

# Regional Community Literacy Plan

Cariboo-Chilcotin

2011-2012



## Acknowledgements

Cariboo-Chilcotin Partners for Literacy (CCPL) would like to acknowledge the contributions of the following institutions, organizations and individuals towards making literacy a positive force in the lives of our community and constituents during 2010-2011.

Learners	Our reason for being.			
CCPL Board and task group volunteers	Bill MacDonald Bruce Mack Claire Schreiner Jerome Beauchamp	Kathy Newell Lil Mack Lorraine Smith	Pam Hedley-Smith Rick Gartrell Shirley-Pat Gale	
Over 75 other caring, passionate regular committed volunteers that we deeply appreciate.				
Staff – employees, casual and contractors	Anita Price Carla Bullinger Charlotte Duncan Cherylyn Stump Diana Badke	Heather Curtis Jackie Zamorano Janette Moller Judy Lauzon	Kirsten Stark Mel Newcombe Mary Packham Noreen Beer	Robyn Mumford Shelly Joyner Shirley-Pat Gale Tracy Dunlop
Community partners, collaborators & in kind supporters	<u>100 Mile House (OMH)</u> 100 Mile free Press 108 Mall 4-H Achieve Employment Program for Persons with Disabilities Adult Learning Team All financial service providers (eg. financial planner, tax consultants) All School District #27 schools Bank of Montreal Canadian Mental Health Association Canlan Arena Carefree Manor Cariboo Brain Injury Society Cariboo Family Enrichment Centre – Youth Employment Services and Early Years Programs Cedar Crest Society for Community Living Chamber of Commerce CIBC Community Employment Services- Horton Ventures Early Child Development Team Eliza Archie Memorial School ESP Consulting Financial Institutions Lionesses	<u>Williams Lake (WL)</u> Association for Community Living Atwood Clinic Bruce Forseille Canadian Mental Health Association Cariboo Eye Care Cariboo Friendship Society – Pregnancy Outreach Programs Cariboo Radio Cariboo Sterling Electrical CC Beetle Action Coalition Central Interior Community Services Co-op Central Interior Crane Services Child Development Centre Chris Hutton Construction Early Child Development Network Elder College ESP Consulting First Nations Education Council First Nations Learning Centre Marie Sharpe Elementary School Municipal Government Retired Teachers’ Association Rotary Club of Langley Central Rotary Club of Williams Lake Daybreak Sam Ketcham Memorial Arena Save-On-More		

	<p>Maloney and Associates                  Ministry of Child and Family Development                  Ministry of Social Development                  Money Concepts                  100 Mile House Free Press                  Rotary                  Routes to Work                  Royal Bank                  Royal Bank of Canada                  SCCPC                  South Cariboo Community Planning Council                  StrongStart Facilitator Team                  Tsq'escen' First Nation (Canim Lake)                  Williams Lake &amp; District Credit Union                  Wolf Radio                  Women's Centre Society</p>	<p>SD#27 Board Office                  SD#27 Schools, Board &amp; Librarians                  Social Planning Group                  Sons of Norway                  Thompson Rivers University (TRU)                  Three Corners Health                  Thyme for Tea/Yellow Umbrella                  TRU Campus Aboriginal Planning Committee                  &amp; TRU Staff                  TRU Early Child Development Student                  Volunteers                  Welcome Wagon                  WL and District Credit Union funds and                  volunteers                  WL Transit                  WL Tribune                  WL Association for Community Living                  WL Seniors' Village                  Women's Contact Society</p>
	<p><u>Regional</u>                  BC Government House                  Cariboo-Chilcotin Principals' and Vice-                  Principals' Association                  Cariboo-Chilcotin Teachers' Association                  Cariboo Radio                  Cariboo Regional District Library (CRD                  Library)                  Interior Health – Public Health Nurses                  Many local businesses                  Orca Books                  Scholastic Canada                  School District #27                  Thompson Rivers University                  University of Northern British Columbia</p>	<p><u>Rural</u>                  Tsq'escen' First Nation (Canim Lake)                  Eliza Archie Memorial School – Tsq'escen'                  First Nation (Canim Lake)                  Stswecem'c First Nation (Canoe Creek)                  Xgat'tem First Nation (Dog Creek)                  Tl'etingox-t'in First Nation (Anaham)                  Yunesit'in First Nation (Stone)                  Tsi Del Del First Nation (Alexis Creek)                  Tl'esqox First Nation (Toosey Band)                  Esketemc First Nation (Alkali Lake)</p>
<p>Donors &amp;                  Sponsors</p>	<p>Community members and                  numerous businesses                  Daybreak Rotary - WL                  Heartland Toyota                  Honda                  Medieval Market - WL</p>	<p>Retired BC Hydro Employees                  Save On Foods                  Telus                  WL Lioness                  WL Tribune</p>

<p>Funders</p>	<p>Williams Lake Kiwanis          Legacies Now through Literacy Now          Literacy BC (LitBC)          Family Literacy Grant Fund          Paul Gallagher Community Support Fund          Province of British Columbia          Learning Disabilities Project Fund          Ministry of Education &amp; Literacy Now – Literacy Outreach Coordination funding (MoE &amp; LitNow – LOC Funds)          Ministry of Advanced Education – Community Adult Literacy Program Grants (AVED-CALP)          Success by Six          Toronto Dominion Bank/Social Enterprise Development Innovations (TD/SEDI)          Williams Lake and District Credit Union (WLDCU)</p>
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## Overview

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### Scope and Purpose

This qualitative report is a compilation of community-based literacy activities and impacts related to Literacy Outreach Coordination (LOC) funding and functions documented by Cariboo-Chilcotin Partners for Literacy Society (CCPL) throughout the year. CCPL represents the task group in the communities of Williams Lake and 100 Mile House and also provides outreach support to surrounding rural areas throughout the Cariboo-Chilcotin.

### CCPL Background

#### Foundations

CCPL was formed in 1997 and incorporated in 2000 as a non-profit organization and has been leading literacy activism in the south Cariboo-Chilcotin region ever since. It is the only organization in the region that offers a community vision based on a literacy and essential skills perspective.

- We have adopted a broad based definition of literacy as the complex set of skills necessary for daily life, employment, citizenship and personal enjoyment of our modern and diverse society influenced by lifelong learning, changing needs, skills use or retention and health (mental and physical).
- We are passionate about teaching, learning and literacy from cradle to grave.
- We support all things literacy including: adults, ESL, aboriginal, family, children, computers, advocacy, essential skills, seniors, financial, life skills, parenting and intergenerational.
- We serve universally, adults, aboriginal, family, children, parents, seniors, businesses, learners, volunteers, service providers.
- How? We meet, recruit, engage, build trust, promote empathy, build confidence, fundraise, build relationships, raise awareness, support, motivate, listen, educate, understand, share resources, coordinate, provide leadership, mentor, provide plain language training, maintain resources at libraries, volunteer, reduce isolation, provide workforce training, work with youth, and distribute thousands of books each year.

#### Board, Volunteers and Employees

CCPL is led by a highly qualified Board and employs a team of well trained community literacy experts and skilled facilitators. CCPL is an umbrella organization that hires contractors, employees and casual support staff. It works under board direction to deliver, embed and advocate for literacy programs and service delivery in the region. An executive director is currently contracted for 8 hours/week to implement the society's mission and manage organizational performance with a priority on reaching learners through community-based programs and services throughout the region. As well, board members utilize personal connections to promote literacy with local business, service providers, non-profit groups, municipal and provincial government.

#### Finances

CCPL employs a qualified bookkeeping organization (Central Interior Community Services CO-OP) that prepares financial statements for review by the Treasurer, Board and employees on monthly and quarterly time periods. Books are formally reviewed on an annual basis. CCPL has managed projects with funding from Health Canada, the British Columbia Ministry of Advanced Education and Labour

Market Development, the National Literacy Secretariat, School District #27, Literacy BC and Literacy Now. The society does its own fundraising activities. It has demonstrated fiscal responsibility in all programs and projects it has delivered.

## **Programs and Services**

The Society delivers many programs and services which are outlined and referenced throughout this report including: free adult, family and group tutoring, English as a Second Language Settlement Assistance Program (ESLSAP), ESL cafes, tutoring training and in-services, Books for Babies, Bright Red Bookshelves, literacy advocacy training, Literacy and Parenting Skills. (LAPS) and Aboriginal Literacy and Parenting Skills (ALAPS) training, and other First nations community supports, literacy audits, public awareness events, media promotions, presentations, Plain Language workshops, community planning and advocacy support. Most of our learners are economically disadvantaged and low income earners, while our programs and services are universally accessible. Please visit our website to learn more about CCPL at [www.caribooliteracy.com](http://www.caribooliteracy.com)

## **Partnerships and Collaboration**

Community literacy planning is a collaborative effort and the demographics and geography of the Cariboo-Chilcotin region profoundly affect the planning, design, and implementation of literacy programs and services. CCPL's work is based on research and a foundation of community direction developed over the past 12 years and enhanced by the Literacy Now funding support and partnership with School District #27. CCPL works diligently to build and support community network systems and partnerships while embedding literacy awareness, values and development principles. We have established sustainable partnerships with Thompson Rivers University, School District #27, Cariboo Regional District Library, Social Planning Councils in both Williams Lake and 100 Mile House, South Cariboo Labour Council union representatives, Early Child Development networks and teams, Literacy BC and Literacy Now (amalgamating into Decoda Literacy Solutions), local service providers, businesses, industry and the Social Development Working Group of the Cariboo-Chilcotin Beetle Action Coalition.

## **Regional Literacy Landscape: Cariboo-Chilcotin Context**

The Cariboo-Chilcotin is located in the central interior of British Columbia. It is comprised of an area nearly equal to the size of New Brunswick. Williams Lake and 100 Mile House are the two primary urban centres while a number of smaller communities are scattered throughout the region. The region is vast with a cultural richness and diversity which is celebrated and honoured. 2009 Statistics BC show our regional population to be 40,254 with 27% residing in Williams Lake (10,744), 5% residing in 100 Mile House (1,885) and 77% living rurally (27,625).

