

COMMUNITY-DISTRICT LITERACY PLAN

**SCHOOL DISTRICT NO. 20
(KOOTENAY-COLUMBIA)**

JULY, 2011



**Kootenay-Columbia
School District No.20**

COMMUNITY-DISTRICT LITERACY PLAN

SCHOOL DISTRICT NO. 20 (KOOTENAY-COLUMBIA)

JULY, 2011

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A. Context & Literacy Partners

School District No. 20 (Kootenay-Columbia) includes two regional districts (RDCK & RDKB) and six municipalities (Rossland, Warfield, Trail, Montrose, Fruitvale and Castlegar) for a combined population of approximately 35,000. On the 2006 census, approximately 4.9% of homes are non-English speaking and 4.3% are Aboriginal. Headcount student enrolment from K-12, including adult learners is approximately 4,000.

Our district and communities are fortunate to have support and funding from the Columbia Basin Trust (CBT). This funding has helped to support the work of the Columbia Basin Alliance Literacy (CBAL). CBAL has enabled the formation of two Community Literacy Advisory Committees (CLACs), one in the Greater Trail Area and one in the Castlegar Area. Each of these CLACs developed Community Literacy Plans with funding from Literacy Now, beginning in 2005. These existing literacy plans were integral to our community and district process in developing our 2007 – 2009 plans, and now our July 2011 Community-District Literacy Plan.

The Greater Trail Area and Castlegar & Area CLACs have shepherded the implementation of the 2007 2010 plans and the development of the 2011 Community-District Literacy Plan. The District Opening Doors Committee reviews the evaluation of progress and the new plan before recommending the adoption of the plan to the Board for its approval.

The Community Literacy Advisory Committees within the district, Castlegar & Area and Greater Trail, as the two working committees, represent: School District 20, Success by Six, Understanding the Early Years, StrongStart, Children First, Family and Individual Resources (FAIR), Kootenay Family Place, Selkirk College, Interior Health Authority, aboriginal representatives, municipalities and regional districts, public libraries, youth outreach, seniors, parents, teachers, employment agencies, community schools, and the Columbia Basin Alliance for Literacy.

All sectors within our district are committed to improving literacy services and access to these services for all members of our communities.

Appendix 1 lists membership on the two Community Literacy Advisory Committees and on the District Opening Doors Committee.

B. July 2010 Literacy Plan Development Process

Original Planning Meeting – September 20, 2007

Fifty people attended from various sectors of our six communities and two regional districts, including business and industry, labour, and a range of education and community service organizations. The purpose of the meeting was to share the District Literacy Plan mandate, review existing community literacy programs and initiatives, identify literacy gaps within our communities and places of work, and identify literacy priorities to be addressed within our new Community-District Literacy Plan.



The meeting reached consensus on **eight priorities** for our literacy plan. The 2008-09 plan focused on the first three goals. For the 2009-10 Plan, one goal was brought forward in addition to the first three goals. Please note that the Evaluation of the 2010-11 Plan indicates that steps have also been taken on the remaining long term goals.

1. Enhance, promote, coordinate and communicate information on existing programs. Create some type of centralized service and information distribution centre providing print, digital and visual information on literacy initiatives and activities to all communities in the district.
2. Ensure accessibility to programs; remove barriers to ‘personal success’ and provide community literacy programs within each community in the district.
3. Cooperate, collaborate, coordinate, integrate and communicate among all agencies to reduce gaps and duplication in order to deliver services suited to clients literacy needs from birth to elder.
4. Coordinate funding to promote flexible use of funding and pooled resources to maximize community literacy services.
5. Promote multiple literacies, e.g. programs for all ages that develop appropriate social skills and improve emotional intelligence (ability to ‘read’ social cues).
6. Identify high risk clients, develop and coordinate an out-reach program and invite clients to get involved in personal success.
7. Ensure effective transition programs from birth to elder, secondary to post-secondary and/or world of work.
8. Create a central resource to support workplace literacy.

Meetings to Develop the July 2011 Community-District Literacy Plan

The Community Literacy Advisory Committees within the district, Castlegar & Area and Greater Trail Area, met both individually and collaboratively on the following dates to examine progress on the 2010 plan and to update the plan for 2011-12: September 21, 2010, September 20, 2010, January 12, 2011, January 31, 2011, April 5, 2011, April 19, 2011, June 15, 2011, and June 22, 2011.

