

COMMUNITY – DISTRICT LITERACY PLAN



School District No. 51 (Boundary)

July 2011



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Acknowledgements

It takes much time, energy and commitment to create a District Literacy Plan (DLP). We gratefully acknowledge the major contribution by the members of the original District Literacy Planning Committee in helping to bring our plan into creation:

Leda Leander	Boundary Family and Individual Services Society
Lizanne Eastwood	Columbia Basin Alliance for Literacy
Ellen Strelaeff	StrongStart, Family Centres, Success by Six
Maxine Ruzicka	Director of Instruction, School District No. 51
Michael Strukoff	Superintendent of Schools, School District No. 51

This committee has now joined the Boundary Literacy Advisory Committee, which was formed under the auspices of the Columbia Basin Alliance for Literacy (CBAL) to help complete the first Community Literacy Plan in 2005 as part of the Literacy Now planning process. We are grateful to this group for its continued support for literacy in the Boundary.

We would also like to thank Jane Green of PivotPoint Coaching for her energetic and joyful approach in organizing the strategic planning process, and for her skilled facilitation in implementing it.

We are a community that excels in building partnerships. We appreciate the new levels of collaboration which this literacy planning process has created.



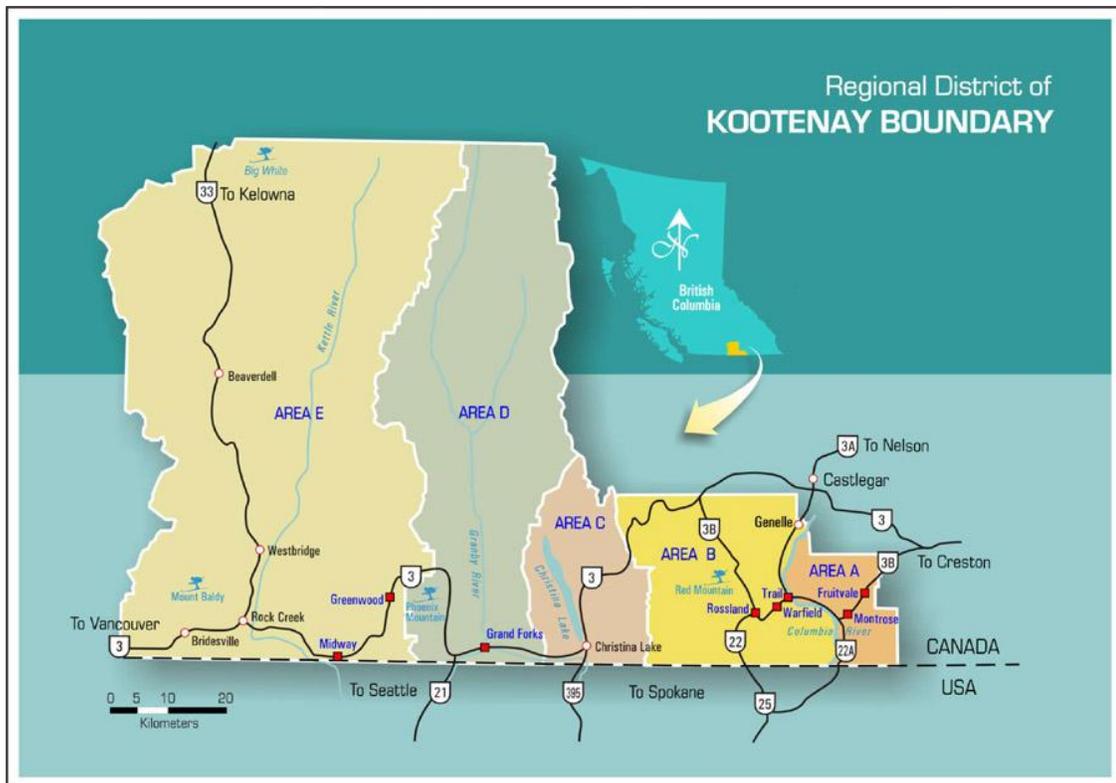
From left to right: Joanie Holmes, Julie Draper, Jane Green, Lizanne Eastwood, Maxine Ruzicka, Leda Leander and Erika Schoenfeld with an illustration of the District Literacy Planning Day

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A. The Context:

School District 51 (SD51) – Boundary is made up of three municipalities within the Regional District of Kootenay Boundary, including: Grand Forks, Greenwood and Midway and the unincorporated Electoral Areas of C, D and E including the communities of Christina Lake, Rock Creek, Bridesville, Westbridge, Beaverdell and Big White. It covers 7000 square kilometers and has a resident population of 12,516, with 67% of the dwellings categorized as rural. Non-English speaking households make up 4.2% of the population and 15.3% of the population identify themselves as Aboriginal. The population has been in decline since 1998. The school district population was 1389 FTE in September, 2011 and the projected School District population for the 2011/2012 school year is 1366 FTE.