Communities are highly involved in literacy initiatives. Small rural communities and First Nations communities have also been implementing and planning literacy initiatives for a number of age groups, both in conjunction with CCPL, the School District and on their own. Together, CCPL, community service providers, service groups, SD#27, funders and lots of volunteers are supporting a wide variety of literacy initiatives to meet the needs of Cariboo-Chilcotin constituents. The connection of SD#27 efforts with those of CCPL has intensified over the past year with on-site volunteer literacy tutors, more referrals in both directions and the exploration of the Literacy foundations curriculum possibilities.

Through a SWOT analysis of the current literacy landscape completed in January 2011, CCPL identified the following strengths, weaknesses opportunities and threats.

Strengths	Challenges
<ul style="list-style-type: none"> <li>• Flexible programs, meet needs of learners – reduce barriers to learning such as child minding, food, space, relationships</li> <li>• We are addressing unmet needs</li> <li>• We have the ability and flexibility for program delivery to meet individual and local needs</li> <li>• Diversity of programs offered to clientele at a wide variety of locations</li> <li>• Outreach to First Nations Communities</li> <li>• Well established programs</li> <li>• Strong service provider relationships</li> <li>• In-kind space donated to us for use at Thompson Rivers University, School District #27 and Cariboo Regional District Library</li> <li>• Well established fundraising and opportunities to contribute: Reach-A-Reader, Golf Tournament</li> <li>• Passionate people</li> <li>• Books - the tools to literacy development are available to kids at easy access points throughout the community for free thus reducing access barriers - also given away at events</li> <li>• Our expertise is broad, deep, meaningful to our purpose</li> <li>• One-to-one individualized support to anyone self-referring</li> <li>• Solid and positive visibility and reputation – tag on to events, promotions, word of mouth, track record</li> <li>• Ability to catalyze/synergize others’ contributions</li> <li>• Fiscally sound</li> <li>• Areas of expertise include: financial, librarian skill sets, L.D., essential skills, non-profit management, adult education, family literacy and early child development</li> <li>• Measurable learner growth and progress, PAL programs fill gaps to raise literacy levels</li> <li>• Long-term staff...low turnover</li> </ul>	<ul style="list-style-type: none"> <li>• No base funding and a lack of reasonably secure and stable funding</li> <li>• Oversubscribed ESLSAP, roaming advocate and group tutoring in OMH</li> <li>• Long-term follow up with learners not possible due to time restrictions/funding</li> <li>• Referrals don’t always result in service continuation</li> <li>• Specialized tutors needed for math and computers</li> <li>• Seniors needs (continuity of service, literacy support and engagement, \$ gone</li> <li>• Funding: maintaining and diversifying \$\$\$</li> <li>• Everyone has many duties and responsibilities</li> <li>• Under-subscribed in some areas - use of time?</li> <li>• WL service providers and organizations – hard to get foot in the door and support their clientele with literacy issues</li> <li>• Financial accountability requirements</li> <li>• COOP – external “books” management: learning curve, working our budgets into the program, inefficient</li> <li>• Volunteers of Board - expenses need to be covered</li> <li>• Publicizing/promoting “ourselves” to “community” – varied targets</li> <li>• one moose mascot with many places to be at once</li> <li>• Common Space? A wish for a storefront centre and core funding</li> <li>• Succession planning: board, volunteers, staff, relief/respice: management, governance</li> <li>• Volunteer numbers fluctuate and we sometimes experience a shortfall</li> <li>• OMH ESLSAP/PAL balance</li> <li>• Locally produced materials: fiction, non-fiction, adapted</li> <li>• Donor fatigue</li> <li>• Building community understanding and a</li> </ul>

<ul style="list-style-type: none"> <li>• Employees and Board bridge throughout the community in other work, roles and activities</li> <li>• Ability to recruit and retain volunteers, staff, employees, and Board members</li> <li>• Advocacy raises awareness of literacy and impacts stigma/reality</li> <li>• Ability to attract and serve clients</li> <li>• Continue to provide unique, FREE services</li> <li>• Individual impact (improved health)</li> <li>• Continue to build on our capacity in a mission-driven way, staying close to the CCPL vision</li> <li>• Obtaining funding</li> <li>• Building our partnerships, like adult learning team</li> <li>• Integrating people into the community, becoming citizens – PAL plus ESL, volunteering, lifelong learning, improving businesses in our community, joining service groups, getting jobs, voting, improved health</li> </ul>	<p>value for/of literacy</p> <ul style="list-style-type: none"> <li>• Filling gaps but not hitting main issues?</li> <li>• We bring in people and serve needs, but only actually help about 1% of the 40% of the population that have low literacy</li> <li>• Not yet financially independent as our funding is year to year even though we have a healthy bank account balance. Core funding may not be something that we will ever get</li> <li>• Using a life preserver but we really need a life boat with a motor. Using a Band-Aid on an arterial flow. Patchwork, piecemeal, adhoc.</li> <li>• We are not going to be able to solve all literacy problems as 10-15% of people will always be illiterate</li> <li>• Political messaging and impact</li> </ul>
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**Changing Landscape/Environmental Scan**

<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>• Raised awareness about literacy</li> <li>• Higher profile locally</li> <li>• Movement towards essential skills: labour market, employment</li> <li>• Ministry of Education, schools, resources K-12, cradle to grave</li> <li>• Embedding has resulted in soft and hard changes, better attitudes or someone new on staff to help out that wasn't there before</li> <li>• Immigration influences – more funding available for ESL</li> <li>• Literacy foundations curriculum and potential SD#27 infrastructure building</li> </ul>	<ul style="list-style-type: none"> <li>• Technology focus – many things only online, inclusion vs. exclusion</li> <li>• Many “literacies” broad, wide, deep</li> <li>• Top level demographics, aging population</li> <li>• Political uncertainty? \$\$\$</li> <li>• Social expectations and values have changed or are changing, contribution from parents in negligible</li> <li>• LitNow and LitBC amalgamation</li> <li>• Economic downturn, donor fatigue, businesses closing, increased unemployment, harder to meet basic needs</li> <li>• Non-profit stability \$\$\$ greatly decreased, 2/3 of non-profits will soon be gone</li> <li>• Local trend seeing decreased TRU enrollment</li> <li>• local employment service contract bidding race</li> <li>• Significant workplace and economic changes.</li> </ul>

**Significant Education and Socio-Economic Indicators in the Cariboo-Chilcotin****BC Stats and Human Early Learning Partnership**

- With respect to age structure: 54% of the population are dependents of which 31% are children and 24% are elderly. In 2019 the elderly percentage is predicted to be 40%. Retrieved from:  
[http://www.bcstats.gov.bc.ca/data/sep/sd/sd\\_27.pdf](http://www.bcstats.gov.bc.ca/data/sep/sd/sd_27.pdf)
- Our aboriginal population is 16.3% compared to the provincial average of 4.8%. Retrieved as above.
- In 2006, the percentage of 24-54 year olds without high school completion was ~22% compared to the ~11% provincial average. SD#27 was ranked with the seventh lowest out of 57 school districts. Retrieved as above.
- In 2006, the percentage of 18 year olds who did not graduate was ~49% compared to the ~30% provincial average. SD#27 was ranked with the fourth lowest out of 57 school districts. Retrieved as above.
- Grade 4 Foundation Skills Assessment test results show the percentage of kids in grade 4 not yet meeting expectations in reading=26%; writing=21%; and numeracy=32% compared to provincial averages of 16%, 13% and 20% respectively. The grade 7 students the results are similar with the percentage of students not meeting expectations in reading=23%; writing=19%; and numeracy=29% compared to provincial averages of 18%, 13% and 20% respectively. Retrieved from:  
<http://www.bced.gov.bc.ca/reports/pdfs/fsa/027.pdf> and  
[http://www.bced.gov.bc.ca/reporting/prov\\_data\\_summary.php](http://www.bced.gov.bc.ca/reporting/prov_data_summary.php).
- For grade 10 required exams, 16% failed and a further 12% earned below average in English; 22% failed and 26% earned below average in Essentials of Math 10; 36% failed and 32% earned below average in Principle of Math 10. Retrieved from:  
<http://www.bced.gov.bc.ca/reports/pdfs/exams/req/027.pdf>.
- In grade 12: 14% failed and 22% earned below average in Communications 12; 9% failed and 17% earned below average in English 12. Retrieved as above.
- Additionally, the Early Development Instrument (EDI) results indicate that 31% of children in kindergarten in our region are vulnerable in one or more of the five domains which include: physical health and well-being, social competence, emotional maturity, language and cognitive development, and communication skills and general knowledge. Retrieved from:  
<http://www.earlylearning.ubc.ca/wp-uploads/web.help.ubc.ca/2010/09/SD-27-CommunitySummary-2010.pdf>

## Report on Accomplishments 2010/11

### Literacy Infrastructure – Capacity Building, Management & Sustainability

#### Goals:

- 1) Maintain strategic planning activities.
- 2) Improve governance function.
- 3) Manage Human Resources
  - a) Create a mechanism to support the professional development of Board, staff and volunteers to compensate for a reduction in regional and provincial networks, infrastructure and support in this area.
  - b) Improve strategic management of staff in numerous areas including: protocols and procedures; direct individual support; enhanced team collaboration on activities to improve efficiency; enhance organizational learning and service effectiveness through formal information, knowledge and reflective sharing processes.
- 4) Maintain and improve current internal and external tools and processes of accountability. Address the accountability divide between what we need as an organization and what is required of funders.
- 5) Diversification of funding base which is predominantly government derived.

