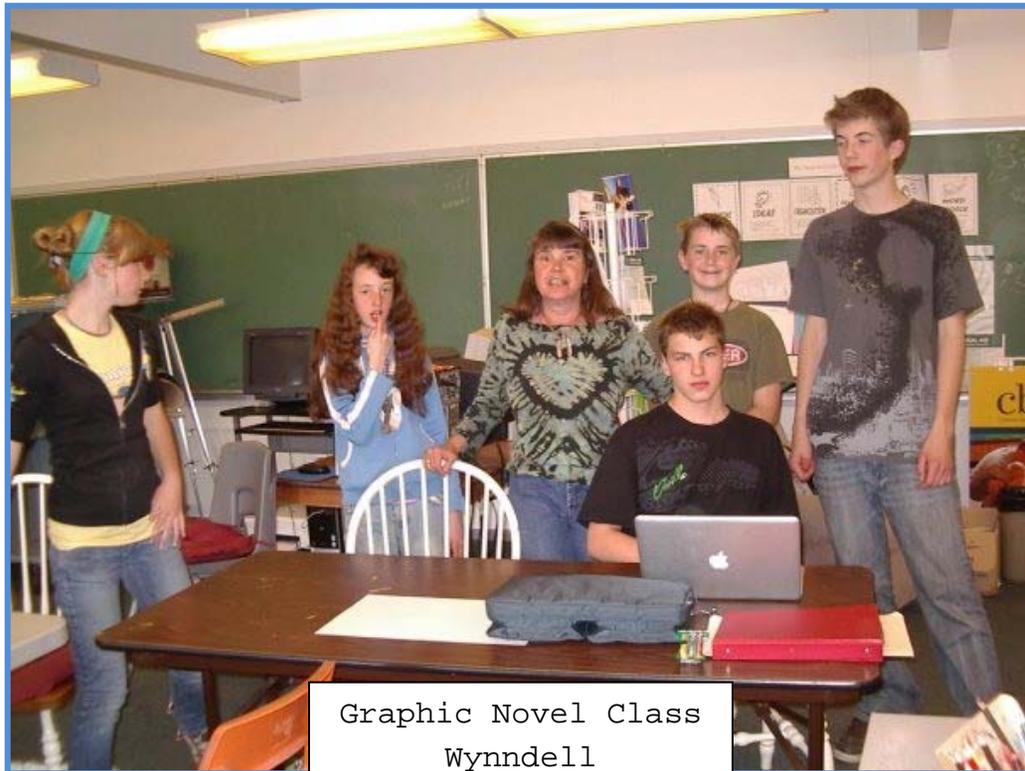
Strategies	People responsible	Start/Completion Dates	Resources needed	Indicators of Success	Progress 2010-2011
1. Continue to create, support or expand Early Learning initiatives in our communities.	SD8 Early Learning Coordinators CBAL Coordinators Daycare and preschool providers/groups	On-going	More initiatives/learning grants for communities for pre-school programs	Attendance at events and/or programs is stable or increased.	Early learning programs have expanded, with three regular and two Outreach StrongStart Centres operating in the district.
2. Schools provide space "at cost" for community literacy groups.	School administrators Community groups	On-going	Available school space	Applications/requests are made and approved leading to increased use of school space by literacy programs.	The following have provided space: Rosemont, Winlaw, Creston Education Centre, Mt. Sentinel, Salmo, JVH,

					Jewett and WE Graham.
3. Develop a policy to make school libraries available for community members.	School staff Director of Instruction – Student Learning CBAL Coordinators		Staff time	There is a consistent policy for library access within SD8.	Ongoing.

Goal 3 - To maintain a collaborative process to review/identify needs, design programs and plan for sustainability.

Strategies	People responsible	Start/Completion Dates	Resources needed	Indicators of Success	Progress 2010-2011
1. Define cycle and timelines for community-based literacy meetings and continue to bring communities together for input into District Literacy Plan.	Director of Instruction – Student Learning CBAL coordinators Advisory committee members	Twice annually	Staff time	Meetings occur regularly	Two meetings per community took place in 2010-11.
2. Consolidate information from meetings and update plan.	Director of Instruction – Student Learning CBAL coordinators CBAL regional manager	Annually	Staff time	Information sent to partners and plan submitted on time.	Plan is updated for 2010-11.

3. Continue to seek broad representation and foster partnerships amongst all pillars at the District Literacy Tables.	Director of Instruction – Student Learning CBAL coordinators Community partners	Ongoing	Staff time	Partnerships – numbers and sustainability.	Four pillars are represented on the committees.
4. Seek funding sources (grants and individual program leaders P3's).	Director of Instruction – Student Learning	Ongoing	Time	Grants awarded.	



Graphic Novel Class
Wynndell

SCHOOL DISTRICT #8 (KOOTENAY LAKE)

DISTRICT LITERACY ACTION PLAN

Community Plans:

Creston/Crawford Bay

Kaslo/Balfour

Nelson

Salmo

Slocan Valley

SCHOOL DISTRICT #8 (KOOTENAY LAKE)

DISTRICT COMMUNITY LITERACY ACTION PLAN 2011-12

Creston/Crawford Bay

Goal 1 – To enhance and coordinate communication of opportunities available for literacy development.

Strategies	People responsible	Dates	Resources needed	Indicators of Success	Progress 2010-2011
1. Develop a “one-stop” website that lists local literacy-related programs for all ages.	Early Childhood Development (ECD) Coordinator - Andrea Supporowich-Dirk Columbia Basin Alliance for Literacy (CBAL) Literacy Outreach Coordinator (LOC) - Linda Steward	Fall 2012	Time to investigate efficient, low cost options for this (perhaps through another organization that would be willing to host).	There will be a regularly updated website that people can see and find current information on all literacy opportunities in the Creston area.	Members will look into different options; a place where all service providers could maintain their program information. Possibly a blog or use new <i>Decoda</i> platform.
2. Utilize technology and diverse media to promote literacy and current programs.	All Literacy service providers CBAL- Linda Steward	Dec. 2011	Staff time (within current work) Cooperation of magazines/papers	Residents of the Creston Valley will be aware of programs that are offered through a variety of media, including blogs, radio programs, Facebook, and magazine articles.	New for 2011-2012 CBAL Creston now has a Facebook page to promote programs; will look into the possibility of a column in monthly “I Love Creston” magazine with rotating contributors
3. Post links to related services or agencies on websites.	Advisory Committee member organizations	Spring 2012	Cooperation of various organizations and agencies	People will easily find links to literacy program information	New for 2011-2012

	Creston and District Library (CDL) - Ann Day				
4. Maintain existing, successful ways of publicizing information (for example: literacy bulletin board; "All Programs" ad in paper, on handouts and for school distribution; Family Place calendar, newspaper ads).	Agencies who provide programs CBAL – Linda Steward	On-going	Funding Staff Time	Residents of the Creston Valley will be aware of programs of interest and value to them.	We will keep doing what works. CBAL will continue to seek funds to run the All Programs ads and provide staff time to update. Family Place has started emailing a monthly calendar to parents.
5. Create a public education campaign to support families to foster early learning and literacy development in their children.	Community Action Program for Children (CAP) StrongStart Infant Development Program (IDP) Pregnancy Outreach (POP) ECD Committee CBAL – Linda Steward	On-going	Funding Staff time	Creston children enter kindergarten with the skills they need to achieve success in school.	We have carried this goal a long time without progress but have decided to keep it in the plan, hoping to someday make it happen.
6. Form a Workplace Literacy Committee including employers, agencies and economic development groups.	CBAL – Linda Steward KES - Emily Zahn KES Executive Director- Hugh Grant Employers Chamber of Commerce	Beginning 2011-2012	Staff time Funding for promotion Staff training in Workplace Literacy & Essential Skills	Employers will know where to get help and will seek help for their low literacy workers. Literacy programs will be offered at workplaces. Employees will have the skills they need to achieve their employment goals.	New for 2011-12 We have heard there is a new government program coming out; KES will investigate; we will discuss in June 2011.

7. Continue to build awareness about literacy through community events.	CBAL – Linda Steward ECD Committee Community partners	On-going	Staff time Funds (to pay table rental at events, to print resources and marketing info)	The profile of literacy programs and issues is raised in Creston and program attendance strengthens.	CBAL had an information table at the “Kidapaloosa” children’s event during Blossom Fest. CBAL launched “Champions of Literacy” Annual Award campaign this year with a call for nominations.
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Goal 2 – To enhance access to literacy programs for all groups (early learners, aboriginal learners, school-aged learners, adult learners).

Strategies	People responsible	Dates	Resources needed	Indicators of Success	Progress 2010-2011
1. Ensure that referrals between agencies are running smoothly and that everyone has current contact information.	All agencies	Ongoing	Staff time Cooperation amongst organizations	Referrals between agencies will be easy and seamless	<i>Complete</i> CBAL had developed the Literacy Resource directory. It is updated annually and distributed to all service providers in the area.