The Opening Doors committee met on June 7, 2011 to review both the evaluation of the July 2010 plan and the proposed July 2011 plan. The Opening Doors Committee recommended that the July 2011 Community-District Literacy Plan be approved by the Board.

Board Meeting – June 13, 2011

At its regular open meeting on June 13, 2011 the Board approved the Community-District Literacy Plan, July 2011, for submission to the Ministry of Education.

EVALUATION of The Plan 2010-11

The right hand column, “Progress”, of Evaluation of the 2010-11 Plan in Section C contains evaluation comments on the 2010-11 Plan.



Greater Trail's 2011
Champions for Literacy



Parents as Literacy Supporters
(PALS)



Roots of Empathy



Seniors' Computer

ESL Family Time



C. Evaluation of the 2010-2011 Plan

Based on our initial Community District Literacy Plan meetings we identified three areas of focus to address the most pressing needs in our community. These priorities are ones we continue to address. We added an additional goal in 2009–2010. Our other long terms goals are outlined separately.

1. Enhance, promote, coordinate and communicate information on existing programs.

- Create centralized service and information centres providing print, digital and visual information on literacy initiatives and activities to all communities in the district

How	Who	Resources Needed	Progress
1. Use the SD20 website to link with other literacy service provider & stakeholder websites.	Bill Ford Alana Murdoch Desneiges Profili	SD20 technical support Buy in from agencies/government	Updated in September 2010
2. Create two community bulletin boards: one each in Trail and Castlegar.	Desneiges Profili Laurie Watson Alana Murdoch Arlee Venier Elaine Robinson	Donated supplies Permission from Trail & Castlegar City Councils	Decided to use existing bulletin boards as locations for new boards weren't available
3. Create a list of “niche” places to post & distribute information.	Desneiges Profili Alana Murdoch	Literacy Advisory Committee support	Updated in June 2010 and distributed in September 2010
4. Distribute Literacy Service Directories for Castlegar and Trail.	Desneiges Profili Sonia Tavares Margaret Sutherland Alana Murdoch	Literacy Advisory Committee support Agency copying services	Castlegar directory updated and distributed in September 2010 and reprinted in March 2011 New Trail directory printed and distributed in September 2010

<p>5. Update existing program directories – Success by Six, FAIR Services Directory, Literacy BC.</p>	<p>Gail Lavery Desneiges Profili Sonia Tavares Margaret Sutherland Alana Murdoch</p>	<p>Buy in from community program providers</p>	<p>Updated summer 2010</p>
<p>6. Use the new Success by Six community mapping tool to share program information.</p>	<p>Julia Stockhausen Desneiges Profili Sonia Tavares Alana Murdoch</p>	<p>Buy in from community program providers Agency copying services</p>	<p>Created and distributed in September 2010</p>
<p>7. Promote literacy through public awareness events and/or contests.</p>	<p>Arlee Venier Laurie Watson Alana Murdoch Denise Flick Carol Corbett Desneiges Profili Sonia Tavares Joanne McMeekin</p>	<p>Support from local media Buy in from merchants Venues for events Support for advertising, etc. Support from community partners</p>	<p>Events were held for International Literacy Day and Family Literacy Week in Greater Trail and Castlegar Champions for Literacy events were held in Greater Trail in April 2011 and Castlegar in June 2011</p>
<p>8. Recognize and promote global languages and resources.</p>	<p>Arlee Venier Mickey Kinakin Margaret Sutherland Desneiges Profili Carol Corbett Trish Harrison</p>	<p>Support from community partners Information from other program providers</p>	<p>Service providers and businesses received First Contact training & resource kits through the Welcoming Communities project A new Multi-cultural Conversation Club started in Castlegar at Kootenay Family Place</p>

Success Statement
The School District 20 website is linked to other community literacy provider websites. Castlegar and Trail Literacy Service Directories are distributed to service providers and citizens in the community. At least two community bulletin boards are installed and in use. Community resource directories, including the Success by Six mapping tool, are current and in use. At least one contest or promotional event is held in each of Castlegar and Trail. Global languages and resources are promoted by community service providers.