1. Strategic Planning and Management <span style="float: right;">*Primary funding sources are indicated in bold</span>		
Description/Activities	Results/Impacts & Successes/Challenges	Collaboration, Partners & Participants
<ul style="list-style-type: none"> <li>• Annual strategic planning session</li> <li>• Monthly meetings to address pressing and emergent issues</li> <li>• Program specific planning sessions with program coordinators and other stakeholders</li> <li>• Community specific planning sessions including community (re)mapping and reflective landscape assessment activities</li> <li>• Informal and regular sharing of information, opportunities, activities, learning and reflections</li> </ul>	<p>Our planning sessions are critical to team building; sharing organizational history; creating a shared, common vision; and discussing successes, challenges and emerging issues.</p> <p>We regularly review our activities and results to find efficiencies and generate innovative solutions to effectiveness challenges.</p>	<p>External CCPL stakeholders and constituents are all welcome to participate with CCPL Board, employees and volunteers.</p>

<b>2. Governance</b>		
<b>Description/Activities</b>	<b>Results/Impacts &amp; Successes/Challenges</b>	<b>Collaboration, Partners &amp; Participants</b>
<p>Board <b>governance</b> issues raised and discussed.</p> <p>Review current governance practices and strategic planning for increasing effectiveness and efficiency.</p>	<p>Adaptation to the growth of the organization is presenting CCPL with governance challenges which are being collaboratively addressed in the areas of:</p> <ul style="list-style-type: none"> <li>➤ coordination of governance with the aim to increase Board involvement and reduce uncertainty – considering lateral integration changes including Board meetings form and function, task groups and geographical operational teams</li> <li>➤ new meeting format and schedule planned to get critical people together for the right focus to avoid redundancy, over meeting and wasted time and mileage costs</li> </ul>	<p>CCPL Board</p> <p>Executive Director</p>
<b>3. Human Resources Management</b>		
<b>*Primary funding sources are indicated in bold</b>		
<b>Description/Activities</b>	<b>Results/Impacts &amp; Successes/Challenges</b>	<b>Collaboration, Partners &amp; Participants</b>
<p>Hired 4 <b>new employees</b> this year to fill the positions of: Executive Assistant, Williams Lake PAL Coordinator, Williams Lake Financial Literacy Coordinator, and Williams Lake Community Literacy Coordinator.</p> <p>Celebration of Change event hosted at the Mack's home, honoured outgoing employees and welcomed the incoming 'newbies'.</p>	<p>Time is needed to develop a collaborative team and action plan for Williams Lake. New employees are exceptionally skilled and have many talents that may greatly benefit the community, learners, programs and CCPL.</p> <p>Employees feel their contributions are important and valued.</p>	<p>CCPL Board, employees and volunteers</p>
<p><b>Professional Development Gap</b> identified on a local, regionally and provincial level.</p>	<p>Discussion and input received from internal stakeholders almost unanimously for financial supporting CCPL employees and Board members to engage in pertinent training opportunities. Decision by CCPL still pending.</p>	<p>CCPL Board and employees</p>

4. Accountability <span style="float: right;">*Primary funding sources are indicated in bold</span>		
Description/Activities	Results/Impacts & Successes/Challenges	Collaboration, Partners & Participants
<b>Reporting to Funders</b>	All reports to funders are up-to-date and complete.	CCPL Board, Employees & Funders
<b>Financial Management</b> – moved bookkeeping services to an external organization – slowly building our relationship with our new bookkeepers. Understanding each organizations operational norms, needs, expectations and capacity.	Improved perception of accountability with books kept by an external organization.  Challenges in communication and delays in flow experienced by employees and contractors but improving.  Change in treasurer anticipated for fall 2011	Central Interior Community Services Co-op  <b>CCPL</b>
<b>Recognition</b> certificates Thank you event <ul style="list-style-type: none"> <li>70 people attended in OMH including municipal government, our local MLA, service clubs and volunteers</li> </ul> Thank you cards <ul style="list-style-type: none"> <li>sent for specific events and activities</li> </ul> Learner Recognition at Golf Tournament  Annual tutor recognition event	Raised awareness: People had no idea how many individuals and groups are involved and how many lives are touched.  The thank you event demonstrated how big the community effort is to address literacy issues.	Lionesses  Tutors  Volunteer coordinators  ESLSAP program Participants  <b>CCPL</b>
<b>Regional Community Literacy Plan Development &amp; Responsibility transfer</b>  Participated in District Literacy Planning conference call	CCPL is now responsible for writing the DLP named the Regional Community Literacy Plan and this document (a rough first year) is the result.  Further to be captured in the accountability research project underway with our Executive Director, a Master’s student at the University of Victoria.	CCPL Board and employees  Stakeholders  <b>CCPL</b>
Master’s <b>Research Project on Accountability</b> Recommendations & action plan development.	Just getting underway, but has already highlighted the need to change our practice of reporting, documenting, tracking	CCPL Board and employees

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<p>CCPL employees and Board are participating in a Master's research project by providing their input/perspectives on organizational needs for gathering, reflecting on and reporting information, impacts and practice.</p>	<p>and sharing data, practice, reflections and ideas to support continuous individual and organizational improvement and learning.</p>	<p>Stakeholders</p>
<p><b>5. Fundraising</b> <span style="float: right;"><b>*Primary funding sources are indicated in bold</b></span></p>		
Description/Activities	Results/Impacts & Successes/Challenges	Collaboration, Partners & Participants
<p><b>Proposal Writing</b></p> <ul style="list-style-type: none"> <li>• Williams Lake &amp; District Credit Union – Travelling Literacy Kits</li> <li>• Williams Lake &amp; District Credit Union – Books</li> <li>• TD/Sedi - Financial Literacy</li> <li>• Kiwanis – Williams Lake</li> <li>• Province of BC – Community Adult Literacy Grant Program – PAL, 100 Mile House; PAL, Williams Lake; Reaching Learners, 100 Mile House &amp; Area</li> <li>• ESLSAP</li> <li>• Literacy BC, Paul Gallagher Fund</li> <li>• Literacy BC, Family Literacy Fund</li> <li>• Regional Community Literacy Plan</li> <li>• Success by Six for Books for Babies</li> <li>• Workforce Literacy Program – Province of BC</li> </ul>	<ul style="list-style-type: none"> <li>• \$2,000 for Travelling Literacy Kits - Williams Lake &amp; District Credit Union</li> <li>• \$3,000 for books from the Williams Lake &amp; District Credit Union</li> <li>• \$99,100 over 2 years from SEDI/TD for Financial Literacy for 2010-2012</li> <li>• \$90,000 CALP Funds for 2010-2011</li> <li>• \$48,000 for ESLSAP for 2010-2011</li> <li>• \$35,000 form Literacy Now for 2011-2012</li> <li>• \$4,000 from Kiwanis for Books for Babies</li> <li>• \$1,000 from Success by Six for Books for Babies</li> <li>• \$562 Paul Gallagher in OMH</li> <li>• Over \$900 Family Literacy Fund for Group Tutoring Childcare</li> </ul>	<p>N/A</p>
<p>Scramble for Literacy <b>Golf Tournament</b> in Williams Lake August 14<sup>th</sup>, 2010</p> <ul style="list-style-type: none"> <li>• 24 teams participated</li> <li>• Over \$4,000 cleared</li> <li>• Learner honoured publically</li> </ul> <p><i>Thank you to Williams Lake volunteer coordinator Bill MacDonald for submitting this row report.</i></p>	<p>Raised awareness of literacy issues</p> <p>Raised money for CCPL work</p> <p>Build community commitment towards literacy a foundation for economic prosperity.</p>	<p><b>Numerous volunteers</b></p> <p>Williams Lake Tribune</p> <p>Heartland Toyota</p> <p>Staples Business Depot</p> <p>Save-On Foods</p> <p><b>Dozens of local businesses</b></p>

<p><b>Golf Tournament</b> in 100 Mile House, August 7<sup>th</sup>, 2010</p> <ul style="list-style-type: none"> <li>• Initiated bi-annual tournament</li> <li>• Significant sponsors: General Motors, Timber Mart, Save-On-Foods, Marmot Ridge Golf Course, Casa Roma's, King's Gate Excavating, 100 Mile Free Press, Cariboo Advisor, the Wolf Radio, Driscos Enterprise Ltd., Donex, 100 Mile New &amp; Used, Invis Financial Group, Work'n'Play</li> <li>• Scrabble for Literacy</li> <li>• Learner recognition: ESL Learner &amp; PAL learner presented with gifts and certificates.</li> </ul>	<p>Raised over \$2,000 profit</p> <p>50 golfers participated</p> <p>2 learners prepared and presented speeches to the dinner gathering</p> <p>Another learner showcased her new photography business.</p> <p>Sponsorship and donations from more than 100 businesses and individuals totaled over \$6,500 in value.</p>	<p><b>60 businesses donated</b></p> <p>Municipal government</p> <p><b>Numerous volunteers</b></p> <p>Royal Canadian Legion</p>
<p>Once again in conjunction with our partners, CCPL held a successful <b>Reach-A-Reader</b> newspaper selling fundraiser on January 27<sup>th</sup> 2011 - National Family Literacy Day.</p> <p>Fantastic awareness and marketing achieved through articles, ads and fun columns throughout the local paper on this special day. Similar to Raise-a-Reader event in Vancouver.</p> <p><i>Thank you to Williams Lake volunteer coordinator Rick Gartrell for submitting this row report.</i></p>	<p>24 high profile volunteers (including Williams Lake, Mayor Kerry Cook and Counsellor Laurie Walters) braved the cold to sell newspapers by donation.</p> <p>A grand total of \$3666.75 was raised by CCPL to be used for our various programs and projects.</p> <p>Unfortunately the government has not been able to reinstate its dollar-for-dollar matching that they once did. It would be a significant boom to small organizations such as ours if the government would revisit the possibility of some funding to support these time-intensive, local fundraising endeavours.</p>	<p><b>Williams Lake Tribune</b></p> <p>Save-On-More</p> <p>Cariboo-Chilcotin Principals' and Vice-Principals' Association</p> <p>Daybreak Rotary</p> <p>Cariboo-Chilcotin Teachers' Association</p> <p><b>Volunteers</b></p>
<p><b>Unsolicited Donations</b></p>	<p>\$20,000 for Medieval Market for books</p> <p>\$500 from Telus on behalf of a long-time tutor &amp; retired employee</p> <p>Thyme for Tea, a community-minded local business, organized its' 2<sup>nd</sup> annual Halloween Pumpkin Patch fundraiser for literacy, awareness raising, family fun event which raised over \$2,000 for CCPL in October 2011.</p>	<p>Medieval Market</p> <p>Telus</p> <p>Thyme for Tea</p>

**Community Development Focus**

**Goals:**

- 6) Raise awareness of literacy issues and increase the value for and sensitivity to literacy benefits and issues respectively.
- 7) a) Embed literacy to build and support community network systems and partnerships while embedding literacy awareness, values and development principles.
- b) Improve service connections and literacy support for displaced workers, adult learners and community members with unmet literacy needs.
- 8) Increase community knowledge, skills and practice of literacy impacts and development.