<p>2. Ensure stable funding for existing programs (for example: Family Place, Advocacy Program).</p>	<p>ECD coordinator Agency Executive Directors CBAL</p>	<p>Ongoing</p>	<p>Staff or volunteer time to write applications for funding</p>	<p>Existing, successful programs will have ample stable funding.</p>	<p>Family Place has been creative in fostering partnerships with other organizations, including: Therapeutic Activation Program for Seniors, CBAL in cooking programs, Community Resources Centre on "Toolbox" parenting program.</p>
<p>3. Continue outreach to isolated communities, individuals and families that are not currently accessing services.</p>	<p>Kootenay Community Centre Society (KCSS) IDP CBAL – Linda Steward Pregnancy Outreach Family Place College of the Rockies (COTR)</p>	<p>On-going</p>	<p>Funds for snacks, childcare, gas vouchers, taxis, and transport of equipment and staff to sites</p>	<p>Parents who need support can access programs. We have literacy programs for all ages in the underserved communities around Creston. A portion of funding goes to running programs in outlying communities.</p>	<p>Many agencies have been taking these actions. CBAL has been running programs in rural communities (Crawford Bay – family programs and adult computer classes. Yahk, Kitchener, Riodel, Boswell and Wynndel - adult computer programs). CBAL was not able to offer programs in the Mormon Hills Community this year.</p>

4. Provide assistance in overcoming barriers to participation.	CBAL – Linda Steward COTR Crawford Bay Strong Start	On-going	Staff time for networking, to attend meetings, to develop and circulate list Funding for programs and transportation.	Transportation is provided to programs and childcare when funding allows. Relationships are developed with key contact persons in isolated communities (such as Bountiful, Mormon Hills and Lower Kootenay Band) to enhance program delivery.	CBAL provides bus tickets to some ESL students; childcare is provided at some ECE programs for adults.
5. Provide culturally appropriate programs for all ages to Lower Kootenay Band (LKB).	CBAL – Linda Steward SD8 Aboriginal Coordinator – Josie Ahearn Lower Kootenay Band (LKB) - Wayne Alsop COTR	On-going	Program funds Community partnerships Attendance at planning meetings by LKB staff and stakeholders	Aboriginal learners have the opportunity to attend programs tailored to their specific needs, within their community.	As part of the Spirit Festival of BC in Creston this year, CBAL ran Storytelling Workshops for children, adults and teens at Yaqaan Nukiy School. A Community Potluck and Storytelling Festival was attended by 60 people. We now have a key contact person in the community.
6. Provide affordable computer literacy training, (individual and	CBAL – Linda Steward COTR	On-going	Funds to purchase equipment and pay staff for group	Residents who need and want computer training have access	CBAL has developed six new computer courses

group) in Creston, and rural communities.	CDL Seniors' Organizations Schools Community Halls/Boards		training Coordinator time and wages to manage volunteer tutors and to offer training	to it.	for adults; CBAL Creston is delivering them in five rural communities. Creston needs more; CBAL will discuss with COTR for 2011-12.
7. Support health-literacy initiatives and awareness in families and our community.	CBAL – Linda Steward KCCS - Dina Bambrick KCCS – Advocacy Program staff Interior Health (IHA)	2011 - 2012	Look for dollars to provide accompaniment to doctor appointments or consults with pharmacies for those who are less “health” literate. Resources for and training in, educating doctors and medical staff in plain language	People will be more health literate and will have assistance when facing medical situations that are beyond their level of understanding	New for 2011-12.
8. Support daycares and working parents by offering professional development and parent education at times they can attend.	CBAL Individual managers of programs Community partners ECD Committee	2011-2012	Funding for programs and partnerships with daycares Space to hold programs Staff time	Parents are aware of the critical role they play in their child’s literacy development and daycare workers receive relevant professional development.	No Progress 2010-2011 to report
9. Offer literacy programs to youth at the new KCSS Youth Centre.	KCSS - Dina Bambrick CBAL- Linda Steward	Spring 2011 - CBAL meet with KCSS Fall 2011	Funding Staff planning time	Youth will have a variety of literacy programs at the Youth Centre.	New for 2011-12 Some ideas are Money Smart Program (Emily

Offer parenting programs to parents.	KES – Emily Zahn	programs start		Parents will get the parenting help they need.	Zahn will look into this) and Homework Club (CBAL).
10. Develop innovative ways to provide academic support to school-aged children and their families.	SD8 - Nancy DeVuono CDL - Ann Day CBAL – Linda Steward	By Spring 2012	Promotion of new resources Funds to run parent workshops	There will be accessible, free tutoring help for elementary and high school aged children available in Creston.	New for 2011-12. Ann Day says all online homework servers that CDL could buy are American; we will use and promote Learn Now BC's free homework website. CBAL may run an evening workshop for parents about this service.
11. Initiate math tutoring for school aged children.	CBAL – Linda Steward		Funds for tutors Coordination time		New for 2011-12
12. Continue to support and promote early learning initiatives. (for example: StrongStart, Ready, Set, Learn (RSL) school-based programs, Magic School Bus, library programs, Books for Babies and Toddlers, parent conferences).	SD8 Early Learning Facilitator - Nancy Devuono StrongStart Family Place Success By Six Coordinator CBAL - Linda Steward CDL staff Teachers' Association Community partners	On-going	Continued program funding Continued funding for ECD coordinator position	We continue to provide strong support for our parents and pre-school children; our Early Development Indicator (EDI) results show improvement.	<i>Complete</i> As long as we have the funding to continue, we feel ECE needs of the community will be met. This year we saw improvement in some of our EDI results.

Goal 3 - To maintain a collaborative process to review/identify needs, design programs and plan for sustainability

Strategies	People responsible	Dates	Resources needed	Indicators of Success	Progress 2010-2011
1. Gather information on the need for English Language Learner (ELL) programs for families with young children. There are no such programs now.	CBAL – Linda Steward	By Sept. 2011	Funding for program	We will know how great the need is for such programming and if it exists, a program for ELL families will be started.	New for 2011-2012 CBAL will investigate the need and attempt to address it.
2. Meet with Literacy Advisory Committee three times per year to discuss needs, to share, to evaluate existing programs.	All stakeholders	Spring 2011, fall 2011, Winter 2012 Spring 2012	Staff time Funds for snacks	Community involvement in literacy planning	We met three times this year.
3. Review and update the Community District Literacy Plan (CDLP); share the updates with community by email.	SD8 staff CBAL – Linda Steward Community partners	2011- 2012 school year	Meeting space Money for refreshments Organization buy-in	Representatives from a wide range of community groups attend an annual meeting to update the CDLP.	New plan emailed to all on Literacy Planning list, including school principals and town council.
4. Continue to seek opportunities for agencies to collaborate on program delivery.	All agencies and organizations involved with literacy/learning/skill development, throughout the valley	On-going	Attendance at meetings (both ECD and Literacy so networking can occur) Backup staff	We will have a variety of well-funded collaborative programs running in the valley. Programs that might have been beyond the scope of one organization will be possible through collaboration.	We feel we do this very well in Creston. When planning a program, we try to think, “What other organization could be a partner in this?”.

5. Develop a collaborative approach to supporting literacy development in SD8.	SD8 - Andy Leathwood CBAL coordinators SD8 staff	Fall 2011 - establish a working committee Winter 2012 - develop plan Spring 2012 - present plan to district finance committee	Working committee Staff time	Formalize a district wide plan to support literacy development.	New for 2011-12
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Long Range Goals (5 years)

1. One-to-one intervention and in-home assessment of children aged 3-6.
2. Our community finds a solution for the high number of young adults in our community who are falling through the cracks in terms of education and employment. They are living with parents who are aging, cannot compete in a traditional job market (especially not in Creston's almost jobless one) yet do not qualify for disability. They would like to work but in the meantime attend the ABE classes at the college for years to better themselves and give meaning to their lives. Yet realistically, even if they do get a high school diploma they will not be able to find a job here, and moving away from what supports they do have is not an option.

Creston Reflections on the 2010/11 year:

1) Community Context:

- a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?

Funding cuts in the Ministry of Advanced Education to family programs and from other sources have resulted in more partnerships and collaborations being formed; organizations combine funding in order to be able to run programs. New sources of funding have been created (e.g. Spirit of BC Festival funding enabled CBAL to run three storytelling workshops in three outlying communities instead of only one as originally planned). Economic slow-down seems to have resulted in record numbers of people going back to school and our college is very busy with full ABE classes.

2) Task Group:

- a. Who takes part in the task group?

Early childhood service providers, Library, CBAL, School district staff, principals, Community Resource Centre directors, Pregnancy Outreach program staff, parents, Lower Kootenay band school staff, local employment centre staff, Public Health nurses, College of the Rockies staff, Family Place and Strong Start coordinators

- b. How is the work of this group organized? See Section V and VI for information about how task groups are organized. We meet face to face twice per year, to brainstorm on the plan; drafts and revisions are completed through email.

3) Community Development and Literacy Collaboration:

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

- CBAL, the Family Place and TAPS (a seniors program) collaborated on a family cooking program, "Little Chefs", with CBAL supplying one staff person to do the Literacy component, and some resources and supplies.
- When government funding of the Books Babies program was pulled this fall, CBAL Creston assumed the role of providing the books. However, the WK Library Federation applied for a grant which enabled them to provide the books instead, so CBAL redirected the books they had purchased to families with pre-schoolers through the Family Places in Creston and Crawford Bay.
- Six different organisations (Family Place, CBAL, the Library, the School District, Success By Six, and the Public Health Nurses) collaborate every year on The Magic School Bus event (funded by Ready Set Learn money) which introduces three and four year olds and their parents to school and resources in the community.