2. Ensure accessibility to programs.

- Remove barriers to “personal success”
- Provide community literacy programs within each community in the district

How	Who	Resources Needed	Progress
1. Provide plain language training for service providers so information they present is accessible.	Desneiges Profili Margaret Sutherland	Columbia Basin Alliance for Literacy (CBAL) Plain Language workshop materials	Postponed to Fall 2011
2. Continue to offer and/or expand community literacy programs in a variety of locations and for a variety of age/target groups, including those that develop numeracy, social skills, and emotional intelligence.	School District 20 CBAL Selkirk College Public libraries Community schools Program partners	Continued funding from CBAL, SD20, Selkirk College, community schools & public libraries Continued work with community partners	Community Learning Place drop-in programs started in Greater Trail at Selkirk College and at the Castlegar Public library in partnership with CBAL Adult Upgrading was offered at Kootenay Family Place in partnership with Selkirk College and CBAL

Success Statement
A Plain Language workshop is offered in the fall of 2010 and community literacy programs continue to be offered in every school, public library, and Selkirk College campus in SD20. Offer Parents as Literacy Supporters (PALS) in as many classrooms as funding allows.

3. Cooperate, collaborate, coordinate, integrate and communicate among all agencies.

- Reduce gaps and duplication in order to deliver services suited to client’s literacy needs from birth to adult

How	Who	Resources Needed	Start/Completion Date
1. Host a service provider luncheon in Trail to encourage collaboration and cooperation in program planning.	Desneiges Profili Sonia Tavares	Meeting room	Luncheon was held in May 2011
2. Identify and strengthen existing community links – inter-agency groups & meetings.	Alana Murdoch Sonia Tavares Margaret Sutherland Desneiges Profili	Buy in from community agencies	Ongoing
3. Offer professional development opportunities for service providers and workshops for parents on topics including: ages and stages, oral language development, learning disabilities, gender differences in learning, and settlement services for newcomers.	Desneiges Profili Denise Flick Alana Murdoch Laurie Watson Bill Ford Sonia Tavares Margaret Sutherland Julia Stockhausen	Support from community partners	Offered various professional development opportunities throughout the year: <ul style="list-style-type: none"> • Mother Goose facilitator training in September 2010 • Learning disabilities training for adult literacy practitioners in October 2010 • Ages and Stages training for early years practitioners in February 2011

			<ul style="list-style-type: none"> • Social and Emotional Learning workshops for practitioners and parents in March 2011
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Success Statement

Service provider luncheon is held in Trail with attendance from at least eight service provider groups. Inter-agency groups cooperate and coordinate activities. At least two professional development events are held for service providers and two workshops are held for parents.

4. Ensure effective transition programs from birth to adult, secondary to post-secondary and/or world of work.

How	Who	Resources Needed	Start/Completion Date
1. Strengthen support for families and children entering elementary and secondary school.	Julia Stockhausen Alana Murdoch Sonia Tavares Kim Williams Denise Talarico Denise Flick	Support from community agencies	PALS programs were offered in five kindergarten classrooms Variety of Ready Set Learn events were hosted in elementary schools across the district Students entering secondary were supported within the K-12 system
2. Increase awareness and use of Essential Skills among key stakeholders so Essential Skills becomes a shared language and practice.	Carol Corbett Margaret Sutherland Desneiges Profili Christy Luke	Support from Essential Edge project staff Staff time for training – CBAL, SD20, Selkirk College, Skills Centre & Ashland Training	Key stakeholders participated in the Essential Edge advisory committee Employment services staff and educators attended Developing Your Essential Skills Portfolio training in September 2010

3. Strengthen support for young adults as they enter the workforce and/or post-secondary education.	Carol Corbett Margaret Sutherland Desneiges Profili Christy Luke Kim Williams Brad McVittie Jan Morton	Support from community partners	Essential Skills training for clients/students was offered through the Skills Centre, Selkirk College and SD20
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Success Statement
A Committee to plan for and support children and families as they transition to elementary and secondary school is in place and has identified at least two actions. Another committee to plan for and support young adults as they enter the workforce and/or post-secondary education is in place and had identified at least two actions. At least twelve employment services staff and educators attend Essential Skills training provided by Douglas College as part of the Essential Edge project.

Long Term Goals

As well as the above four priorities, Community District Literacy Plan participants reached consensus on an additional four goals. While not identified as top priorities, work has taken place on all of the goals:

1. Coordinate funding to promote flexible use of funding and pooled resources to maximize community literacy services.
 - Service providers continued to work collaboratively to maximize and prevent duplication of literacy services.
2. Promote multiple literacies, e.g. programs for all ages that develop appropriate social skills and improve emotional intelligence (ability to ‘read’ social cues).
 - Schools and literacy service organizations continued to offer Roots of Empathy in as many classrooms as funds allow.
 - Friends program is offered for students and families.
3. Identify high risk clients, develop and coordinate an out-reach program and invite clients to get involved in personal success.
 - Improved collaboration and referrals among agencies occurred as a result of the Essential Edge two year pilot project.