<b>6. Social Marketing and Awareness</b> <span style="float: right;"><b>*Primary funding sources are indicated in bold</b></span>		
Description/Activities	Results/Impacts & Success/Challenges	Collaboration, Partners & Participants
<ul style="list-style-type: none"> <li>• Updated brochure</li> <li>• New CCPL Website designed and running</li> <li>• Professionalized emails</li> <li>• Business card format formalized and adopted organization-wide</li> <li>• Newspaper – weekly banner ads highlighting all activities and program specific spots</li> <li>• Radio promotion</li> <li>• Facebook</li> <li>• Twitter</li> <li>• Bus signs</li> <li>• Attending events, setting up an information booths and giving away books at Children’s Fest (10 volunteers), Harvest Fair (95 volunteers), Fall Fair (10-15 volunteers), Welcome Baby Party, Winter Carnival</li> </ul>	<p>At the Harvest Fair (September 2010) an informal survey was conducted with all those who came to the booth...most said reading, writing and math defined literacy and 80% didn’t know literacy was an issue...then when presented within the common broad definition of literacy 90% then said they would agree that literacy is an issue and an unmet community need.</p> <p>Long-term, dedicated effort to develop strong personal connections with media decision makers has resulted in more articles being published, calls to CCPL for input and advice on related matters, significantly reduced costs for coverage, and increased participation in promoting literacy. Maintained and increased visibility. Tutor recruitment.</p>	<p><b>Williams Lake Tribune</b></p> <p><b>100 Mile Free Press</b></p> <p>Williams Lake Transit</p> <p>Cariboo Radio</p>
<p><b>CCPL Moose Mascot</b> - Our large full body moose mascot was made by a volunteer in April 2010.</p> <p>He made appearances at the Little Britches Rodeo in 100 Mile House, Williams Lake Children’s Festival, the July Stampede Parade, Teddy Bears’ Picnic, the WL Harvest Fair, Family Fest 2011, OMH Winter Carnival and Ready,</p>	<p>CCPL held a contest in the schools to find a name for the moose. Over 500 entries were received from schools and the public at large. A class of grade five students presented the winning name of Sir-Read-a-Lot. Each member of the class chose a new book as a prize.</p> <p>The mascot also was central in our April 2011 Bright Red</p>	<p>Many host organizations</p> <p>Volunteers to be the Moose</p> <p><b>CCPL</b></p>

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<p>Set, Learn Fathers' Day Celebration and numerous school visits.</p> <p><i>Thank you to Williams Lake volunteer coordinator, Claire Schreiner, for submitting this row report.</i></p>	<p>Bookshelf Book Drive. Sir-Read-a-Lot is available to make appearances at schools and literary events. He is greeted with smiles and waves wherever he goes and is often caught giving books to children!</p>	
<p><b>7. Collaborations, Partnerships &amp; Embedding Literacy</b> *Primary funding sources are indicated in bold</p>		
Description/Activities	Results/Impacts & Successes/Challenges	Collaboration, Partners & Participants
<p><b>Introductions, presentations, meetings and advocacy...</b></p> <p>Promoted plain and clear language and actively advocated for a literacy perspective throughout the region.</p> <p>Health Literacy presentation with Betty Brown, Interior Health at the South Cariboo Community Planning Council (SCCPC).</p> <p>2 presentations given per month in Williams Lake</p> <p>Volunteer recruitment</p> <p>5-10 presentations given per month in 100 Mile House</p> <p>Attended meetings, phoned organizations and met with senior staff on site.</p> <p>Focused attention on addressing community literacy needs through the facilitation of existing program development and support.</p> <p>4 presentations made to the First Nations Education Committee (FNEC) for SD#27 on general literacy and essential skills issues, family literacy, workplace literacy, and plain language.</p> <p>Participation on Social Planning councils in both</p>	<p>Increased direct donations to CCPL.</p> <p>Promoted and increased awareness and recognition of PAL, CCPL services and resulted in subsequent invitations for participation in community level committees, focus groups and more presentations to other groups.</p> <p>Increased requests for clear language support, editing documents, and a few referrals to PAL.</p> <p>Increased the number of volunteers.</p> <p>Made connections and built partnerships.</p> <p>Positive and enthusiastic - financial service providers expressed their keenness to participate in our financial literacy project.</p> <p>20 people at SCCPC meeting learned about how low literacy affects health.</p> <p>Velcro Effect powerpoint shared many times</p> <p>Became acquainted with service providers in preparation for work in the area of program development in July 2010.</p> <p>Staff turnover in May 2011 means another new CLC must get established in the community.</p>	<p><b>Program area funding – CCPL</b></p> <p><u>Williams Lake</u></p> <p>Association for Community Living</p> <p>Canadian Mental Health Association</p> <p>Cariboo Friendship Society – Pregnancy Outreach Programs</p> <p>Child Development Centre</p> <p>Daybreak Rotary</p> <p>Elder College</p> <p>ESP Consulting</p> <p>First Nations Education Coordinators in reserve communities</p> <p>First Nations Education Council</p> <p>First Nations Learning Centre</p> <p>Municipal Government</p> <p>Prosperity Mine Information Session</p> <p>SD#27</p>

<p>communities.</p>	<p>Began some gap analysis work through contact with both agencies and client bases.</p> <p>City of Williams Lake’s official Community Plan 2011 identifies literacy as a distinct goal under social-well being and literacy: “Promote literacy programmes and encourage the implementation of literacy programmes by workplaces and community organizations”.</p>	<p>Social Planning Council  Three Corners Health  TRU Campus Aboriginal Planning Committee &amp; TRU Staff  Women’s Contact Society  <u>100 Mile House</u>  All financial service providers eg. financial planner, tax consultants, Bank of Montreal, CIBC, Royal Bank &amp; Williams Lake &amp; District Credit Union  Rotary  SCCPC  Tsq’escen’ First Nation (Canim Lake)</p>
<p><b>Strategic participation</b> and Board/staff and volunteer dual roles on community tables.</p>	<p>Regularly inform and share information on programs.</p> <p>Greater awareness of what CCPL is doing and impacts by participating.</p> <p>Changed peoples’ views on others being lazy to an understanding of the real barriers faced by individuals.</p> <p>CCPL learns about other activities and services and keeps the pulse of the community and unmet needs.</p> <p>We participate in community planning processes and influencing embedding literacy into all.</p> <p>Generated volunteers.</p> <p>Lionesses are more involved in broader service activities</p>	<p><u>In Williams Lake:</u>  Early Child Development Network  SD#27 Board &amp; Librarians  Social Planning Group  CC Beetle Action Coalition  Rotary  Retired Teachers’ Association  Thompson Rivers University  Cariboo Regional District Library</p> <p><u>In 100 Mile House:</u>  South Cariboo Community Planning Council  Early Child Development</p>

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	<p>than before and more aware of interconnections.</p> <p>Recognition and sensitivity to low literacy cues.</p> <p>Getting to know businesses in the community through the Chamber of Commerce and connecting them with essential skills vocabulary.</p>	<p>Team Chamber of Commerce Lionesses Adult Learning Team StrongStart Facilitator Team</p>
<p><b>Aboriginal Outreach</b> to First Nations Communities</p> <p>Site visits</p> <p>Ongoing dialogue</p> <p>Relationship building</p> <p>Service delivery based on expressed community needs</p> <p>Rotary/CCPL Regional Literacy Project - helping the Lieutenant Governor of British Columbia (his Honour) bring literacy resources (distribution and creation of books &amp; infrastructure) to rural communities in the Cariboo-Chilcotin.</p> <p>In the community of Tl'esqox (Toosey) First Nation, arrangements were made for a community library to be created:</p> <ul style="list-style-type: none"> <li>• Britco donated a 10' by 40' trailer in partnership with Rotary Club of Langley Central</li> <li>• Rotary Club of Williams Lake Daybreak fundraised to meet community needs and has a 4-year Memorandum of Understanding detailing continued collaboration with the community</li> <li>• Chris Hutton Construction laid in kind foundation</li> <li>• Bruce Forseille provided transportation of the trailer from the lower mainland to the Chilcotin community.</li> <li>• Pat Blackwood supplied crane services at 50% of cost</li> </ul>	<p>Education Coordinator in Xgat'tem First Nation (Dog Creek) has been pushing L/ES with his communities (Stswecem'c &amp; Xgat'tem First Nations) and it has resulted in two successful grants – Stepping Stones Program, Health &amp; Wellness, Business Assistants Development Program, office skills. They have also secured Head Start funds...LOC presence helped to galvanize initiatives and direction for the Education Coordinator to go in the community.</p> <p>Tl'etinqox-t'in (Anaham) Coordinator support with data collated to prove the need for an on-site Chilcotin Nation GROW Centre partnered with SD#27 to pull a proposal together and get one up and running for April 2011.</p> <p>Request has come from families through the street nurse for support in Esketemc First Nation (Alkali Lake)...family literacy parent support group is under consideration and dialogue.</p> <p>CCPL has been a catalyst through LOC for rural communities to start thinking about literacy especially about what they can do for themselves...not giving them fish, but teach them how to fish and getting them to like fish.</p> <p>Shifted the literacy culture from foreign, colonial, and English-only to a more inclusive indigenized literacy that community members embraced and owned.</p>	<p><b>LitNow &amp; MoE - LOC Funds</b></p> <p>Education Coordinators at participating First Nations:</p> <p>Tsq'escen' First Nation (Canim Lake)</p> <p>Stswecem'c First Nation (Canoe Creek)</p> <p>Xgat'tem First Nation (Dog Creek)</p> <p>Tl'etinqox-t'in First Nation (Anaham)</p> <p>Yunesit'in First Nation (Stone)</p> <p>Tsi Del Del First Nation (Alexis Creek)</p> <p>Tl'esqox First Nation (Toosey Band)</p> <p>BC Government House</p> <p>Rotary Club of Williams Lake Daybreak</p>