B. Trends, issues, barriers:

1. The local economy is in a state of transition. It has traditionally relied on resource extraction (forestry, mining). However, that is changing as the forest industry declines. Pope and Talbot's tree farm license and operations have been sold to Interfor, which re-opened after a long closure, with two shifts in operation. The Merit Mine, near Phoenix, opened in the fall of 2007 and closed because of bankruptcy in the fall of 2008. The mill in Midway has re-opened which should create a number of new jobs for local residents. In the midst of this unpredictable economic climate, there is a move towards creating new forms of employment in tourism and agriculture. While many families have had to move away in search of new work, there is also an influx of new residents retiring to the area. The new arrivals bring with them skills and background that help diversify the community as well as those who need to update their essential skills in order to reenter the workforce.
2. Public transportation is an issue in this rural area. The only option is a community bus which is available on a very limited basis. This means many families and individuals are unable to access public services.
3. The Boundary has a small population that is spread out over many kilometers. It takes 2.5 hours to drive from one end of the district to the other. This presents challenges in delivering programs in some of the smaller, hard-to-reach communities.
4. The skills shortage affects everyone. However, as a small district, it is especially difficult to find and retain qualified educators to teach early years and special education programs.
5. A shortage of quality childcare and Early Childhood Educators make it difficult for parents to access care while they work.

C. What is literacy?

The concept of literacy is constantly evolving. It used to be understood as a set of discreet skills limited to reading and writing. That definition has widened to encompass a functional view of literacy as the ability to accomplish tasks and participate in the world around us. Accordingly, the International Adult and Literacy and Life Skills Survey (2005) has defined literacy as "the ability to understand and employ printed information in daily activities, at home, at work and in the community – to achieve one's goals, and to develop one's knowledge and potential." This wider perspective moves literacy into new realms. As ReadNow BC states, "This means literacy can include social, emotional, and interpersonal communication skills, the use of technology, and arts and creative expression."

This expanded view of literacy has been considered at various literacy gatherings in the Boundary since the Literacy Now community planning process began in 2005. New technologies allow learners to express themselves and demonstrate understanding outside of the traditional skill sets of reading and writing. As the community becomes ever more aware of the diverse learning needs of people of various ages, learning styles and abilities, the definition of literacy has expanded accordingly. Thus, the local community embraces literacy as being synonymous with “learning”.

D. Partners

School District 51 has formed partnerships with the following organizations for the purpose of developing the District Literacy Plan:

The District Literacy Planning Committee was formed to direct the planning process of the District Literacy Plan. The six member committee represented Boundary Family and Individual Services Society, Columbia Basin Alliance for Literacy, School District 51, StrongStart, Family Centres and Success by Six.

The Boundary Literacy Advisory was created through the auspices of the Columbia Basin Alliance for Literacy to guide the development of the Community Literacy Plan through the Literacy Now process. This process involved over 75 people in 3 major planning events between November 2004 and October 2006. These plans are integral to the community as well as to the district planning process. For this reason, the Boundary Literacy Advisory, with its mission to develop, plan, encourage and support literacy in the Boundary, acts as a broad-based clearing house. The group covers a wide spectrum of the community including: School District 51, Columbia Basin Alliance for Literacy, Selkirk College, Boundary Family and Individual Services, Boundary Family Centres, Success by Six, Grand Forks Public Library, Infant Development Program, Grand Forks City Council, youth, Community Futures, Aboriginal programs, Sunshine Valley Child Care Society and literacy volunteers.

The Columbia Basin Alliance for Literacy (CBAL) is a charitable non-profit organization that was formed in 2001 to provide leadership and support to local community actions related to literacy and to partner with other regional bodies to promote those ends. Through its many ongoing programs and events, it provides literacy opportunities for Boundary residents from birth to grave.

The Boundary Early Years Advisory Committee was formed to promote healthy early child development through programs and resources that strengthen and support children, families and the community. Its members represent the following across the Boundary: Boundary and Family Individual Services Society, School District #51, Success by Six, Children First, StrongStart, Family Centres, parents and grandparents, community outreach, services for children who witness abuse, pregnancy outreach, CAPC, Aboriginal outreach, public health, infant development, child care resource and referral, daycare, libraries, speech and hearing therapy.

E: Long Term Goals

The literacy planning process has been guided by four long term goals. An additional goal (Goal 5) was added for 2010-2011:

Goal 1: Sustain and strengthen the existing learning programs and resources that encourage children, youth, and adults to become literate and enjoy literacy activities.

Goal 2: Provide resources and supports for those children, youth and adults who may not be engaged in literacy activities.

Goal 3: Embed learning and literacy activities in community settings.

Goal 4: Support literacy success in early learning, school and adult programs for our aboriginal population.

Goal 5: Promote the importance of literacy and learning on healthy living.