- The COTR allows CBAL to run the ESL classes at the college.
- CBAL provides funding for snacks for the ABE class.
- Many organisations partnered on the Kidapaloosa Mini Children's Festival during our Blossom Festival weekend.
- Community centres and seniors' organisations are very supportive of CBAL's adult computer classes, offering free rent and advertising the programs for us.
- The School District provides low-cost space for service organizations (Family Place, CBAL, IDP and Nursery School).
- The high school welcomes CBAL's literacy events such as creative writing and poetry workshops.
- The library and CBAL partner on many things (tutor training, writing workshops, Books for Babies).
- This year we partnered with our local arts and entertainment venue, the Snoring Sasquatch for the Poetry Slams.
- CBAL collaborated with the Arts Council on the Spirit of BC Festival.

b. What are the essential ongoing collaborations?

The ECD team is very strong and integral to meeting the needs of Early Childhood in Creston.
The partnership between CBAL and the College

c. What makes collaborations work well?

A non-competitive attitude
Shortage of funding ☺

4) Goals and actions for the current year:

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

- We have done a lot of outreach to outlying and marginal communities.
- A youth centre has been created
- We have started our first mixed ages programs (senior, little ones and parents).
- We have increased the number of CBAL's adult literacy students from two to six.

b. What actions were taken to reach these?

- We provided preschool drawing and writing supplies (markers, paper, paints brushes, etc.) to Mormon Hills pre-schoolers as they have no Ready Set Learn event in their community.
- We also ran a very successful story-telling event and potluck lunch out at Lower Kootenay Band, Yahk and Crawford Bay schools.
- We started offering adult computer classes in another isolated community, Kitchener, and continued to offer them in the other 45 communities we have served in the past.

c. What organizations and groups participated in these actions?

- Seniors groups; Wynndel, Boswell and Riondel Community Halls; Crawford Bay, Yaqaan Nukiy, Mormon Hills and Yahk

schools; the Gleaners; Family Place

- d. What adjustments were made to the plan? That is, as the year Progress 2010-2011ed were there new opportunities or were there changes that did not allow for some actions to be taken?
- Due to cuts in Family Literacy funding we were not able to offer many family programs and CBAL had to lay off its Family Literacy Coordinator.

5) Indications of Success:

- a. How do you know that actions taken are working to support literacy?
- The number of attendees at our programs is increasing. The number of partnerships is increasing. The town is funding literacy programs.
- b. What impact have the literacy initiatives had? It is important to include examples to illustrate the impact
- Two years ago we ran a series of workshops on film-making for youth. From that the Creston Film Group was formed and the person we had hired to teach our workshops continued to mentor and work with them after our program ended. He received funding from the CBT to continue teaching them, organizing workshops and purchasing equipment. They are now producing “made in Creston films”, have professional quality equipment and have had three paying jobs, two to make promotional films for our local Kokanee Beer Brewery and one for the Creston Kootenay Foundation. They also cover local events for Shaw Cable. It is a real success story!
- c. What are the things that support literacy work?
- Funding, a willingness to partner, community spirit, volunteerism.

6) Challenges:

- a. What are the difficulties?
- We cannot afford to hire staff for many of our programs (especially in adult literacy) so we use volunteers. Managing volunteers can be very challenging and time consuming; often the drop-out rate is very high.
- b. What would help?
- More funding so that we can pay staff.

<p>For the coming year:</p>
<p>1) Are there new opportunities, challenges, or issues in your community?</p> <p>Yes, our new youth centre should be a great place for us to reach youth and their parents with programs such as Internet Safety and Homework clubs. It will be a good safe environment. Also, our employment centre is hoping to get the new HRDC contract to deliver employment services here. It has an immigrant component and we hope to partner with them on this. We hope to do more work in the Essential-workplace skills area. How will you respond to those? We will partner.</p>
<p>2) What goals, priorities or objectives will you work on in the coming year? What actions are planned against those goals?</p> <ul style="list-style-type: none"> • To get online homework club help (through READ Now BC) advertised and used by kids in the community. • To develop a one-stop website with a current calendar of all local literacy-related learning opportunities. • To create effective communication and contacts with the Lower Kootenay Band and the Mormon Hills Community.
<p>3) What will be required to meet the goals and effectively employ actions for the coming year?</p> <ul style="list-style-type: none"> • People following through on what they say they are going to do. • A bit of luck. • It would be nice if the new provincial literacy organization would create a place online where people can easily update a local community calendar of literacy events and programs.

SCHOOL DISTRICT #8 (KOOTENAY LAKE)

DISTRICT COMMUNITY LITERACY ACTION PLAN 2011-12

KASLO-BALFOUR

Goal 1 – To enhance and coordinate communication of opportunities available for literacy development

Strategies	People Responsible	Dates	Resources Needed	Indicators of Success	Progress 2010-2011
1. Inform the Kaslo and Meadow Creek communities of the services and resources available at Selkirk College and the Kaslo Public Library.	Selkirk College (SC) Continuing Education Coordinator - Dawn Lang Kaslo and District Public Library (KDPL) Board Chair - Catherine McCormick	Fall 2010	Staff time	Information is published in Pennywise and the community literacy inventory.	<i>Complete</i> Selkirk – Continuing Ed. calendar, marketing via posters, newspaper & email. Library – temporary downtown location is more central and awareness of services has increased.
2. Create an inventory of community literacy programs and services.	Columbia Basin Alliance for Literacy (CBAL) Literacy Outreach Coordinator (LOC) - Barb Szuta	Fall 2011 – gather information Winter 2012 – create brochures Spring 2012 – brochures available	Community input Staff time Funding for printing	An inventory is published and updated yearly.	Discussion about the format. Will create 2 brochures, one for Balfour and one for Kaslo.
3. Create an inventory of	Community member - Debra Barrett	Fall 2011 – discuss the	Funding	An inventory is published and	No funds have been available for this

resources available in Kaslo for families with young children.		viability of this project.		updated yearly.	project.
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Goal 2 – To enhance access to literacy programs for all groups (early learners, aboriginal learners, school-aged learners, adult learners)

Strategies	People Responsible	Dates	Resources Needed	Indicators of Success	Progress 2010-2011
1. Improve Kaslo Public Library services.	KDPL - Catherine McCormick, Eva Kelemen and Annie Reynolds School District 8 (SD8) teacher – Yvonne Dodd and teacher librarian	Fall 2011 – meet with JVH teacher librarian, present MIL rate increase request to Village of Kaslo and RDCK “D” Winter 2012 - programs with JVH School	Volunteers Staff time Funding	A plan is in place to increase library usage. More people are aware of and are using the library’s services, especially JVH students and their parents. Library hours are increased and the MIL rate is at 16 cents/thousand by 2014.	There was an adult book group, youth GO club, expanded summer reading program, and an increase in membership and usage.
2. Continue to offer and/or expand literacy programs and opportunities for all ages in all communities: Balfour, Kaslo, Meadow Creek, Harrop, and Procter.	CBAL - Barb Szuta North Kootenay Lake Community Services Society (NKLCSS) SC - Dawn Lang SD8 Principal - Dan Miles KDPL - Annie Reynolds and Eva Kelemen G.A. Reid Library (GARL) Board member -	On-going Fall 2011 - Balfour: expand Balfour Community Learning Place hours Winter 2012 - Kaslo: Youth Arts program, Seniors’	Funding for programs Space to house programs Community partnerships	Existing programs are offered and well attended and new programs are offered based on community needs.	Continued to offer all programs. New/expanded programs include: Balfour - Balfour Community Learning Place, Children Succeeding, Seniors’ Computer, song

	Aanyta Fahrenbruch Kootenay Lake Family Network (KLFN) – Board members Kaslo Seniors' Association (KSA) President – Molly Semenoff Interior Health (IHA) – public health nurse	computer, Parents As Literacy Supporters, Boys Group			writing workshop Kaslo – creative writing workshop, author reading, bridge club, Go Club, reading to seniors.
3. Establish Aboriginal Friendship drop-in programs for children and adults in Kaslo.	NKLCSS Child and Youth Counselor - Suzan Clancy JV Humphries School (JVH) Teacher – Victoria McAllister	Spring 2012	Funding Location	Regular, well attended drop-in programs are available for both children and adults.	JV Humphries School offers a daily lunch time drop-in for aboriginal students.
4. Offer a social networking workshop for parents and adults.	CBAL - Barb Szuta	Winter 2012 - offer workshop	Staff time Funding	Workshop is available to the community.	Workshop "Using Facebook" developed by CBAL will be available in fall 2011.
5. Create a Community Centre in Balfour which offers family literacy programs as well as programs for other community members.	KLFN - Board members CBAL – Barb Szuta	Winter 2012 - further discussions	Funding Location Partnerships Working committee	The community centre is open and programs for all community members are offered.	Established Balfour Community Learning Place which houses family and adult literacy programs.
6. Promote and support fine arts	SD8 – Andy Leathwood,	Fall 2011	Funding District fine arts	District resource teachers come into	New fine arts curriculum (IRP)

(specifically music and art) literacy in the schools.	SD8 Staff CBAL- Barb Szuta		resource teachers In-school fine arts specialists	classrooms and work with teachers and students together on art. Music and art education are increased in schools.	has been developed for K-12. Song writing workshop was offered at Redfish School.
7. Improve access to learning spaces and learning services at Selkirk College.	SC	Summer 2011 – begin renovations	Funding	Improvements and renovations are completed.	New for 2011-12