<ul style="list-style-type: none"> <li>Cariboo Sterling Electrical provided in kind electrical services</li> </ul>	<p>Move from colonial style to First Nations to local Chilcotin &amp; Shuswap. It developed an essence that reflects the here and now for each community and planted a seed that is now germinating.</p> <p>The Tsilhqot'in National Government in particular is looking at coordinated, cohesive community-based literacy plan for all communities in its Nation.</p> <p>Improved relationship between Canim Lake Band and service providers in 100 Mile House facilitated by LOC. Continued delivery of ALAPS program.</p> <p>Culminated in opening of the community library in Toosey with over 3,500 new and gently used books.</p>	<p>Rotary Club of Langley Central</p> <p>Chris</p>
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		<p>Construction</p> <p>Bruce Forseille</p> <p>Cariboo Sterling Electrical</p> <p>Central Interior Crane Services</p>
<p>Partnership with Tl'etinqox-t'in First Nations (Anaham), CCPL and UNBC to manage a student internship with PAL and CCPL.</p> <p>Student had 24 hours/week and worked in health and education departments. PAL Coordinator supervised and mentored the student in the community and Williams Lake.</p> <p>Prepared Head Start application for the Community and an application to SD#27 for a portable.</p>	<p>Student was successful in completing her one-year Aboriginal Business Assistant Program.</p> <p>The Head Start proposal was successful (\$300,000) for the Tl'etinqox-t'in community and the student who also has her Early Childhood Educator diploma is now the coordinator for the program pending infrastructure development.</p>	<p><b>LitNow &amp; MoE - LOC Funds</b></p> <p>Tl'etinqox-t'in First Nations (Anaham)</p> <p>University of Northern British Columbia (UNBC)</p> <p>SD#27</p>

<p><b>OMH Adult Learning Team Development</b></p> <p>Community Services binder designed and compiled</p> <p>Lead a process of sharing and analysis to distinguish the unique elements offered by each provider and their criteria for clients</p> <p>Quarterly meetings</p> <p>Active recruitment of appropriate members</p> <p>Mapping of a 'learner paths' collaboratively to determine needs and fit with services available</p> <p>Compiled a comprehensive learner criteria chart across all providers – who serves who.</p>	<p>Improved awareness of everyone's roles and responsibilities.</p> <p>More effective and efficient service delivery to clients/learners.</p> <p>Increased the number of appropriate referrals between service providers. We are making the right connections faster.</p> <p>Solution-seeking for the few clients that draw too much support from too many providers and drain the system.</p> <p>The binder has helped service providers better support their clients and resulted in reduced anxiety and more direct paths of support.</p> <p>Service providers use the binders regularly.</p> <p>Phoning each provider directly for meeting reminder greatly improves attendance at meetings.</p>	<p><b>LitNow &amp; MoE-LOC Funds</b></p> <p>TRU</p> <p>SD#27-GROW</p> <p>CCPL</p> <p>Canadian Mental Health Association</p> <p>Community Employment Services</p> <p>ESP Consulting</p> <p>Women's Centre Society Achieve Employment Program for Persons with Disabilities</p> <p>Routes to Work</p> <p>Ministry of Social Development</p> <p>Ministry of Child and Family Development</p> <p>South Cariboo Community Planning Council</p> <p>Cariboo Family Enrichment Centre – Youth Employment Services</p>
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		Cariboo Brain Injury Society SD#27 – Trustee Volunteer tutors
<b>8. Workshops and Learning Lunches</b> <b>*Primary funding sources are indicated in bold</b>		
<b>Description/Activities</b>	<b>Results/Impacts &amp; Successes/Challenges</b>	<b>Collaboration, Partners &amp; Participants</b>
<p><b>Learning Disabilities Project</b> description</p> <p>CCPL employees participated in a collaborative learning disabilities research and professional development project.</p> <p>Four learning disabilities workshops were designed and delivered at Canim Lake, Child Development Centre, 100 Mile House Library, and at the Literacy BC Conference.</p>	<p>An estimated 100-120 participants attended in all four of those workshops.</p> <p>A training module for facilitators was developed to be used by coordinators to train tutors and community service providers to increase understanding and empathy for learners with learning disabilities. It is housed and available to be borrowed from the Literacy BC library.</p>	<p><b>LitBC – Learning Disabilities Project</b></p> <p>Canim Lake Child Development Centre OMH Library Literacy BC Conference Tutors Parents Foster parents Diverse community service providers RCMP Teachers</p>

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<p>OMH – <b>Financial literacy</b> service provider working luncheon with 9 service providers.</p> <p>Community resources mapping</p>	<p>Increased awareness of the needs of low financial literacy clients and embedded strategies for how to address them.</p> <p>Shared financial services available in our community.</p> <p>Formed new community linkages with and within the financial sector.</p>	<p><b>TD/SEDI Grant</b></p> <p>Thompson Rivers University SD#27</p> <p>Royal Bank</p> <p>Money Concepts</p> <p>Maloney and Associates</p> <p>ESP Consulting</p> <p>South Cariboo Community Planning Council</p>
<p>WL - <b>Plain &amp; Clear Language</b> workshops and follow up support facilitated by Board members and employees.</p> <p>OMH – 10 in-service sessions delivered to 40 participants; one full day workshop, short presentations, 50 checklists and audit tools distributed, and one-to-one support is offered annually in the community.</p>	<p>Site documents improved in use of clear language.</p> <p>Improved communication with clients.</p> <p>Community more knowledgeable about literacy issues.</p> <p>Community using plain language when communicating with clients.</p> <p>Community changing how they perceive clients with literacy issues.</p> <p>Community more compassionate to clients who have literacy issues.</p> <p>Businesses and organizations are making changes in practices to address literacy needs of their clients and employees.</p> <p>Over 40 documents revised/produced in clear language.</p> <p>More than 10 original and revised documents tested/reviewed by literacy learners – 10 learners increased their understanding of plain language and self-advocacy</p>	<p><b>AVED-CALP</b></p> <p><b>CCPL</b></p> <p>Thompson River University</p>

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	<p>skills.</p> <p>40 service providers trained and coached in clear language writing, design and communications.</p>	
<p>3-day <b>proposal and grant writing</b> workshop in TI'etinqox-t'in First Nation (Anaham) with members for TI'etinqox-t'in First Nation (Anaham), Yunesit'in First Nation (Stone) and Tsi Del Del (Red Stone)- 8 participants.</p>	<p>Community group wrote a successful Chilcotin Head Start proposal.</p> <p>Participant wrote her small business plan proposal to Community Futures and was accepted into the program and is currently operating Focus Writing and Consulting.</p> <p>Tsi Del Del's (Red Stone) Health Department applied for funding to buy a new medical van to provide transportations for community members to attend appointments.</p>	<p><b>LitNow &amp; MoE - LOC Funds</b></p> <p>TI'etinqox-t'in First Nation (Anaham)</p> <p>Yunesit'in First Nation (Stone)</p> <p>Tsi Del Del First Nation (Redstone)</p>
<p>WL - <b>Community Family Resource binder</b> research, development and building.</p>	<p>LOC learned so much about the community and services available, used tool to refer PAL learners to other programs, recognized the need for a regional non-profit table and influenced other to create a regional GNPI table.</p>	<p><b>LitNow &amp; MoE - LOC Funds</b></p> <p>Participant list is not available at this time.</p>

**The Road Map: Literacy & Lifelong Learning Support**

**Goals:**

9) Promote lifelong literacy development through awareness and understanding by initiating, maintaining & supporting learning opportunities.

**Baby, Early Years, Children and Youth**

<b>9a. Books for Babies Program</b>		<b>*Primary funding sources are indicated in bold</b>
<b>Description/Activities</b>	<b>Results/Impacts &amp; Successes/Challenges</b>	<b>Collaboration, Partners &amp; Participants</b>
<p>The Books for Babies project in the Cariboo is led by CCPL and has been giving book bags to new parents since 2001. Scholastic Canada Books and Toronto Free Press give us great, affordable prices on books and we continuously look for bargain-priced high quality board books in our travels.</p> <p><u>In 100 Mile House</u> In OMH, the volunteer coordinator for 10 years resigned and passed the coordination torch. CCPL has led a strategic planning review and training of new volunteers to ensure the program is updated and running both efficiently and effectively. Book bags in 100 Mile House are currently distributed by Public Health Nurses at the first baby visit or 2 month immunization. A variety of community service providers serve as sites to pick up books for families that are missed by Public Health services including: Cariboo Family Enrichment Centre, Infant Development Program, CRD Library and all StrongStart Centres.</p> <p><u>In Williams Lake</u> The Kiwanis Club understands the importance of early literacy and all families with newborns have benefited.</p>	<p>Welcome Wagon and Interior Health nurses say that sharing the book bags with parents is a highlight for them and build a meaningful bond.</p> <p>During 2010-2011, ~350 bags were given out in the Williams Lake area and ~100 in 100 Mile House.</p> <p>Some feedback from parents:</p> <p><i>“All parents surveyed responded positively to the book bags raising their awareness of the importance of literacy development from a young age.”</i></p> <p><i>“95% of parents surveyed said they read more to their baby and other children as a result of receiving their book bag:</i></p> <p><i>“it encourages children to get familiarized with books at an early age and encourages the importance of learning.”</i></p> <p><i>“it encourages children to read and be active in literacy.”</i></p> <p><i>“I have two older children and both of their teachers have told me that they can tell that they have been read to a lot.”</i></p> <p><i>“Starts parents thinking about reading to their children early in life, even as infants.”</i></p>	<p><b>Kiwanis</b></p> <p><b>Success by Six</b></p> <p><b>CCPL</b></p> <p>Interior Health Public Health Nurses</p> <p>Welcome Wagon</p> <p>CRD Library</p> <p>Volunteer Coordinators</p> <p>Cariboo Family Enrichment Centre</p> <p>Infant Development Program</p> <p>StrongStart Centres</p> <p>Three Corners Health</p> <p>Esket Health</p> <p>Alexis Creek Health Station</p>