4. Create a central resource to support workplace literacy.
 - The Essential Edge project worked to create a common, system wide understanding among key stakeholders of how to use Essential Skills to improve the capacity of low skill workers to attain and retain employment.

D. The Plan 2011 -2012

Based on our initial Community District Literacy Plan meetings we identified three areas of focus to address the most pressing needs in our communities. These priorities are ones we continue to address. We added an additional goal in 2009–2010. Our other long terms goals are outlined separately.

1. Enhance, promote, coordinate and communicate information on existing programs.

- Create centralized service and information centres providing print, digital and visual information on literacy initiatives and activities to all communities in the district

How	Who	Resources Needed	Start/Completion Date
1. Use the SD20 website to link with other literacy service provider and stakeholder websites.	Bill Ford Alana Murdoch Desneiges Profili Robert Cacchioni Andrea Winkers Alana Medeiros Brad McVittie	SD20 technical support Buy in from agencies and local government	September 2011 Update twice yearly
2. Create a list of “niche” places to post & distribute information, including print, electronic and social media.	Desneiges Profili Alana Murdoch	Literacy Advisory Committee support	June 2011 – collect information September 2011 – post and distribute information Update yearly

<p>3. Distribute Literacy Service Directories for Castlegar and Trail.</p>	<p>Desneiges Profili Sonia Tavares Margaret Sutherland Alana Murdoch</p>	<p>Literacy Advisory Committee support Agency copying services</p>	<p>September 2011 – update, print & distribute directories</p>
<p>4. Update existing maps and directories – Success by Six, FAIR, CBAL, and Welcoming Communities.</p>	<p>Bill Ford Gail Lavery Desneiges Profili Sonia Tavares Margaret Sutherland Alana Murdoch</p>	<p>Buy in from community program providers</p>	<p>Summer 2011</p>
<p>5. Promote literacy through public awareness events and/or contests.</p>	<p>Arlee Venier Laurie Watson Alana Murdoch Denise Flick Desneiges Profili Sonia Tavares Joanne McMeekin Jaime Malcolm Andrea Winkers</p>	<p>Support from local media Buy in from merchants Venues for events Support for advertising, etc. Support from community partners</p>	<p>June-September 2011 – plan October-April – hold events</p>
<p>6. Use social media to communicate about community programs.</p>	<p>Desneiges Profil Sonia Tavares Belinda Wilkinson</p>	<p>Support from community partners and other service providers</p>	<p>Summer 2011 – create Greater Trail and Castlegar CBAL Facebook pages</p>

<p>Success Statement</p> <p>The School District 20 website is linked to other community literacy provider websites. Castlegar and Greater Trail Literacy Service Directories are distributed to service providers and community members. Community resource directories and maps are current and in use. At least one contest or promotional event is held in each of Castlegar and Greater Trail. Social media is used regularly to communicate program information.</p>
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2. Ensure accessibility to programs.

- Remove barriers to “personal success”
- Provide community literacy programs within each community in the district

How	Who	Resources Needed	Start/Completion Date
1. Provide plain language training and resources for service providers so information they present is accessible.	Desneiges Profili Margaret Sutherland	CBAL Plain Language workshop	Fall 2011
2. Continue to offer and/or expand community literacy programs in a variety of locations and for a variety of age/target groups, including those that develop numeracy, social skills, and emotional intelligence.	School District 20 CBAL Selkirk College Public libraries Community schools Program partners	Continued funding from CBAL, SD20, Selkirk College, community schools & public libraries Continued work with community partners	Ongoing
3. Support and promote opportunities for people with English as a Second Language.	Arlee Venier Margaret Sutherland Desneiges Profili Trish Harrison Belinda Wilkinson Theresa Berdusco Andrea Winkers	Support from community partners Information from other program providers	Ongoing

Success Statement
A Plain Language workshop for service providers is offered in the fall of 2011. Community literacy programs continue to be offered in every school, public library, and Selkirk College campus in SD20. Opportunities for people with English as a second language are supported and promoted by community service providers.