Goal 3 - To maintain a collaborative process to review/identify needs, design programs and plan for sustainability

Strategies	People Responsible	Dates	Resources Needed	Indicators of Success	Progress 2010-2011
1. Establish an integrated approach to ESL delivery in Kaslo.	CBAL -Barb Szuta SD8 teacher - Joanna Temple SC Instructors - Marilyn Robert & Eric Moon	Fall 2010	Meeting space	All ESL learners' needs are met and there is no duplication of services.	<i>Complete</i> There is on-going communication among service providers.
2. Explore ways to increase literacy programs and events for youth in Kaslo.	CBAL - Barb Szuta NKLCSS – Suzan Clancy JVH – Dan Miles	Winter 2012	Funding Location	Moving from one single day workshop to multi-day workshops.	Creative writing workshop at JVH School was offered.
3. Identify and develop relevant	SC - Dawn Lang	Winter 2012	Staff and community	Training available will match needs.	New for 2011-12

training to be offered by Selkirk College Kaslo.	Community partners & stakeholders		partners time		
4. Develop a collaborative approach to supporting literacy development in SD8.	SD8 - Andy Leathwood CBAL coordinators SD8 staff	Fall 2011 - establish a working committee Winter 2012 - develop plan Spring 2012 - present plan to district finance committee	Working committee Staff time	Formalize a district wide plan to support literacy development.	New for 2011-12

Kaslo/Balfour Reflections on the 2010/11 year:

1) Community Context:

a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?

- One of the major employers drastically cut its workforce and we have seen families leave the community
- The birth rate has been low
- No local public health nurse for 8 months

2) Task Group:

a. Who takes part in the task group?

b. How is the work of this group organized? See Section V and VI for information about how task groups are organized.

- Aboriginal worker, Chamber of Commerce, college, childcare organization, community members, community services, early childhood providers, family literacy workers, libraries, literacy organization, retirees, seniors, school district
- Two working groups – one in Kaslo and one in Balfour. Two meetings in Kaslo/year and one meeting in Balfour/year

3) Community Development and Literacy Collaboration:

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

b. What are the essential ongoing collaborations?

c. What makes collaborations work well?

- Balfour Covenant Church partnership made it possible to open the Balfour Community Learning Place
- Important partnerships continue with North Kootenay Lake Community Services, JV Humphries and Jewett Schools, Interior Health, Selkirk College, Kaslo Public Library, GA Reid Library, Kootenay Lake Family Network, Kaslo Seniors' Association
- Shared vision, good on-going communication, sharing of skills and resources

4) Goals and actions for the current year:

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

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

c. What adjustments were made to the plan? That is, as the year Progress 2010-2011ed were there new opportunities or

were there changes that did not allow for some actions to be taken?

- Addressed three main goals - communication of opportunities available for literacy development, access to literacy programs and maintaining a collaborative process to review and identify needs and plans for sustainability
- Literacy service providers were able to increase awareness of their services, continued to be able to provide all literacy programs, expanded some (early years' programs) and added some (seniors and adult), explored potential programs offerings
- Participating groups: CBAL, Selkirk College, Kaslo Public Library, North Kootenay Lake Community Services, Jewett School, JVH School, Redfish School, Kootenay Lake Family Network, Kaslo Seniors' Association, Interior Health, community members
- See the new actions in the plan

5) Indications of Success:

- a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? It is important to include examples to illustrate the impact.
- d. What are the things that support literacy work?

- Formal and informal evaluations by participants and facilitators
- An adult learner came in for some help with his reading comprehension and writing skills. He and his tutor arranged to meet twice a month for 1 hour. Although it wasn't a great deal of time, over the course of eight months the learner's skills improved. The learner noticed this when he looked back to his earlier writing pieces and compared them to his later pieces. He also shared that reading had become easier for him. He said he now knew *how* he had to read in order to get the meaning. His tutor agreed that he had improved in both his writing and reading levels and she was able verify this by reviewing his written work and by comparing his pre and post CARA assessment results.
- A parent at family literacy program said, "If I'd know this (information about how to help children with their early reading and writing skills) with my first two sons then it would have been a lot easier. Now I know it for my other two sons."
- "My husband always gets on my daughter's case about how she holds her pencil. I told him that it doesn't matter how she holds her pencil, but what matters is that she can make her letters clearly. That's what I learned at my Children Succeeding course."

6) Challenges:

- a) What are the difficulties?
- b) What would help?

- Don't have significant challenges with the exception of funding. Typically, there aren't enough funds to support all the programs which could be implemented or expanded.

For the coming year:

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

- Great opportunity to expand (more hours, more programs) the Community Learning Place in Balfour, but we need partnerships that can provide funds or access more funds through grants

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

- The goals remain the same, the actions focus on inventory creation, expanding programs according to needs already identified (aboriginal friendship drop-in, social networking workshop, community centre creation, library services, teacher curriculum support) and exploring the needs in other areas (fine arts, youth programs, how literacy development is supported, Selkirk training programs)

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

- Funding - we have committed and qualified staff and clear objectives and we need the funds to implement these objectives
- Strong literacy presence on the provincial scene
- Continued strong regional support

SCHOOL DISTRICT #8 (KOOTENAY LAKE)

DISTRICT COMMUNITY LITERACY ACTION PLAN 2011-2012

NELSON

Goal 1 – To enhance and coordinate communication of opportunities available for literacy development

Strategies	People Responsible	Dates	Resources Needed	Indicators of Success	Progress 2010-2011
1. Use existing communication tools to promote literacy, including websites and local newsletters, magazines, calendars, media and Facebook.	Community Literacy Advisory Committee (CLAC) Community partners Service providers	Ongoing	Staff time	Tools are well used. Community is aware of literacy programming, events and initiatives. Interagency referrals increase.	Existing tools are being used, resulting in more inquiries about programs. CBAL Nelson newsletter has been developed.
2. Create a community literacy services directory.	Columbia Basin Alliance for Literacy (CBAL) Literacy Outreach Coordinator (LOC) - Joan Exley Community partners	Complete and distribute directory - fall 2011	Staff time CLAC support Information from service providers Copying	Inventory is distributed in the fall of 2011 and is updated annually.	Data is being collected. SD8 will print at cost.
3. Increase employers' knowledge about literacy issues and services available.	Ministry of Social Development (MSD) - Lisa Flexhaug Kootenay Career Development Society (KCDS) - Beth Hargreaves	Ongoing	Staff time	Discussions with employers are taking place about literacy in the workplace.	An intake tool for employment officers to use is being designed. Interagency committee is meeting bi-monthly. KCDS is staffing the Literacy Drop In at the

	CBAL - Joan Exley				Learning Place.
4. Create reciprocal website links between community partners.	<p>School District 8 (SD8) Curriculum Resource Center Coordinator (CRCC) – Wendy West</p> <p>Selkirk College (SC) – Wendy Tagami</p> <p>CBAL – Joan Exley</p> <p>Nelson Public Library (NPL) – Joanne Harris</p> <p>KCDS – Beth Hargreaves</p> <p>Nelson Early Childhood Advisory Committee (NECAC) – Val Mayes</p>	Ongoing	Staff time	Reciprocal links are established.	CBAL, NPL, Selkirk College, NECAC, Nelson Youth Centre and Kootenay Kids websites have been linked to the school district website.
5. Re-format Community Literacy Calendar (CLC).	CBAL - Joan Exley	Fall 2011	Staff time	CLC includes a broad range of opportunities for learners and is widely distributed. CLC format is clear, simple and easy to read.	Calendar was expanded in the fall of 2009 and is published three times a year.

Goal 2 – To enhance access to literacy programs for all groups (early learners, aboriginal learners, school-aged learners, adult learners)

Strategies	People Responsible	Dates	Resources Needed	Indicators of Success	Progress 2010-2011
1. Find a new location for the Learning Place (a community space for literacy programs and initiatives).	CLAC members Community partners CBAL – Joan Exley	Spring 2010– find new location Fall 2010 – move the Learning Place	Funding Space Continued work with community partners	The Learning Place is relocated.	<i>Complete</i> New location for the Learning Place opened April 2011.
2. Reduce waitlists for popular existing programs.	CBAL – Joan Exley Agency Program Coordinators	Ongoing	Staff time Funding Continued support from SD8, Selkirk College, Nelson Public Library and other community partners	Current waitlists are reduced by 50% by December 2010.	<i>Complete</i> PCMG is focusing on 0-2 year olds and has a minimal wait list, 1 to 1 Adult Volunteer Tutoring program has been expanded, Cyber Seniors programs opened in two other communities to address waitlisted learners, and Literacy Drop-in times have been increased. Community Partners are planning collaboratively to extend and enhance services.
3. Support the movement to provide tax-supported library service in un-	NPL – June Stockdale and Cathy Scott-May	Spring 2010 – community meetings to	Time, attendance at community meetings.	Un-serviced areas have access to library resources for people	<i>Complete</i> Some un-serviced areas now have tax-

serviced areas.		solicit feedback; possible referendum in Fall 2010.		of all income levels.	supported library membership.
4. Reduce barriers for learners attending literacy programs.	CBAL – Joan Exley Agency Program Coordinators	Ongoing	Funds to support learners Staff time Collaboration among partners	Supports are provided for learners to allow them to attend programs.	Different program formats, times and locations are offered. Drop in times at the Learning Place are established.
5. Continue to offer literacy programs and services in a variety of locations and formats for a variety of ages and target groups.	CBAL – Joan Exley Agency Program Coordinators	Ongoing	Continued funding from CBAL, SD8, Selkirk College, Nelson Public Library Continued work with community partners	A variety of community literacy programs continue to be offered in a wide range of locations.	CBAL is offering programs in more locations. Library Services now include outreach programming for seniors and rural areas. Urban Outreach Strong Start programs opened in fall 2009.
6. Explore literacy needs of youth population and support aboriginal youth at Trafalgar Middle School.	Youth Literacy Focus Group CBAL - Joan Exley Trafalgar Aboriginal Ed Coordinator – Danica Lee NPL – Joanne Harris Nelson Youth Centre (NYC) Coordinator – Christine Schmidt	Ongoing	Staff time	Information about literacy issues and programs is available in multiple forms and locations. Communication exists among youth service providers. Youth have increased access to literacy resources and programs.	Youth committee is formed. N’Guage Youth Library resources are available.