<p>Each year the club donates monies to support the production of a baby book bag that is given out at the hospital. The bag contains four books, a survey and pamphlets about reading.</p> <p>The baby receives a fifth book when the survey is returned to the public library. Our new bags are bright blue so look for them around town....and take time to thank Kiwanis members for their service to the community!</p> <p>The Welcome Wagon distributes the book bags to the babies in the Williams Lake Hospital. Three Corners Health, Esket Health, the Alexis Creek Health Station, and other Public Health Nurses deliver bags to families that were missed in the hospital.</p> <p><i>Thank you to Williams Lake volunteer coordinator, Lil Mack, for submitting this row report.</i></p>	<p><i>“Providing books for children is important especially for low-income families.”</i></p> <p><i>“It teaches children the importance of reading.”</i></p> <p><i>“Really helps with learning.”</i></p> <p><i>“It is good family time and very good for kids.”</i></p> <p><i>“Literacy is so very important and starting at an early age makes all the difference.”</i></p> <p><i>“Because I see what a difference it makes in my kids days and the way they learn.”</i></p> <p><i>“Reading with my children is important for speech and language and bonding time with them.”</i></p> <p><i>“It's important to encourage baby AND parents to spend quality time reading.”</i></p>	<p>Scholastic Canada Toronto Free Press</p>
<p>18 Month Books in WL – visit your local library at 18 months, fill out a ‘Books for Babies’ feedback survey and receive a free book. In OMH this same process is done at the 18 month immunizations with the health nurses.</p> <p>New 18 month book bags under development in 100 Mile House. Bags to be distributed by health nurses in OMH at 18 month immunization at the same time that Books for Babies evaluations are completed. Books will be in a reusable library book bag donated by the library, and includes age appropriate services information, library toddler program information and a coupon for another book that can be redeemed at any local library in OMH.</p>	<p>Promote literacy by putting high quality reading resources into family homes and into the hands of children.</p> <p>Promote a Library visit to connect families to a long-term source for free reading resources and children’s programs.</p> <p>Promote health nurses relationship through the act of delivering the free book bag to families.</p> <p>Gather Books for Babies program evaluation data from recipient target group.</p>	<p><b>CRD Library</b> <b>CCPL</b> Interior Health Nurses <b>Volunteers</b></p>

9b. Bright Red Bookshelf Program <span style="float: right;">*Primary funding sources are indicated in bold</span>		
Description/Activities	Results/Impacts & Successes/Challenges	Collaboration, Partners & Participants
<p>There are now 16 bookshelves in our region: 9 in the city of Williams Lake, 3 in 100 Mile House and one in each of Forest Grove, Horse Lake, 108 Mile Ranch and Canim Lake. There are also Bright Red Book Bins in all seven StrongStart Centres in the south end of SD#27 and at kindergym.</p> <p>Bookshelves are built by volunteers in their homes or through the woodworking programs at Peter Skene Ogden (PSO) Secondary School and Columneetza Secondary School. PSO will be building us more bookshelves in the fall of 2011 as shelves are needed for Lac La Hache, the government building in Williams Lake and Anaham Band. Also the large shelf at Sam Ketcham Memorial Arena is damaged and needs repair. Volunteers with the Williams Lake Association for Community Living and Cedar Crest Society for Community Living store, clean and prepare books for distribution. Twice a week these volunteers tidy and fill some of the bookshelves and bring in donated books. Shelves are tended daily by volunteers at each host site. We have donation boxes located in elementary schools and with every bookshelf.</p> <p>In April 2011, CCPL ran a Book Drive using newspaper ads, pictures, articles and radio spots. The schools competed for the most donations. CCPL visited the schools regularly to check progress and pick up books. Donation boxes were also placed at local businesses and community sites. The winning school held an assembly to recognize literary</p>	<p>The success of the program depends on dedicated volunteers and money to buy books.</p> <p>In the region, more than 8,400 books were distributed through the Bright Red Bookshelf program in 2010: ~400/month in WL and ~250/month in OMH on shelves and ~50/month in bins at StrongStart.</p> <p>Government Offices site: little aboriginal girl with a look of sheer joy on her face when I told her she can keep the book off the shelf...that this is the purpose of the shelf. The mom/foster mom was teary eyed because they look after many kids and they cannot all get and keep special things like the book the girl was able to take...almost a shock that someone cared enough to give children books</p> <p>Inter-generational adventures for families: field trips to different locations and is teaching sharing - take home, keep some, return some - getting to know the community – grandfather/grandson outings</p> <p>BRB's are the first tangible interaction some people have with CCPL. It's a public face for the organization. A simple 'right thing to do' idea for a community that values literacy, learning and children universally.</p> <p>More than 4000 books were donated and collected region-wide during the book drive month.</p> <p>The book drive was an excellent opportunity to get local businesses involved and raise awareness without asking for</p>	<p><b>CCPL</b></p> <p><b>Volunteers</b></p> <p>Cedar Crest Society for Community Living</p> <p>Williams Lake Association for Community Living</p> <p>Cariboo Family Enrichment Centre</p> <p>Canlan Arena</p> <p>Sam Ketcham Memorial Arena</p> <p>Eliza Archie Memorial School</p> <p>Ministry of Children and Family Development</p> <p>Ministry of Social Development</p> <p>Other WL site tenders</p> <p>All School District #27 schools</p> <p>108 Mall</p> <p>Canlan Arena</p>

<p>achievements in the school and to receive the prize of gift certificates to the local bookstore.</p> <p><i>Thank you to Williams Lake volunteer coordinator, Claire Schreiner, for submitting this row report.</i></p>	<p>donations. They were highlighted in the community and enthusiastic about their participation. It was a great relationship building project.</p> <p>During the drive many people have shared that they did not realize that there was such a need for children’s books. They thought school took care of it and they were surprised to learn that literacy is such a pressing community issue. Many were pleased to donate books while they would have been reluctant to donate money. A lot of personal connections were made to the issue and reflections on the value of literacy to individuals.</p>	<p>100 Mile Free Press Book donations</p>
<p><b>9c. Events – Hosting and Tagging On</b> <span style="float: right;"><b>*Primary funding sources are indicated in bold</b></span></p>		
Description/Activities	Results/Impacts & Successes/Challenges	Collaboration, Partners & Participants
<p><b>Family Fest</b> in Williams Lake</p> <p>15 volunteers</p> <p>A grant proposal was written to the Williams Lake and District Credit Union for the materials to design and build 200 <b>Travel Literacy Kits</b> to give away to families.</p> <p>These kits included:</p> <ul style="list-style-type: none"> <li>• 2 books</li> <li>• 2 magnetic travelling games</li> <li>• 15 ready-made ideas for games to be played in the car</li> <li>• Literacy Program information and contact numbers</li> <li>• cloth bag with CCPL and WL District Credit Union Logos</li> </ul>	<p>Researched suitable literacy activities and developed 15 stand-alone travelling literacy activities.</p> <p>Distributed 187 Travelling Literacy Kits to families.</p> <p>Increased awareness of the strategies and techniques that enhances family literacy by engaging parents and providing information.</p> <p>Encouraged families to incorporate literacy activities into their travel routines by demonstrating how to use the activities in the kit.</p>	<p><b>WL and District Credit Union funds and volunteers</b></p> <p>Volunteer Coordinators</p> <p>Early Child Development Network</p> <p>Marie Sharpe Elementary School</p> <p>SD#27 Board Office</p> <p>TRU –Early Child Development Student Volunteers</p>

<b>Christmas Books</b> give-away	Hundreds of children’s books given to local charity dinners, food hampers and other events	<b>CCPL</b>
<b>Book Fest</b> , October 2011 Provided coordination and organization to this community event.	Over 100 participant attendees. Showcased local and regional authors. Engaged participants in an author’s breakfast, writing workshops, life stories, editing, author readings and question and answer periods.	<b>LitNow &amp; MoE - LOC Funds</b> Storytime Bookstore
<b>9d. Youth Initiative ‘Red Suitcases’</b> *Primary funding sources are indicated in bold		
<b>Description/Activities</b>	<b>Results/Impacts &amp; Successes/Challenges</b>	<b>Collaboration, Partners &amp; Participants</b>
OMH <b>Youth Zone</b> initiatives under development: book club and theatre in the park. Informal assessment of youth interest.	A lot of excitement has been generated around introducing new elements with the youth. A number of youth have expressed their interest to participate.  Increased the number of ideas the youth workers can implement to better support the youth attending the centre and enhanced their own.	<b>CCPL</b> Youth Zone – Cariboo Family Enrichment Centre

**Adult & Seniors Focus**

<b>9e. Partner-Assisted Learning (PAL) – Volunteer Tutoring Program</b> *Primary funding sources are indicated in bold		
<b>Description/Activities</b>	<b>Results/Impact &amp; Successes/Challenges</b>	<b>Collaboration, Partners &amp; Participants</b>
Free one-to-one volunteer adult tutoring program coordination, tutor team development, learner monitoring and assessment and tutor-learner matching, supporting and tracking. Resource library maintained and expended by volunteer	Currently 8 traditional tutor-learner matches. Six (6) tutor training participants this year: 5 new tutors and one refreshed☺. Hundreds of community members engaged with	<b>AVED - CALP</b> Parkside Centre for the Arts Service providers