3. Cooperate, collaborate, coordinate, integrate and communicate among all agencies.

- Reduce gaps and duplication in order to deliver services suited to client’s literacy needs from birth to adult

How	Who	Resources Needed	Start/Completion Date
1. Host yearly literacy service provider luncheons to encourage collaboration and cooperation in program planning.	Desneiges Profili Sonia Tavares Alana Murdoch Margaret Sutherland	Meeting room	June 2011 – begin planning Fall 2011 – host luncheon
2. Identify and strengthen existing community links – inter-agency groups & meetings.	Alana Murdoch Sonia Tavares Margaret Sutherland Desneiges Profili Laurie Watson Denise Talarico	Buy in from community agencies	Ongoing
3. Offer professional development opportunities for service providers and workshops for parents.	Desneiges Profili Denise Flick Alana Murdoch Laurie Watson Bill Ford Sonia Tavares Margaret Sutherland Julia Stockhausen	Support from community partners	September 2011 – begin planning January-April – host trainings and workshops

Success Statement
Service provider luncheons are held in Castlegar and Greater Trail with attendance from at least six service provider groups. Inter-agency groups cooperate and coordinate activities. At least two professional development events are held for service providers and two workshops are held for parents.

4. Ensure effective transition programs from birth to elder, secondary to post-secondary and/or world of work.

How	Who	Resources Needed	Start/Completion Date
1. Strengthen support for families and children entering elementary and secondary school.	Julia Stockhausen Alana Murdoch Sonia Tavares Kim Williams Denise Talarico Denise Flick Alana Medeiros Laurie Watson	Support from community agencies	June 2011 – begin planning Fall 2011 – meet to identify actions Winter & Spring 2010 – implement actions
2. Promote awareness and use of Essential Skills among key stakeholders so Essential Skills becomes a shared language and practice.	Margaret Sutherland Desneiges Profili Jaime Malcolm	Support from Essential Edge project staff	Ongoing
3. Strengthen support for young adults as they enter the workforce and/or post-secondary education.	Margaret Sutherland Desneiges Profili Brad McVittie Jaime Malcolm Bill Ford	Support from community partners	June 2011 – begin planning Fall 2011 – meet to identify actions Winter & Spring 2010 – implement actions

Success Statement

Committees to plan for and support children and families as they transition to elementary and secondary schools are in place and have identified at least two actions. Educators and employment service providers use Essential Skills tools to support their students and clients. A committee to plan for and support young adults as they enter the workforce and/or post-secondary education is in place and has identified at least two actions.

Long Term Goals

As well as the above four priorities, our Community District Literacy Plan participants reached consensus on an additional four goals. While not identified as top priorities, work is taking place on all of the goals. These long term goals include:

1. Coordinate funding to promote flexible use of funding and pooled resources to maximize community literacy services.
 - Service providers will continue to work collaboratively to maximize and prevent duplication of literacy services.
2. Promote multiple literacies, e.g. programs for all ages that develop appropriate social skills and improve emotional intelligence (ability to ‘read’ social cues).
 - Schools and literacy service providers will continue to offer Roots of Empathy in as many classrooms as funds allow.
 - The Friends program will be available for students and families.
3. Identify high risk clients, develop and coordinate an out-reach program and invite clients to get involved in personal success.
 - Improved collaboration and referrals among agencies are anticipated outcomes of the Essential Edge two year pilot project.
4. Create a central resource to support workplace literacy.
 - The Essential Edge project will create a common, system wide understanding among key stakeholders of how to use Essential Skills to improve the capacity of low skill workers to attain and retain employment.

E. REFLECTIONS ON THE PLAN

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?

Community:

- Successful and collaborative partnerships continue within the community
- Many new families are coming to the area through increased employment opportunities with Teck Cominco, Interior Health Authority, Waneta Dam Expansion Project, etc.
- Increased ESL participation in programs in Castlegar
- Full day kindergarten is starting next year, with higher numbers of students than projected enrolled
- Preschools and child care centers continue to have high numbers of children on wait lists
- Funding cuts to community schools will impact programs

Organizations:

- Workloads are increasing, leaving less time for staff to attend task group meetings
- Decreased funding had led to more creative and collaborative approaches to community programming
- Essential Edge project has focussed attention on workplace and essential skills, offering professional development opportunities for educators and employment counsellors and helping bridge the gap in adult literacy services in the region

2) Task Group:

- a. Who takes part in the task group?