7. Offer two parent workshops in elementary schools	IHA Speech Therapist – Rosie Eberle NPL– Nancy Radonich CBAL – Joan Exley IHA – Angelina Eisele SD8 – Danica Lee	2011-2012	Staff time	Two workshops are available to the community.	New for 2011-12
8. Offer drop in time for adult basic computer skills development.	CBAL – Joan Exley	2011-2012	Staff time Computers to add to Learning Place	Basic computer skills drop in time is available to the community.	New for 2011-12
9. Explore public library programming at Trafalgar Middle School and LVR High School.	NPL – Joanne Harris SD8 CRCC - Wendy West Trafalgar and LVR Librarians	2011-2012	Continued collaboration between community partners	Schools and NPL are working together to share resources and ideas.	New for 2011-12

Goal 3 - To maintain a collaborative process to review and identify needs, design programs and plan for sustainability

Strategies	People responsible	Dates	Resources needed	Indicators of Success	Progress 2010-2011
1. Offer a grant-writing workshop for community agencies and school district personnel.	CBAL Joan Exley Selkirk College (SC) – Wendy Tagami	2010-2011	Staff time	Workshop is offered to the community.	<i>Complete</i> Two workshops offered by Selkirk College and Kootenay Boundary Community Services Cooperative.

2. Meet twice a year to review Community District Literacy Plan (CDLP) and update progress.	SD8 Director of Achievement – Andy Leathwood CBAL Literacy Outreach Coordinators and Regional Manager	Ongoing	Staff time	Communication around CDLP is clear and current.	
3. Solidify commitment from partner organizations to maintain representation on CLAC.	CLAC members Partner Organizations	2011-2012	Staff time Support from community partners	Representation on CLAC remains strong and sustainable through commitments from member organizations.	New for 2011-12
4. Develop a collaborative approach to supporting literacy development in SD8.	SD8 - Andy Leathwood CBAL coordinators SD8 staff	Fall 2011 - establish a working committee Winter 2012 - develop plan Spring 2012 - present plan to district finance committee	Working committee Staff time	Formalize a district wide plan to support literacy development.	New for 2011-12

Nelson Reflections on the 2010/11 year:

1) Community Context:

- a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?

Restructuring of the Library:

- Increased access to library programs and resources due to expanded service area
- Disruption of adult literacy programs housed at library
- Decrease in amount of community meeting space

Continued and increased commitment to literacy projects and programs by community partners, especially through staff time and by supplying resources to the Learning Place and other literacy programs.

2) Task Group:

- a. Who takes part in the task group

Nelson Public Library, Ministry of Housing and Social Development, School District 8, Community Member/Parent, Kootenay Career Development Society, Nelson Youth Centre, Public Health, Selkirk College, Youth Employment Resource Centre, Family Place, Aboriginal Supported Child Development, Nelson Early Childhood Table Coordinator, Adult Learner, Nelson Star newspaper, and CBAL.

- b. How is the work of this group organized? See Section V and VI for information about how task groups are organized.

Community Literacy Advisory committee (CLAC) meets 3 times a year. Two focus groups exist, adult and youth literacy, that meet on an as needed basis.

3) Community Development and Literacy Collaboration:

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

Relocation of community Learning Place involving Columbia Basin Alliance for Literacy (CBAL), Kootenay Career Development Society (KCDS), Selkirk College (SC), Nelson Public Library (NPL), City of Nelson and the Ministry of Shared Services.

Increased commitment from community partners to programs such as *Books Everywhere!* and *Mother Goose* including NPL, Public Health, Speech and Language and Infant Development.

- b. What are the essential ongoing collaborations?

CBAL, KCDS, SC, NPL, and CLAC

c. What makes collaborations work well?

- Determination to work through the challenging times and to remember the shared and complementary goals
- Commitment to do a little bit (or a lot) towards a common goal and the realization that each bit makes a difference
- Commitment to a collaborative process; no sense of 'turf' or competition between partners
- Patience

4) Goals and actions for the current year:

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

- Relocation of the Learning Place
- Reduction of program waitlists
- Expansion of adult literacy programs

We continue to offer literacy programs in a variety of formats and locations

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

- Secured location for Learning Place – City of Nelson, CBAL, Ministry of Shared Services
- Restructured some programs; promoted underused programs; coordinated scheduling of programs – CBAL, NPL, Nelson Early Childhood Advisory Committee, School District 9 (SD8)
- Increased adult literacy drop in time; increased support and training of volunteer adult literacy tutors – CBAL, KCDS, SC

c. What adjustments were made to the plan? That is, as the year progressed were there new opportunities or were there changes that did not allow for some actions to be taken?

No major changes were made during the year.

5) Indications of Success:

a. How do you know that actions taken are working to support literacy?

- Evaluations (formal and informal) collected from participants and facilitators
- Attendance at adult programs is strong

- Phone inquiries about programs and resources increase
- Learners bridging from adult programs to college
- Learners taking on other challenges and roles in their lives
- Learners leaving the program having met their goals
- Community volunteer numbers increase
- Community partners show continued commitment

b. What impact have the literacy initiatives had? It is important to include examples to illustrate the impact.

From facilitator reports:

'One of our ESL learners works in a restaurant. He is working towards the goal of increasing his confidence and verbal skills in interacting with customers. His tutor has made up role playing activities. After the role playing they analyse what was clear and what was challenging in the conversation. The learner feels this is building skills in his work life and also in his conversations in the community and at home.'

'One learner this term was new to our area and living in an isolated location. She relied on rides to get her to our two classes but wasn't able to just wander around Nelson, meeting people, visiting cafes or sites. We began to share the community with her in the conversation club; each Learner sharing with her what they thought she might enjoy learning about. We took her to *Wings* restaurant to find foods from her home country. We took her on the bus to see different neighbourhoods and to the museum to learn about the community. Everyone supported her and her view of our community changed. She has developed a network of support through the classes.'

'A mother began with us in Love 2 Learn with her little one. Through family literacy she learned about the adult programs. She was interested in working with a tutor and set the goal of reading board books to her children in English at bedtime. She worked on that for a long time and has now started working on course work to finish her high school diploma. With much courage, she shared her story at a literacy event in front of 180 people and spoke of how the adult program has helped her to 'believe in herself and her future'. She says that before the program she was stuck and had no future; now she believes she can have a better life.'

'A Learner has worked for a year and a half with a tutor. His goals were around writing and reading. He specifically wanted to be able to read a bill and write a cheque to pay the bill. A year and a half later he has met and exceeded his goals. Next fall his tutor and he will work on basic computer skills at the new Learning Place. They will work through a basic curriculum together with the goal of developing his skills and helping him to feel comfortable at the Learning Place so that he can access resources there independently when they are finished working together.'

c. What are the things that support literacy work?

- Stable funding
- Quality staff
- Regional and provincial leadership
- Resources provided by Legacies
- Committed volunteers
- Collaboration in the region – sharing of resources, ideas, skills
- Understanding and conversation about literacy in the community
- Professional development

6) Challenges:

a. What are the difficulties?

- Working with groups of partners who have different ‘cultures’ and ‘language’
- Increasing demands from programs and community development

b. What would help?