<p>tutors at the PAL rental office located at Parkside Centre for the Arts. Resource use increases every year and as library was painted this year we took advantage of the opportunity to reorganize materials and revitalize the space for learners and tutors.</p> <p>Fall Fair promotion table.</p> <p>Quarterly PAL newsletters produced and distributed to tutors, learners and CCPL.</p> <p>Radio and newspaper ads are ongoing.</p> <p>Presentations made to business and service agencies.</p> <p>Professional development with Women’s Contact Centre Society staff.</p> <p>CALP assessments and benchmarking for all long-term learners.</p> <p>2-day tutor training and in-service sessions offered annually.</p>	<p>coordinators and volunteer tutors at the fall fair.</p> <p>Newsletters support learning and connecting tutors who live over a wide geographic area.</p> <p>Contact hours have been reduced and the program is more dependent on volunteers who must not be asked to support individuals with multiple barriers and complex challenges.</p>	<p><b>Volunteers</b></p>
<p><u>In the Williams Lake area:</u></p> <p>Free one-to-one volunteer adult tutoring program coordination, tutor team development, learner monitoring and assessment and tutor-learner matching, supporting and tracking.</p> <p>Resource library maintained by volunteer tutors at the two PAL offices located at Thompson Rivers University in wonderful, long-term donated space.</p> <p>Radio and newspaper ads are ongoing.</p> <p>Presentations made to business and service agencies.</p> <p>Outreach to First Nations.</p>	<p>In total, year there were 28 tutors working with 61 learners in small group sessions with 5-15 learners. Additionally, 30 learners were involved in PAL one-to-one tutoring. Only 5 learners were English Second Language learners.</p> <p>10 learners have exited the program because they have reached their goal, relocated or became employed.</p> <p>1 learner participated in the local Reach-a-Reader campaign and was the top fundraiser – as a result, this learner has been nominated to be the ‘hometown hero’.</p> <p>Since becoming a learner many years ago, 1 learner has moved on to tutoring and became a Board member of both Literacy BC and NILA. He has started his own PAL Coffee</p>	<p><b>AVED - CALP</b></p> <p>Thompson Rivers University</p> <p>Women’s Contact Centre Society</p>

## Regional Community Literacy Plan | 2011/12

<p>Professional development with Women's Contact Centre Society staff.</p> <p>CALP assessments and benchmarking for all long-term learners.</p> <p>Tutor orientation training and ten-2 hour in-service sessions offered annually.</p>	<p>Club with learners which have a great appeal to marginalized men.</p> <p>Funding cuts have meant that the travel budget has been virtually eliminated and travel to learners is severely impacted thus group sessions reduced. Contact hours have also been reduced and the program is more dependent on volunteers who must not be asked to support individuals with multiple barriers and complex challenges.</p>	
<p><b>Drop-In Tutoring at GROW Centre</b></p> <p>OMH - Four Partner Assisted Learning (PAL) tutors were matched with learner currently enrolled in school but working below grade 10 level.</p> <p>Graduation Routes Other Ways (GROW) Centres exist in many communities within the District, and constitute not only one of the main measures for adult high school completion. Currently, GROW Centres exist in 100 Mile House, Anaham Band, Esketemec First Nation (Alkali Lake), Toosey Band, and Williams Lake.</p>	<p>20 learners were assisted with course work that challenged them.</p> <p>Many learners have improved confidence.</p> <p>More learners could be helped than with the traditional PAL program.</p> <p>Learners received more individualized attention than can be given by GROW Centre staff.</p>	<p><b>AVED – CALP</b></p> <p>SD#27</p> <p>100 Mile House GROW Centre</p> <p><b>Volunteer tutors</b></p>
<p><b>9f. Partner-Assisted Learning (PAL) – Roaming Advocate</b>      <b>*Primary funding sources are indicated in bold</b></p>		
<p style="text-align: center;"><b>Description/Activities</b></p>	<p style="text-align: center;"><b>Results/Impacts &amp; Successes/Challenges</b></p>	<p style="text-align: center;"><b>Collaboration, Partners &amp; Participants</b></p>
<p><b>Library One-to-One Computer Skills</b></p> <p>One-to-one computer literacy tutoring delivered at the CRD Library.</p> <p>21 learners (mostly seniors) have been supported this year with computer literacy skill development and computer technology challenges such as email, internet and word</p>	<p>Fully booked weeks in advance and cannot meet the community demand.</p> <p>Community member's skill and ability to use technology is increasing and are more confident in using the computer to connect with family.</p> <p>Seniors are able to browse the internet and research subjects</p>	<p><b>AVED – CALP</b></p> <p>CRD Library</p>

<p>processing.</p>	<p>that are important to them.</p> <p>Seniors feel less isolated and more connected to family and community.</p> <p>More learners could be helped than with the traditional PAL program.</p>	
<p><b>Roaming Advocate One-to-One Support</b></p> <p>Weekly, free one-to-one tutoring by a paid tutor at sites where clients are already connected to support the short term literacy needs of learners such as advocacy, filling out forms, applications, and urgent reading materials.</p> <p>Collaborate with on-site service providers and local programs to ensure long-term support and success for participants.</p> <p>Support the literacy needs of learners in creative, flexible and responsive ways including: arranging and facilitating group tutoring sessions, workshops, staff development, and individualized support for learners at service sites they already access.</p> <p>Create a safe learning environment.</p> <p>Support the long term literacy needs of learners by defining goals and developing individualized action plans. Explore current events and life skills issues with learners.</p> <p>Secure resources, enroll and/or refer learners to the appropriate programs to meet their needs and goals.</p> <p>Reduce barriers to participation when possible including: transportation, childcare, and food security issues.</p>	<p>31 of 80 learners served have completed concrete literacy tasks that challenged them.</p> <p>Learners supported in addressing critical steps/barriers that challenge them and are able/ready to move on to further learning, work or other longer-term goals with more stability. This is often Dogwood Diploma or other educational goals.</p> <p>Learners referred to other community programs to address various needs such as mental health, physical health, abusive relationships, substance abuse, legal aid, counseling, etc.</p> <p>Contact hours have been reduced while the demand for support is increasing. Trying to train volunteer tutors to do more specialized support, but the fit to a 'volunteer' is often not appropriate.</p>	<p><b>AVED – CALP</b></p> <p>Ministry of Social Development</p> <p>Community Employment Services</p> <p>ESP Consulting</p> <p>Women’s Centre Society</p> <p>SD#27 - Graduation Routes</p> <p>Other Ways</p>

9g. English as a Second Language Settlement Assistance Program (ESLSAP) - OMH		
Description/Activities	Results/Impacts & Successes/Challenges	Collaboration, Partners & Participants
<p><u>ESLSAP Levels 1-6</u></p> <p>25 learners currently matched with tutors.</p> <p>We will have offered 22 regular English Cafes and 13 Advanced Cafes by the end of July with over 65 unique participants. These Cafes include field trips throughout the region, guest speakers, internal celebrations and attendance at community functions and events. One aim is to connect the learners to the other services in the community.</p> <p>ESLSAP services provide a place for learners to share experiences and discuss understandings of specific, local &amp; relevant issues.</p> <p>Tutor appreciation dinner event.</p> <p><u>Advanced ESLSAP</u></p> <p>Learners must have reached level 6 in at least one language domain.</p>	<p>The social, emotional and economic impacts of our ESLSAP programs are deep and diverse as demonstrated through self reports, anecdotal and quantifiable coordinator/facilitator observations.</p> <p>Increased social inclusion and reduced isolation – many ESLSAP learners live remotely.</p> <p>Learners have built confidence in English language, Canadian culture, and knowledge about how institutions function such as: health services, RCMP, and the Canadian political system. Many ESLSAP learners are business owners and participation in the program has improved the quality of their customer service, efficiency of their operations and effectiveness of their managerial/supervisory duties due mainly to improvements in the English language.</p> <p>Many ESLSAP learners have increased their employability and employment as many have gained or moved up in their positions as a result of skills gained in the program.</p> <p>Learners demonstrate an increased capacity to lead and support others in the group, their families and the community at large. Relationship and interconnection building has been a cornerstone to the program.</p> <p>Referrals of ESLSAP learners to other services have been made and followed up on with relationship counsellors, trauma counselling, subsidized and other housing support, volunteer opportunities, and family support services.</p>	<p><b>AVED – CALP Grant – ESLSAP Funding</b></p> <p>Service providers</p> <p>Volunteer tutors</p>

9h. Computer Literacy Group Classes – OMH <span style="float: right;">*Primary funding sources are indicated in bold</span>		
Description/Activities	Results/Impacts & Successes/Challenges	Collaboration, Partners & Participants
<p>Twenty-four learners ranging in age from 30 – 55+ participated in 14 hours of computer instruction.</p> <p>Offered in 3 seasonal sessions (fall, winter &amp; spring) of 6-weekly classes.</p>	<p>All learners more comfortable with e-mail &amp; internet.</p> <p>ESL learners more familiar with English computer terms.</p> <p>One learner is now able to use specialized software to complete educational goal.</p> <p>Several learners are now able to use computer technology in the workplace.</p>	<p><b>AVED - CALP</b></p> <p>SD#27 – GROW Centre</p> <p>ESP Consulting</p>
9i. Financial Literacy Project <span style="float: right;">*Primary funding sources are indicated in bold</span>		
Description/Activities	Results/Impacts & Successes/Challenges	Collaboration, Partners & Participants
<p>Our three-part community -based financial literacy project includes: local resource development, direct participant/learner/client services and community mobilization activities. During the development of Money Matters we have been mindful of inclusion, transparency, and empowerment issues and have built upon existing programs, working relationships and community assets.</p> <p>This is a two year project with the goal of developing 10 financial workshops suited to the local community. The workshop will be delivered at various financial institutions and in the workplace</p> <p>CCPL will to deliver financial literacy services within 100 Mile, Williams Lake, Canim Lake and Chilcotin communities. CCPL aims to: increase participation in adult</p>	<p>Participants will gain confidence in money management skills</p> <p>Participants will be more knowledgeable about the resources in the community</p> <p>Participant will be linked to the Roaming Literacy Advocate for one-to-one support</p> <p>The expected benefits to clients include: increased understanding through practice with self-identified challenges and activities; enhanced connections to community services; improved competence; and behavioural changes including increased confidence with respect to financial matters, making informed choices and taking effective action to improve financial well-being.</p> <p>The expected benefits to the community include: financial</p>	<p><b>TD/SEDI</b></p> <p>Local financial community</p> <p>Workplaces</p> <p>First Nations communities</p>