See **Appendix I**

- b. How is the work of this group organized?

Task groups are organized by the two Literacy Outreach Coordinators in the district, with support from the Columbia Basin Alliance for Literacy (CBAL) Regional Program Manager and SD20. The two groups each meet three times yearly to reflect on the District Literacy Plan (DLP) and to develop local literacy initiatives and actions to support the Plan's goals. Once yearly, the two task groups get together to update the DLP. Various other groups and individuals who are not part of the two task groups are invited to attend this meeting as well.

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?
 - Selkirk College and CBAL – Community Learning Place in Trail
 - Kootenay Family Place (KFP) and CBAL – ESL Family Time, ESL Conversation Club, and Family Fun Night
 - KFP, Selkirk College, and CBAL – Adult Upgrading with childcare provided
 - Castlegar Public Library – ESL classes, Mother Goose, Community Learning Place
 - School District 20 and CBAL – programs for children and families in all elementary schools in SD20
 - Community groups (libraries, recreation, Success by 6, etc.) – partner to offer a variety of community events throughout the year
- b. What are the essential ongoing collaborations?
 - School District, Community Schools, CBAL, Selkirk College, KFP, local libraries and employment services work together to ensure seamless program delivery and avoid duplication of services
- c. What makes collaborations work well?
 - Communicating openly and honestly
 - Being willing to work with other groups and know when it is the time to let go of a program if you are not the right organization to be offering the services
 - Ensuring the values and missions of organizations are respected and taken into account when partnering
 - Being honest about what you can offer
 - Delegating responsibilities

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?

See **C. Evaluation of the 2010-2011 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?
The Community Learning Place is a program created to meet the needs of adult learners who need assistance with getting a driver's licence, ESL, computer basics, math, settlement assistance, getting to know the community and much more. There have been a number of new faces attending these programs who need help with one or two specific items. For instance, an adult came into the Trail centre wanting to know how to transfer pictures from a camera to the computer. The Community Learning Place is somewhere people can come to learn just what they want to learn. The response is immediate and there are instantaneous results for learners. Learners from other programs are accessing these drop-in programs, and learners are being referred by other organizations such as Ashland Training in Castlegar and the Skill Centre in Trail. An Adult Upgrading program with a child care component began in September in Castlegar. There was a significant increase throughout the year in the attendance and participation in this program.
- b. What are the things that support literacy work?
- Long-term sustainable funding for coordination and programs
 - Collaborative community partnerships
 - Opportunities to meet with other organizations and community members to ensure that programs are available and meeting the needs of the community
 - A change in government policy to see literacy work as a sector that is just as crucial as the core K-12 system and post-secondary education
 - Ongoing professional development and funding to support literacy educators
 - Dedicated, passionate and skilled coordinators and facilitators
 - In-kind contributions from partners

6) Challenges:

- a. What are the difficulties?
- Changes in school district funding allocations
 - Lack of ongoing funding for literacy coordination and programs
 - Lack of awareness of literacy issues
- b. What would help?
- Sustainable funding
 - Continued support from partners
 - A provincial campaign on why literacy is important and how we can support our children, families and communities

For the coming year:
<p>1. Are there new opportunities, challenges, or issues in your community? How will you respond to those?</p> <p>Changes to LINK funding to Community Schools will affect community literacy programs next year. This will require more community collaboration and grant applications to continue successful programs. There is also a need to reach out and educate organizations and businesses with a limited understanding of literacy.</p> <p>There are opportunities for pro-d for facilitators, especially in health literacy, requiring support for staff to attend training.</p>
<p>2. What goals, priorities or objectives will you work on in the coming year? What actions are planned against those goals?</p> <p>See <u>D. The Plan 2011-2012</u></p>
<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">• Support from the provincial literacy organization to find the most effective way to speak about literacy and the benefits of having successful and healthy communities• Ongoing collaboration with other organizations• Ongoing professional development• Coordination and support from Regional Program Managers and overarching organization of CBAL• Funding and continued support from community partners

F. APPENDICES

- Appendix 1 - Literacy Partners, Membership & Funders
- Appendix 2 - The Community Literacy Inventory