- Stable and sustainable funding
- Professional development and conversations for all levels of literacy staff (not just LOCs)
- Continued resource development (fact sheets, presentations,)
- Continued strong regional support

For the coming year:

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

Rebuilding programs disrupted by relocation of Learning Place will be helped by establishing a:

- Stable location
- Strong and skilled volunteer base

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

Top priorities:

Continue to develop referral networks for adult literacy programs

- Present information to community agencies and service providers

- Distribute adult program promotional materials
- Use digital media to promote adult literacy programs

Offer two parent education workshops

- Meet with public health, speech and language, infant development, CBAL program facilitators and schools to develop and offer workshops

Offer basic computer skills support for adults as well as seniors

- Focus one of 4 weekly drop in literacy times on supporting basic computer skill development
- Increase size of Learning Place computer lab

Work with schools to continue supporting parent education in early literacy programs

- Increase collaboration with schools hosting early literacy programs
- Explore PALS program in one school

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

- Continued support from community partners
- Continued funding from CBAL, SD8, SC, NPL
- More computers at the Learning Place

SCHOOL DISTRICT #8 (KOOTENAY LAKE)

DISTRICT COMMUNITY LITERACY ACTION PLAN 2009-10

SALMO

Goal 1 – To enhance and coordinate communication of opportunities available for literacy development

Strategies	People responsible	Dates	Resources Needed	Indicators of Success	Progress 2010-2011
1. Update existing web-based and print directories.	Columbia Basin Alliance for Literacy (CBAL) Literacy Outreach Coordinator (LOC) – Laurie Mac Donald Community agencies	Fall 2011 – update directories	Staff time Community agency buy in	Information on websites and in directories is current and updated regularly - Columbia Basin Alliance for Literacy (CBAL) and Success by Six.	Literacy BC and CBAL directories are current.
2. Liaise with teachers and provide information about community literacy support and resources.	Laurie MacDonald Salmo Elementary (SE) principal – Mike Hurley Salmo Secondary School (SSs) principal – Sandy Ewankiw	2011-2012 school year– attend meetings	Staff time	LOC will attend at least one staff meeting per school in the school year.	Teachers are reaching out to community groups to create partnerships to provide more support for students.
3. Produce and distribute a community literacy calendar.	CBAL - Laurie Mac Donald Salmo Community Services (SCS) – Hazel Miller Salmo Public Library (SPL)	Fall 2011 – distribute calendar Winter & Spring – distribute updated calendars	Staff time Photocopying Agency support	Community members know about programs available in Salmo.	A group has formed to work on the project.

	<p>- Amy Veysey</p> <p>Salmo Recreation Centre (SRC) - Maureen Berk</p> <p>Salmo Valley Youth Centre (SVYC) - Melanie Mobbs</p> <p>Mike Hurley</p>				
4. Create a Community Learning Centre in Salmo where people can learn about and access community resources and learning opportunities.	<p>CBAL - Laurie MacDonald</p> <p>Salmo Seniors Assoc. (SSA) – Betty Graeper</p> <p>SVYC - Melanie Mobbs</p> <p>Freedom Quest (FQ) - Cindy Cropley</p>	Ongoing	<p>Agency staff time and funding</p> <p>Community volunteers</p> <p>Appropriate and affordable space</p>	<p>A Learning Centre with a computer lab and resource person is open in Salmo at least two days a week. More community groups sharing this space, creating an opportunity for integrated service delivery.</p>	<p>A learning space has been developed and is well attended.</p>

Goal 2 – To enhance access to literacy programs for all groups (early learners, aboriginal learners, school-aged learners, adult learners)

Strategies	People responsible	Dates	Resources needed	Indicators of Success	Progress 2010-2011
1. Develop a survey to assess Adult Basic Education (ABE) needs in Salmo.	<p>CBAL - Laurie Mac Donald</p> <p>SVYC - Melanie Mobbs</p> <p>SSC - Sandy Ewankiw</p>	Ongoing	<p>Staff time</p> <p>Agency support</p>	<p>A local needs assessment is complete and future directions are determined.</p>	<p>An assessment is available. There has been a low indication of need thus far; will</p>

	CBAL - Margaret Sutherland				continue to assess this need.
2. Develop a transportation strategy to get learners to existing ABE sites.	CBAL - Laurie Mac Donald SVYC - Melanie Mobbs SSC - Sandy Ewankiw SPL - Amy Veysey	Ongoing	Staff time Funds to assist learners with transportation costs if necessary	Adult ABE learners are able to attend classes in Nelson, Trail and/or Castlegar.	A working group has formed to explore this further.
3. Provide support for on-line adult upgrading.	CBAL - Laurie Mac Donald SVYC - Melanie Mobbs SSC - Sandy Ewankiw SPL - Amy Veysey	Ongoing	Staff time Funds to cover tutor wages	Adult learners receive support with on-line learning.	A working group has formed to explore this further.
4. Run literacy programs in the Learning Garden at Salmo Elementary School (SES).	CBAL - Laurie Mac Donald Tawni Hylek Mike Hurley	Fall 2011	Staff time	Community programs running at the Learning Garden.	New for 2011-12
5. Offer computer workshops for seniors.	CBAL - Laurie Mac Donald Betty Graeper	Fall 2011	Staff time, Community support	One day workshops on a variety of topics are available for seniors throughout the year.	New for 2011-12
6. Create more programming for the community with connection to the library.	Marianne Hansen CBAL - Laurie Mac Donald	Fall 2011	Staff time Agency support	More programs are available in the community with the library as a partner.	New for 2011-12

Goal 3 - To maintain a collaborative process to review/identify needs, design programs and plan for sustainability

Strategies	People responsible	Dates	Resources needed	Indicators of Success	Progress 2010-2011
1. Extend the current District Literacy Plan group to become the Community Literacy Advisory Committee (CLAC).	CBAL - Laurie MacDonald	Ongoing	Staff time Agency support	Representatives from a wide range of community groups attend CLAC meetings twice yearly.	<i>Complete</i> Regular meeting times are now set.
2. Investigate aboriginal learning needs in the community.	CBAL - Laurie MacDonald	Ongoing	Staff time Inter-agency cooperation	A clear understanding of aboriginal needs is demonstrated in the community	LOC has met with aboriginal groups and programs to investigate aboriginal training opportunities.
3. Create a librarian mentor relationship between the Salmo Public Library and SSS library clerks.	SPL - Amy Veysey	2010 - 2011 school year	Staff time Agency support	Ongoing book talks are held at SSS throughout the school year.	This goal has been reassessed and shelved until further discussion.
4. Connect early learning service providers to ensure that children entering school are well supported.	SES - Judy Sadoway Salmo Children's Centre (SCC) - Cathy Paton CBAL - Laurie Mac Donald SCS - Hazel Miller Maureen Berk Marianne Hansen Rachel Doan	Ongoing	Staff time Agency support	High quality early learning opportunities are available for parents and children at times and locations that work for them.	The Salmo early years community table is an active group that meets four times a year.

5. Create a steering committee to discuss how community agencies can work collaboratively to address the challenges of raising children in Salmo.	Rafi Silver Melanie Mobbs Larry Mc Mechan CBAL - Laurie Mac Donald	Fall 2011	Staff time Agency support	Partnerships exist where previously they did not.	New for 2011-12
6. Create more adult learning partnerships with SCRS.	Larry Mc Mechan Sarah Hughes CBAL - Laurie Mac Donald	Winter 2012	Staff time Agency support	More adult learning programs are available in the community.	New for 2011-12
7. Develop a collaborative approach to supporting literacy development in SD8.	SD8 - Andy Leathwood CBAL coordinators SD8 staff	Fall 2011 - establish a working committee Winter 2012 - develop plan Spring 2012 - present plan to district finance committee	Working committee Staff time	Formalize a district wide plan to support literacy development.	New for 2011-12

Salmo Reflections on the 2010/11 year:

1) Community Context:

- a. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?
 - Faces in various organizations have changed resulting in the need to recreate relationships.

2) Task Group:

- a. Who takes part in the task group
- b. How is the work of this group organized? See Section V and VI for information about how task groups are organized.
 - School staff , community services society, library, parents, early childhood council, and recreation programmers
 - Each group member reports on their activities related to learning/literacy in the community; areas of common interest are identified; ways to collaborate are identified

3) Community Development and Literacy Collaboration:

- a. What are the important collaborations that have taken place to support literacy and the work of the task group?
- b. What are the essential ongoing collaborations?
- c. What makes collaborations work well?
 - Salmo Valley Youth & community centre and CBAL collaborated to create the Learning Centre in Salmo.
 - Ongoing collaborations exist between CBAL and Early Childhood Table (workshop series for parents this year), CBAL and Ymir Community Association, Ymir Schoolhouse (Love to Learn program and Mother Goose) and the Salmo Valley Youth & community centre-s youth writing project at the youth centre.)
 - Collaborations work well when there is no sense of competition between groups for users; this has been an Ongoing concern in the past but in recent years the community has come together to address the needs in the community. . Organizers are careful about timing of activities so that they do not overlap with each other for any particular user group; organizers often work in cooperation with one another to enrich services by doing joint projects (several small pots of funding come together to create single, stronger events which address the goals of each service provider).

4) Goals and actions for the current year:

- a. What priorities, goals or objectives have you addressed this year?
- b. What actions were taken to reach these? What organizations and groups participated in these actions?
- c. What adjustments were made to the plan? That is, as the year progressed were there new opportunities or were there changes that did not allow for some actions to be taken?
 - Created a Learning Space in Salmo to address adult learning needs.

- Created a consistent and effective community calendar
- Extended the current District Literacy Plan group to become the Community Literacy Advisory Committee (CLAC).
- Developed a survey to assess Adult Basic Education (ABE) needs in Salmo.
- Produced and distribute a community literacy calendar.

Adjustments: the development of a library mentorship between the Salmo Public Library and the high school was shelved pending further discussion.

5) Indications of Success:

- a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? It is important to include examples to illustrate the impact.
- We have had more of an adult focus in our programs this year and are starting to attract some learners who clearly struggle with day to day activities because of low literacy. One man who originally came for help filling out forms has continued to come to access computer help and is interested in some tutoring help as well...the creation of a central hub has offered a neutral space for adults to learn more about our services and begin to access them.
 - One mother who in the past has been hard to reach has come to our Mother Goose program in Salmo. She has become so comfortable with the other parents where previously she was isolated and removed from the group. She has made friends and has learned many songs to sing with her children. She is attending other groups in the community as well now.
- b. What are the things that support literacy work?
- Collaboration between agencies; use of spaces in the community; friendly, competent committed staff; respectful relationships between groups

6) Challenges:

- c. What are the difficulties?
- Finding time to meet together
- d. What would help?
- More time would help

SCHOOL DISTRICT #8 (KOOTENAY LAKE)

DISTRICT COMMUNITY LITERACY ACTION PLAN 2011-2012

SLOCAN VALLEY

Goal 1 – To enhance and coordinate communication of opportunities available for literacy development.