<p>learning opportunities, particularly economically disadvantaged and low skilled adults who are hard to reach, by utilizing a broad range of learning environments and inclusion strategies; improve the financial literacy of community members by addressing knowledge and understanding, skills, competence and responsibility issues; enable clients to set financial management, planning, choice and knowledge goals; and build important client/learner essential skills and financial literacy skills that are transferable from one context to the next.</p> <p>We are building on successful traditional program models and methods that we currently employ including: one-to-one and small group support, workshops and large group café's which allow participants to learn by watching, sharing, trying out strategies and getting help from others; utilizing print resources, computer and web-based learning tools and audio-visual materials; incorporating a variety of inclusion strategies; and client-focused service. As with our other literacy programs we are sensitive to and try to reduce as many barriers to participation as possible including: language, cost, transportation, childcare, and delivery format.</p>	<p>service providers better knowledge and understanding of financial literacy issues and an action plan for improved service delivery and community accessibility, and in the broader community, a better developed cultural context, value for and understanding of financial literacy issues.</p> <p>The expected benefits to the field include enhanced knowledge of financial literacy issues in small rural communities and First Nations reserves and shared findings, tools, and resources through the regional training event and access to transferable resources through the Literacy BC library and other sites.</p>	
<p><b>9j. Senior's Groups</b> *Primary funding sources are indicated in bold</p>		
Description/Activities	Results/Impacts & Successes/Challenges	Collaboration, Partners & Participants
<p><b>Seniors and Young Ones, "Learning Together"</b></p> <p>7 Seniors (aged 55-100) at Carefree Manor and 7 children (aged 9-13, plus a baby) from 4-H participated in reading, crafts, and an adopt-a-grandparent program weekly for over 20 sessions. They also create crafts for special occasions</p>	<p>Seniors feel less isolated – increased social inclusion.</p> <p>Children have improved fluency and confidence in reading.</p> <p>Long-term meaningful relationships have developed between the seniors and the children. Intergenerational</p>	<p><b>CCPL</b></p> <p>Carefree Manor</p> <p><b>4-H</b></p>

which they proudly displayed on doors. Baby visits to the centre are also included☺.	learning and sharing. The culture of the centre has been positively impacted.	
<p><b>Seniors Reading Clubs</b></p> <p>Residents at a local assisted-living facility participate in a weekly reading session.</p> <p>17 seniors working with a paid facilitator reading stories and poems from the Cariboo Pioneer Days. The facilitator reads aloud as only 2-3 members of the group can still read independently.</p>	<p>Seniors feel less isolated.</p> <p>Participants enjoy listening and sometimes reading stories from the Cariboo.</p> <p>Seniors enjoy working their memory connections and engage their minds through conversations about shared history and experiences.</p> <p>As other gaps and needs are identified, other groups have been piloted by volunteer tutors included songs and verse and computer literacy sessions.</p>	<p><b>AVED - CALP</b></p> <p><b>Volunteers</b></p> <p>Carefree Manor</p> <p>Williams Lake Senior's Village</p>

**Family Focus**

<b>9k. Group Tutoring – OMH</b> <span style="float: right;"><b>*Primary funding sources are indicated in bold</b></span>		
<b>Description/Activities</b>	<b>Results/Impacts &amp; Successes/Challenges</b>	<b>Collaboration, Partners &amp; Participants</b>
<p>20 adult participants and 17 children meet for 4 hours weekly from September – June (30-40 sessions/year) in a four component family literacy program. Childcare, lunch, crafts and storytime are provided. Group topics and individual one-to-one help are a regular part of the program. All participants are working on short-term and long-term career goals. Subjects include: computer literacy, simply accounting, powerpoint, word, excel, first year Psychology, Licensed Practical Nursing, Adult Dogwood courses, Electrical Apprenticeship, second year Business Diploma, and citizenship.</p>	<p>Learners are completing course work and achieving personal goals in a supportive family environment.</p> <p>6 learners have completed courses and advanced to the next level.</p> <p>8 participants have obtained employment and continue to work towards their educational goals.</p> <p>5 current participants are enrolled in post-secondary education.</p> <p>5 participants have relocated to pursue educational goals and</p>	<p><b>AVED – CALP</b></p> <p><b>Paul Gallagher</b></p> <p><b>Community Access Fund</b></p> <p><b>Literacy BC Family Literacy Fund</b></p> <p>Evangelical Free Church</p> <p>Cariboo Family Enrichment Centre</p> <p>Cariboo Family Enrichment</p>

<p>We do parent/child mother goose activities together weekly and our parenting component this year was the Nobody's Perfect training.</p> <p>The facilitator and 1 childcare provider will be taking foodsafe in June as back up for food preparation.</p> <p>In exchange for the free space at the church, the learners work at the Church's Christmas dinner to prepare food, serve and clean up for over 150 guests. The learners also make a presentation to the group outlining their activities. CCPL also donates books to the children at the dinner.</p>	<p>continue to stay connect to the group.</p> <p>A cohesive social-emotional parent support network has developed around friendships, exchanged support (childcare reciprocity) and a safe environment for discussing parent issues.</p> <p>Children engage in quality activities with well-trained, long-term and creative childcare providers. The children have established trusting and caring relationships with secondary caregivers.</p> <p>Learners completed Nobody's Perfect Training and improved parenting attitudes and skills.</p> <p>Parent &amp; child bonds were strengthened through parent-child mother goose song time.</p> <p>Reduced barriers to learning by providing childcare &amp; hot, nutrition-rich food.</p> <p>Several learners require individual help and the facilitator is not always able to make time.</p> <p>At times the group is very/too large.</p>	<p>Centre</p>
<p>Learner Feedback:</p> <p><i>"Without the help and support of the Group Tutoring program I would not have known about funding which allowed me to qualify as a Red Cross Swimming Instructor. The time to concentrate on assignments without interruption and knowing that my son was happy and being cared for were invaluable, as is the encouragement of the facilitator and other parents. I am now working 19 hours per week and teaching 109 children!!! Busy, busy, but fun! THANK YOU!!!"</i></p> <p><i>"Another year gone by with Diana and the Group, and Friday is still my favourite day of the week. Group Tutoring provides unconditional support - all of the women (people) involved are smart, independent and strong, and I'm proud to be a part of it."</i></p> <p><i>"group tutoring means the world for me - well almost. It gives me some sanity, after looking after my children and husband all the time. Just to be able to learn a little bit and focus on one thing for a few hours what I wouldn't be able to do without. It is also beneficial for my girls with those great</i></p>		



# Results-Based Strategic Management Plan

## Foci & Goals for 2011-12

Please note: Goals and objectives that CCPL will do, in addition to normal program deliverables and based on renewal of current funding are marked by regular font, while our wish list is in *italics*.

### Literacy Infrastructure

- I. Program Development, unmet needs and fundraising
  - i. Capacity Building – infrastructure, strategic professional development, volunteerism
  - ii. Further financial diversification – grant applications, foundations research and social enterprise exploration
  - iii. Work with School District #27 to implement Literacy Foundations Curriculum comprehensively District-wide
  - iv. *Workplace / workforce literacy*
  - v. *New horizons for seniors*
- II. Accountability
  - i. Accountability Project (University of Victoria): Continual improvement practices and reporting: governance and performance & mission
  - ii. Continue improvements to Regional Community Literacy Plan and report
  - iii. Re-strategize Financial: new Treasurer needed and new processes in order to lighten the load on the Executive Director; employees to take on more responsibility for their own budgets
  - iv. Review and assess current methods, plan and deliver thank you recognition in multiple ways to our diverse contributors
  - v. Learner Focus: Work on developing learner leadership, a learner on our Board and support learners to create their own space within CCPL
- III. Managing Data
  - i. Implementing new long-term learner tracking system - *more follow up for learners*
  - ii. *Finding a way to securely store and access all files amongst all CCPL Board and employees – web-based research or other?*
- IV. *Ongoing succession planning for Board and employees*
- V. *Human Resource Management*
  - i. *Self-care: Set realistic limits and say no sometimes*
  - ii. *Holistic organizational volunteerism plan is needed to address volunteer recruitment, development and support instead of depending on an ad hoc and program specific efforts.*

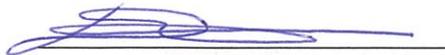
### Community Development

- VI. Maintain promotion in communities: presentations, learning lunches and embedding.
- VII. Clear and Plain Language promotion and expertise sharing
- VIII. Learner Focus
  - i. Work on developing learner leadership, a learner on our board and support learners to create their own space within CCPL
  - ii. Keep addressing barriers and promote access to learners we are not reaching
- IX. *Continue to work on the development of youth initiatives with stakeholders*
- X. *Marketing, branding, and awareness*
  - i. *Different audiences, target population, outreach*
  - ii. *Slogan development...ex. Learn to Live!*
  - iii. *Increase participation on new marketing technologies: website, twitter, face book*
- XI. *Increase CCPL's voice to government stakeholders*
- XII. *Participate in Community Events such as: Stampede Parade / Street Party, Fall / Harvest Fairs; Family Events: Family Fest, Children's Festival, Winter Carnival, Welcome Baby Party*
- XIII. *Promote Sir-Reads-a-Lot Moose mascot*
- XIV. *Develop local materials / resources*

**Maintain Current Programs and Projects Strategically, Effectively & Efficiently**

- XV. Books for Babies
- XVI. Bright Red Bookshelf Program
- XVII. ALAPS /ALAPS
- XVIII. Partner Assisted Learning in Williams Lake
- XIX. Partner Assisted Learning in 100 Mile House
- XX. Roaming Literacy Advocate Services in 100 Mile House: Computer Literacy Classes, Senior's Groups, ALAPS & Group Tutoring
- XXI. English as a Second Language Settlement Assistance Program in 100 Mile House
- XXII. Financial Literacy Project
- XXIII. Community Literacy Coordination services in Williams Lake through embedding literacy awareness and services support in the public, private and nonprofit sector services throughout the community.

**Signatures**



Ms. Diane Wright  
Date: July 4, 2011  
Superintendent of Schools  
School District No. 27 (Cariboo-Chilcotin)



Mr. Bruce Mack  
Date: July 6 2011  
President  
Cariboo-Chilcotin Partners for Literacy Society



Mr. Wayne Rodier  
Date: July 4/11  
Chairperson, Board of Education  
School District No. 27 (Cariboo-Chilcotin)