Appendix 1 – Literacy Partners, Membership & Funders

Greater Trail Community Literacy Advisory Committee 2010-11

Name	Organization	Email
Belinda Wilkinson	Trail Library - Director	director@traillibrary.com
Carolyn Catalano	SD 20 – Webster Principal	ccatalano@sd20.bc.ca
Denise Flick	SD20 - Learning Coordinator	dflick@sd20.bc.ca
Desneiges Profili	CBAL – Community Coordinator	dprofili@cbal.org
Gail Lavery	Trail F.A.I.R. – Executive Director	gailavery@trailfair.ca
Ian McAlpine	Selkirk College - ABE	imcalpine@selkirk.ca
Jacque Johnson	Interior Health Authority – Public Health Nurse	jacque.johnson@interiorhealth.ca
Jamie Malcolm	Greater Trail Skills Centre - ES Skills Coordinator	jmalcolm@communityskillscentre.com
Julia Stockhausen	Kootenay Family Place - Infant Development Program	juliastockhausen.kfp@telus.net
Margaret Sutherland	CBAL - Regional Program Manager	msutherland@cbal.org
Marie Onyett	Beaver Valley Public Library - Director	bvpublic@telus.net
Megan Jones	YCDC - Coordinator	coordinator@columbiaycdc.ca
Sheila Adcock	Career Development Services - Coordinator	Sheila.cdstrail@telus.net
Sonia Tavares	SD20 - StrongStart Coordinator CBAL – Program Coordinator Success by 6 - Table Coordinator	stavares@sd20.bc.ca
Sue McIntosh	CCRR - Coordinator	ccrr@trailfair.ca
Teresa Berdusco	SD20 – MES Principal	tberdusco@sd20.bc.ca
Trish Harrison	Selkirk College - ABE	tharrison@selkirk.ca

Castlegar and Area Community Literacy Advisory Committee 2010-11

Name & Organization	Organization	E-mail address
Alana Medeiros	Blueberry Creek Community School - Coordinator	amedeiros@sd20.bc.ca
Laurie Watson	Robson Community School - Coordinator	lwatson@sd20.bc.ca
Lesley Hastain & Lynenne Lewis	Kootenay Family Place	cpnp.kfp@telus.net lynenne@kfp.telus
Sandra Smith & Arlee Venier	Castlegar Public Library – Director & librarian	director@ castlegarlibrary.com arlee@castlegarlibrary.com
Margaret Sutherland	Columbia Basin Alliance for Literacy – Regional Program Manager	msutherland@cbal.org
Elaine Robinson	Regional District of Central Kootenay - Area J Representative	ecrobins@look.ca
Sandra Lamont	School District 20 – Teacher Librarian	slamont@sd20.bc.ca
Alana Murdoch	Columbia Basin Alliance for Literacy – Community Coordinator	amurdoch@cbal.org
Brad McVittie Selkirk College - ABE	Selkirk College - ABE	bmcvittie@selkirk.ca
Bruce Switzer	Community Harvest Food Bank & Drop-in	
Denise Talarico	Interior Health Authority – Public Health Nurse	Denise.Talarico@interiorhealth.ca
Leanne McKenzie	School District 20 - Robson Community School Principal	lmckenzie@sd20.bc.ca

Funders of SD20 Community Literacy Initiatives 2010-11

BC Gaming Commission

Canadian Tire

Columbia Basin Trust

Columbia Power Corporation

Credit Union Central

Family Resource Programs of Canada

Interior Health Authority

Human Resources and Skill Development Canada

Kootenay Savings Credit Union

Legacies 2010

Literacy BC

Ministry of Advanced Education Office of Literacy & Essential Skills

Ministry of Children and Family Development

Ministry of Education

Public Health Agency of Canada

Public Libraries Services Branch

Royal Bank of Canada

Selkirk College

Service Canada

Teck Cominco Ltd.

United Way

United Steelworkers Local #9705

School District No. 20 (Kootenay-Columbia)

OPENING DOORS COMMITTEE

Purpose:

This is a broadly representative committee which supports district-wide and community-wide early childhood and adult literacy programs for SD#20 to partner with community members and support district and community-wide early childhood, K-12, Aboriginal and adult literacy programs. For SD # 20 to collaborate with communities to facilitate, develop and define the Community-district Literacy Plan as mandated by the Ministry of Education.