Strategies	People responsible	Dates	Resources Needed	Indicators of Success	Progress 2010-2011
1. Maintain existing web-based and print directories of literacy programs and service providers.	Columbia Basin Alliance for Literacy (CBAL) Literacy Outreach Coordinator (LOC) - Christine Nichol	Fall 2011 - Spring 2012	Staff time	Information on websites and in directories is current and updated regularly.	Literacy BC and CBAL directories are current; community service provider list is current.
2. Maintain inventory of resources for families with young children.	Early Childhood (EC) Table Coordinator - Penny Tees	Fall 2011 - Spring 2012	Staff time	Families are aware of community services or know who to ask.	Ongoing use of this resource.
3. Develop community capacity by training new facilitators and volunteers.	CBAL - Christine Nichol	Fall 2011 - Spring 2012.	Staff time Space Networking among service providers	Facilitator numbers increase.	New CBAL staff in 2010-11 (English Second Language instructor and Mother Goose facilitator).
4. Publicize community learning programs through a variety of media.	CBAL - Christine Nichol StrongStart (SS) - Patricia McLaughlin	Fall, winter and spring – distribute community calendars & advertise in Slocan Valley Recreation Guide	Staff time Photocopying	Community members know about programs available in the Slocan Valley;	Attendance has been strong at all CBAL programs and Winlaw

	Other service providers	Ongoing - send regular notices to valleyconnection@gmail.com		different media reach various social groups.	StrongStart.
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Goal 2 – To enhance access to literacy programs for all groups (early learners, aboriginal learners, school-aged learners, adult learners).

Strategies	People responsible	Dates	Resources needed	Indicators of Success	Progress 2010-2011
1. Support library use in the community by developing outreach from Nelson Public Library and awareness of the Slocan Community Library and of different reading/book swap locations in Slocan Valley.	Nelson Public Library (NPL) - Cathy Scott-May CBAL - Christine Nichol Slocan Community Library (SCL) Committee and Volunteers	Fall 2011 – Spring 2012	Staff time Volunteers Advertising in various media	Slocan Valley has access to library resources for people of all income levels. Library use increases.	NPL outreach is a development stemming from the “yes” vote in the library referendum of Fall 2010.
2. Support increased transportation services (more frequent buses).	Community service providers Village of Slocan	Ongoing	Time	People who rely on public transportation have access to community programming. Collaboration among agencies to lobby the Regional District for service coordination.	Ongoing activity of the SV Community Literacy Advisory Committee (CLAC).
3. Establish stable physical location for	CBAL - Christine Nichol	Fall 2012	Staff time	Development of community learning	The development of the “community

community access to literacy services and resources.	SCL			centre; greater numbers of adult learners aware of services.	hub” idea outlined in previous plans.
4. Maintain youth oriented literacy projects.	CBAL - Christine Nichol School staff at Brent Kennedy Elementary School (BKES), Mt. Sentinel Secondary School (MSSS). and W.E. Graham School (WEGS) Tutor - David Steel	Fall 2011 – Spring 2012	Staff time	Youth are engaged in meaningful literacy activities; understand the breadth and depth of literacy in community.	Letter writing program was held at MSSS and, literacy outreach was provided to classes at WEG. Academic tutoring was offered at MSSS.
5. Create more literacy opportunities for adults.	Slocan Valley Recreation (SV Rec) Coordinator - Craig Lawrence CBAL - Christine Nichol WEG Graham Community Services Society (WEGCSS) - Deb Corbett Interior Health	June 2011 – Spring 2012	Staff time Spaces in schools and community buildings Program funding	Adult learners find it easier to connect with learning opportunities. Seniors’ programs grow in Slocan. Workshop-style programs are offered for adults.	More learners with fundamental needs have started to come to CBAL classes. ESL class has been running since January ’11. Slocan Seniors’ group went well in 2010-11.
6. Pursue creation of family literacy program in Krestova.	CBAL - Christine Nichol Krestova Mum’s Group - Sharon Nazaroff , Natalia Nazaroff	June 2011 – begin planning	Program funding	Existing parents’ group will have additional support.	New for 2011-12
7. Support school-age literacy development by assisting the	School District 8 (SD8) staff Homeschooling families CBAL-Christine Nichol	Fall 2011 - Spring 2012	Staff time Family outreach Coordination	Children in school will have opportunities to	New for 2011-12

development of the Homelinks Program in Slocan and creating tutoring relationships for youth to help younger students.				succeed; families will participate; youth will engage with younger students.	
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Goal 3 - To maintain a collaborative process to review/identify needs, design programs and plan for sustainability.

Strategies	People responsible	Dates	Resources needed	Indicators of Success	Progress 2010-2011
1. Connect with Community Literacy Adviosry Committee (CLAC) twice annually.	CBAL-Christine Nichol CLAC members	Fall 2011 Spring 2012 meetings	Staff time Location	Strong collaboration between agencies in planning and delivery of services.	All members are finding that the DLP process supports their individual work. Community Literacy Advisory Committee (CLAC) and DLP processes have merged.
2. Connect with new partners for programming.	CBAL - Christine Nichol ANKORs Economic Development Committee Freedom Quest Others	Fall 2011 – Spring 2012	Staff time	New partnerships are created.	Ongoing.

3. Develop connection with economic sector including Community Futures, YERC.	CBAL - Christine Nichol	Ongoing	Staff time	This sector is represented in community planning process.	
4. Develop a collaborative approach to supporting literacy development in SD8.	SD8 - Andy Leathwood CBAL coordinators SD8 staff	Fall 2011 - establish a working committee Winter 2012 - develop plan Spring 2012 - present plan to district finance committee	Working committee Staff time	Formalize a district wide plan to support literacy development.	New for 2011-12

Slocan Valley Reflections on the 2010/11 year:

1) Community Context:

- b. What has happened in the community over the past year that impacts people in the community and the ability of organizations to support literacy development?
- Referendum on extension of tax-supported municipal library service to rural areas outside of Nelson and Castlegar was passed; has resulted in membership for all Slocan Valley residents without individual fees. Outreach services are planned but have not come into effect yet.

2) Task Group:

- c. Who takes part in the task group
- d. How is the work of this group organized? See Section V and VI for information about how task groups are organized.
- School staff (principals of two schools), community services society, community libraries (2), Mayor of Slocan, early childhood educator/member of Doukhobor community, recreation program
 - Each reports on their activities related to learning/literacy in the community; areas of common interest are identified; ways to collaborate are identified

3) Community Development and Literacy Collaboration:

- d. What are the important collaborations that have taken place to support literacy and the work of the task group?
- e. What are the essential ongoing collaborations?
- f. What makes collaborations work well?
- Effort to support a yes vote in library referendum; effort to have thoughtful planning of public transit; effort to include youth in community learning activities
 - Ongoing collaborations exist between CBAL and Early Childhood Table (workshop series for parents this year), CBAL and schools (Mother Goose in school library, use of Strong Start for workshop series, youth writing project at local high school), CBAL and childcare centre (Mother Goose sessions), CBAL and recreation program (adult computer classes, planning for community activities throughout the year, reading the gaps and strengths in what is available for each "Pillar" in our area)
 - Collaborations work well when there is no sense of competition between groups for users; this has been a particular strength in our area. Organizers are careful about timing of activities so that they do not overlap with each other for any particular user group; organizers often work in cooperation with one another to enrich services by doing joint projects (several small pots of funding come together to create single, stronger events which address the goals of each service provider).

4) Goals and actions for the current year:

- d. What priorities, goals or objectives have you addressed this year?
- e. What actions were taken to reach these? What organizations and groups participated in these actions?
- f. What adjustments were made to the plan? That is, as the year progressed were there new opportunities or were there changes that did not allow for some actions to be taken?
 - Youth activities: 2 writing projects in collaboration with local high school; academic support after school one day per week
 - Library service: collaboration between many service providers and individuals to support referendum
 - Community base established in Slocan Community Library: CBAL is present in library one day per week and is on Library Committee
 - ESL group: formed and run by CBAL since January, use of school space for meeting (free of charge)
 - FLD event: Dad friendly event (Saturday morning, male storyteller)

Adjustments: youth activities did not happen as they had been envisioned in spring 2010 but we took advantage of new opportunities as they arose.

5) Indications of Success:

- c. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? It is important to include examples to illustrate the impact.
 - We have had more of an adult focus in our programs this year and are starting to attract some learners who clearly struggle with day to day activities because of low literacy. Two men who took the adult computer class this spring were nearly panicked at the sight of the screen but over the course of the session developed some trust in the instructors and some confidence to be ok with “not knowing”.
 - Two mothers have attended every single event that we have put on over the last three years; one has confidence in parenting but is a committed life-long learner so will attend all of the family groups plus the grant workshop, the Family Literacy Day event, the parent workshop series. The other is a mother in her thirties with a daughter of 2.5 yrs; she started coming when her daughter was small and she was obviously concerned that her daughter had high needs, unmanageable, difficult (she is *not at all*). Through connecting with our staff and other families, she now is more relaxed and can see that she has a bright, active little girl who is doing very well in relation to her world and in comparison to other kids her age.
 - A new family from Israel moved to the Village of Slocan; they have three daughters ages 4, 6 and 8. CBAL arranged for them to meet a tutor who worked with them for 8 months to strengthen their English skills and they participated in the local Mother Goose program this spring. The girls have gone from almost no fluency to strong skills and reading ability in this time.