Terms of Reference:

- To annually up-date early learning programs currently available in the communities of Robson, Blueberry, Castlegar, Trail, Warfield, Rossland, Montrose, and Fruitvale, in collaboration with the early childhood development community.
- To annually up-date adult and Aboriginal literacy services in all SD #20 communities.
- To continue setting up Strong Start centres within a school environment as funds allow.
- To continue to develop partnerships to coordinate the scheduling and operation of early learning, adult and Aboriginal literacy programs.
- To review the effectiveness of transition programs from schools to college and/or work sites.
- To work with schools to determine space availability and scheduling.
- To recommend sites for early learning programs.
- To make recommendations regarding early learning programs to the Board of Education.
- To review annually and discuss community school initiatives and Community LINKS funding for SD20.
- To facilitate the preparation of the Community-District Literacy Plan addressing early learning, K – 12, Aboriginal literacy, and adult literacy.

Membership:

Mickey Kinakin (Co-Chair – Trustee)	Desneiges Profili (CBAL)	Gail Lavery (FAIR)
Lisa Stewart (DPAC)	Alana Murdoch (CBAL)	Bev George (BCCS)
Laurie Watson (Robson)	Dorothy Kaytor (WK Early Years)	Robin Seefeldt (MCFD)
Valerie Pitman (Int. Health)	Bev Maloff (Trustee)	Brian Stefani (Principal)
Taya Whitehead (Selkirk - ECE)	Margaret Sutherland (CBAL)	Bill Ford (Dir. Inst.)
Jean Borsa (Co-Chair – Supt)	Denise Flick (Literacy Coord)	Trish Harrison (Selkirk – ABE)
Jan Morton (Skills Centre)	Doug Hickey (Principal)	

Progress Report:

Minutes of the meetings are forwarded to the Board of Education. The Chair provides a written or oral report on the work of this committee at the regular board meetings.

Recommendations are made to the Board of Education for funding in support of comprehensive, sustainable programs which support early childhood education, family literacy and connections between home and school, especially for vulnerable families with pre-school children. Recommendations are also made regarding the required Community- District Literacy Plan.

Appendix 2 - The Community Literacy Inventory

Prenatal and Perinatal	Birth to 5 years	Kindergarten To Grade 3	Grades 4-7	Grades 8-9	Grades 10-12	Young Adults	Adults	Seniors
Beautiful Beginnings	Babbling Babies	Art Camp	Friday Youth Program	—————→	—————→	Adult Basic Education	—————→	—————→
Building Beautiful Babies	Books for Babies	Book Club	—————→			One to One Literacy Tutoring	—————→	—————→
Prenatal & Perinatal Classes	Baby Steps	One to One Reading Program	Girl's Night Out	The Station Youth Centre	—————→	Adult Computer Classes	—————→	Seniors Computer Classes
	Love 2 Learn			Youth Centre Computer Lab	—————→	One to one Computer Tutoring	—————→	—————→
	Nobody's Perfect	Camp Kaleidoscope	—————→	Youth Employment Services	—————→	Employment Services	—————→	—————→
	Parent Child Mother Goose	Junior Chefs Program	Aboriginal Art Camps			ESL Classes	—————→	—————→
	Toddler Storytime	Summer Reading Program	—————→			ESL Conversation Club	—————→	—————→
	Preschool Storytime		French Camp			Young Parents Group		
	Parent & Tot Drop In	Discovering Loss	Musical Theatre Camps	Mint Fridays	—————→	Stress Free Reading at Home	—————→	—————→
	Family Night Out	—————→	—————→	At Risk Youth Camp	—————→	SD20 Continuing Education	—————→	—————→
	C.O.R.E. Child Observation and Response Education for parents	Big Kid Night	—————→	Aboriginal Girls' Camp	—————→	Workplace Learning Programs	—————→	

Prenatal and Perinatal	Birth to 5 years	Kindergarten To Grade 3	Grades 4-7	Grades 8-9	Grades 10-12	Young Adults	Adults	Seniors
	Moe the Mouse	Roots of Empathy	—————→			Writing Out Loud		
	StrongStart Centres	After School Programs	————→			Parenting workshops	————→	————→
	Family Literacy & Parenting Centre	Parents as Literacy Supporters (PALS)	Boys' Time		Youth Transitions Coordinator	————→		
	Community Schools	—————						————→
	Ready Set Learn	SD 20 District Literacy Coordinator	—————→			Community Learning Place	————→	————→
	Private Preschools	Boy's Reading Camps	————→					
	Success By Six	Endless Adventures	————→					
	Regional Early Intervention Committee		Children's Communication Programs					
	Supported Childcare		360 Program	360 Youth Mentoring				
	ESL Family Time		Homework Club					