- We have a new ESL conversation group in the Slocan Valley which has been meeting twice monthly since January. Here is a letter to the local paper written by one of our students:

Immigrants Join English Class in Winlaw

How did you end up in the Slocan Valley? Every newcomer from another country will be asked this question sooner or later. Reasons may be as different as our personal histories, but there is no doubt that “our” valley is one of the best places to be on Earth.

Organized by editor and Slocan Valley literacy coordinator Chris Nichol and conducted by English teacher Lois Lawrence, Marianne from Sweden, Linda from Belgium, Haya and Naama from Israel and Karin, Ursula and I, Elisabeth, from Germany met twice a month for half a year in Winlaw to improve our English skills. It was fun to share our life stories based on the different cultures in which we grew up. We had eye-opening discussions about many topics like history, politics, humour, religion, education, social and sexual relationships, environmental issues, sustainability, science, literature, art ... filled with our different points of view and experience. Each session included free speech as well as reading and writing. Although most of us are able to communicate well in daily affairs it was amazing how much we all learned through Lois’s well prepared grammar lessons. She showed us that there is much more in the sophisticated art of the English language than we knew, for example in using homophones, synonyms, the tenses with the fine differences when simple present and past or their continuous forms are appropriate.

Through special guests we learned a lot about the Slocan Valley and its people. Writer and author Rita Moir’s photo journey took us back to the hard times of the pioneer days. Local writer and poet Natasha Jmieff’s personal stories brought the communal and spiritual values of the Doukhobor society and their history to life. Corky Evans spoke about the war resistance hippie times. He also answered our questions about BC and Canadian politics and explained why a majority of Canadians are still not open to proportional voting systems and doing more collaborating in political and social coalitions – normal democratic standards in our old home countries.

Spiced up by birthday coffee tables and potluck dinners, this English class offered by far the best kind of wholly and holistic learning I can think of and we all look forward to the follow-up course next winter.

Elisabeth von Ah, Lemon Creek

d. What are the things that support literacy work?

- Collaboration between agencies; use of spaces in the community; friendly, competent committed staff; respectful relationships between groups

6) Challenges:

- e. What are the difficulties?
 - Personalities
- f. What would help?
 - Patience

For the coming year:

- e. Are there new opportunities, challenges, or issues in your community? How will you respond to those?
 - Seniors group in Slocan will be a new group for partnership in the fall (workshop series, tutoring for kids)
 - Homeschool group forming in Slocan; has grown from relationships built in family literacy programs and community building by CBAL coordinator
 - Group of mothers has been meeting in the Krestova area all winter (over 20 adults in group); new population of young families in that community who would like literacy programs such as Mother Goose or Love to Learn. CBAL will look at providing some services in that area next fall.
 - ESL conversation group was very successful; now more learners are approaching us that have more fundamental needs. We may have one to one tutoring or an ESL group for these learners.
- f. What goals, priorities or objectives will you work on in the coming year? What actions are planned against those goals?
 - Support use of libraries (Nelson, Castlegar and Slocan Community)
 - Work with seniors (collaborate with WE Graham Community Services)
 - Develop relationship with Economic Development Committee
 - Establish a known, physical outreach location for community contact with Literacy Program at Slocan Community Library
- g. What will be required to meet the goals and effectively employ actions for the coming year?
 - Planning, collaboration

7. Community Literacy Advisory Committees

Creston Community Literacy Advisory Committee 2010/2011	
Name & Organization	E-mail address
Emily Zahn KES- Employment Counsellor	ez@kes.bc.ca
Margaret Basaraba Children's Library Services - Coordinator	children@crestonlibrary.com
Mary Jean Searle IHA - Creston Public Health Nurse	maryjean.searle@interiorhealth.ca
Nancy DeVuono SD8 – Principal and SD Early Learning Facilitator	NDevuono@sd8.bc.ca
Teresa Caruso College of the Rockies/CBAL - ABE/ESL Instructor	summitt23@telus.net
Andrea Suprowich-Dirk ECD Coordinator	dirk3@shaw.ca
Vicky Koenig CAPC coordinator	crestoncapc@shaw.ca
Paula Harper College of the Rockies - ABE Instructor	pharper@cotr.bc.ca
Wayne Alsop Yaqaan Nukiy School - Principal	waynealsop@gmail.com
Crista Phypers CBAL - Family Program Coordinator	cphypers@cbal.org
Helen White Retired Teacher	haecrombach@yahoo.com
Gloria Gadacz SD8 - Vice –Principal Creston Education Centre	ggadacz@sd8.bc.ca
Julie Draper Community member	jmravenbear@yahoo.ca
Angela Eckersley	Babysteps.pop@gmail.com

Kaslo/Balfour Community Literacy Advisory Committee 2010/2011	
Name	Organization
Janene Stein	Redfish School
Melissa Woodward -	Columbia Basin Alliance for Literacy
Annie Reynolds	Kaslo and District Public Library
Dianne Wilton	Retired teacher
Catherine McCormick	Kaslo and District Public Library
Julie Poetsch	Columbia Basin Alliance for Literacy
Debra Barrett	Retired teacher
Aanyta Fahrenbruch	Childcare Resource and Referral, GA Reid Library
Dawn Lang	School District 8 trustee, Selkirk College, Kaslo Chamber of Commerce
Sarah Evans	North Kootenay Lake Community Services Society
Eva Kelemen	Kaslo and District Public Library
Candace Frary	Retired teacher
Linda Portman	Kaslo Seniors' Association
Victoria McAllister	JV Humphries School
Yvonne Dodd	JV Humphries School
Barb Szuta	Columbia Basin Alliance for Literacy

Nelson Community Literacy Advisory Committee 2010/2011	
Name	Organization
Joan Exley	CBAL – Literacy Outreach Coordinator
Joanne Harris	CBAL - Program Coordinator Library -Youth & Literacy Program Services Coordinator
Lisa Flexhaug	Ministry of Housing and Social Development – Program Officer
Nicole Purvis	CBAL – ESL and PCMG Facilitator Parent & Community Member
Dan Dalgaard	School District 8 – Principal Central Education Centre
Beth Hargreaves	Kootenay Career Development Society
Grace Devaux	CBAL – Bigby Place Program Facilitator
June Stockdale	Nelson Municipal Library – Chief Librarian
Christine Schmidt	Nelson Youth Centre - Manager
Angelina Eisele	IHA – Public Health
Wendy Tagami	Selkirk College – Adult Basic Education
Kerry Donnelly	Youth Employment Resource Centre - Coordinator
Wendy West	School District 8 (SD8) – District Librarian
Jenn Sebastian	Family Place - Programs Manager
Susie Myers	Aboriginal Supported Child Development
Val Mayes	Nelson Early Childhood Advisory Council - Coordinator
Kristi Crowe	SD 8 – Early Learning Coordinator
Paulina Mason	Adult Learner
Chuck Bennett	Nelson Star - Publisher
Danica Lee	School District 8 and Kootenay Kids - Aboriginal Support

Salmo Community Literacy Advisory Committee 2010/2011	
Name & Organization	E-mail address
Mike Hurley Salmo Elementary School	mhurley@sd8.bc.ca
Rafi Silver Salmo Community Resources Society	rafi@scrs.com
Larry McMechan Adult /Families Mental Health - Counselor	larry@scrs.com
Tawni Haylek Salmo Learning Garden - President	
AmyVeysey Salmo Public Library- Director	aveysey@spl.org
Melanie Mobbs Salmo Valley Youth Centre - Executive Director	mmobbs@melian.net
Cindy Copley Freedom Quest	Cindy16@shaw.com
Janine Haughton Salmo Village - Councilor	salvil@telus.net

Slocan Valley Community Literacy Advisory Committee 2010/2011	
Name & Organization	E-mail address
Craig Lawrence or Sharon Butler Slocan Valley Recreation	slocanvalleyrec@rdck.bc.ca
Joanne Lih Action Society for Aboriginal Peoples	jlih@shaw.ca
Sharon Nazaroff Russian Preschool	nuera@shaw.ca
Val Mayes Success by Six	valmayes@telusplanet.net
Barb Lindsay SD8 Board Member	blindsay@sd8.bc.ca
Lindsay Pirie Winlaw StrongStart	lindsaypirie@yahoo.com
Susie Myers Brent Kennedy Learning Centre	bklc@telus.net
Shellie Maloff Mt. Sentinel Learning Centre	smaloff@sd8.bc.ca
Deb Corbett WE Graham Community Services Society	officemanager@wegcss.org
Penny Tees Slocan Valley Early Childhood Table	penny@netidea.com
Joyce Johnson Slocan Community Library	jaj@netidea.com
Laura Moll Brent Kennedy Elementary	lmoll@sd8.bc.ca
Madeleine Perriere Slocan Village Council	mgperriere@telus.net