F: The Planning Process - Updating the District Literacy Plan

March 7, 2008

School District 51 and its partners hosted a day-long strategic planning event, "*Community Roots: Developing Our Boundary Wide Community Literacy/Early Years Strategic Plan*", involving 40 people from multiple sectors in developing action plans with measurable outcomes. A comprehensive plan was created covering literacy from birth to grave.

September 8, 2008

The Literacy Launch: Jane Green chaired a meeting to identify the next steps for the District Literacy Plan. Projects were consolidated from ten to five, including:

1. Strong Start Programs
2. Ages and Stages Questionnaire
3. Communication – Bulletin Boards
4. Community Discovery Program - multigenerational
5. The Grand Event – Learning Styles and Multiple Intelligences

October 2008 – May 2009

Three meetings took place to discuss and determine stewardship of the DLP funds. In March, CBAL was asked steward the funds on behalf of SD51. The Boundary Community Literacy Advisory met twice, in November and April, to update the DLP and start planning for events to take place in fall 2009. In May, the Literacy Outreach Coordinator (LOC) participated in a conference call with representatives from Literacy Now, Ministry of Education, Selkirk College and CBAL to discuss different community approaches to updating and/or completing the District Literacy Plan for 2009. In June, the LOC met with the District Superintendent and Director of Education to discuss the 2009 District Literacy Plan.

June 2009

Original participants from the 2008 DLP strategic planning session were invited to attend a meeting to revisit, evaluate, update and identify new gaps in the DLP. Eighteen people attended this meeting. They were divided into three working groups to address the three focus areas: Community Awareness, Planning and Evaluation. (The fourth focus area from 2008, Working Together, was combined with Community Awareness).

April 2010 & May 2011

The same process was employed as in previous years with fourteen and twelve people participating, including members of the Community Literacy Advisory Committee, plus other service providers who had not attended this type of forum before. Our guiding questions were “What needs to be changed, enhanced or added?” and “What action steps do we need to support?”

G: Issues and Questions to Consider for Future Planning

A number of issues relevant to future planning surfaced through the process to date:

Issues

1. It is important to recognize the work that is already being done and to support, promote and expand our current community literacy programs.
2. We need to keep increasing access for hard-to-reach families, and keep these needs in the forefront.
3. We must recognize the needs of a changing demographic, including “retired” seniors wanting to join the workforce.

Questions

1. How can we remove the barriers facing people who want to improve their literacy skills?
2. How does essential information get to all community members, regardless of their reading level and access to media?
3. How can school activities be brought into the community and how can the community be brought into the schools?

H: The Plan

Based on the June 2009 meeting, three focus areas were identified to address the needs of the Boundary region. These are the priorities that will again be addressed in 2011/2012. The Plan highlights what steps have been taken in the past year and outlines the objectives and next steps for the coming year.



District Literacy Planning Meeting – May 2011



Participants at The Community Learning Place

School District #51 (Boundary)

DISTRICT COMMUNITY Literacy Plan 2011-2012

Goal 1 – Community Awareness

- Embed learning and literacy activities in community settings

1. Investigate the use of social media in a variety of formats, including: Facebook, Twitter and NING.com.	CBAL - Deb Baker CBAL - Sheila Dobie Community partners	Ongoing	Staff time CBAL templates being used in other communities	A Literacy Facebook page is created and people in the community “like” it.	New initiative for 2011-2012
2. Create and distribute a Boundary Literacy Community Calendar.	Sheila Dobie Community partners School secretaries	Fall 2011 Winter 2012 Spring 2012	Staff time Printing costs	People use community calendars to access information about literacy programs in the Boundary. Calendars are posted on community websites.	Three calendars were created and distributed in 2010-11.
3. Link the School District 51 website with other Boundary literacy service provider websites.	SD51 Technician - John Popoff Sheila Dobie Community partners	Fall 2011 and spring 2012	Web access Staff time	Information on the SD51 website is current and updated regularly.	New initiative for 2010-2011 Not completed, will complete in the 2011-12 school year.
4. Increase the literacy conversation in the West Boundary (WB).	Deb Baker Sheila Dobie CLAC Community Partners	Ongoing	Staff time Transportation	One CLAC meeting a year is held in the WB. CBAL presence at social and family events in the WB. Sharing Book Box is widely distributed in the WB.	Successful presence at community events, community members want to see more and learn more about literacy opportunities.

5. Build literacy awareness through community events.	CBAL Boundary Family and Individual Services (BFISS) SD51 WB One to One tutors Community partners	Ongoing	Staff time Funds for table rentals Photocopying Book giveaways	Community organizations host tables at the Farmer's Market and Fall Fairs, leading to a broader awareness of literacy issues and programs in the Boundary. More presence at events in the WB including Family Literacy Day.	Successful events were held in 2010-11, including: Champions of Literacy, Festive Family Storytime, Family Literacy Day Barbara Adler Event Ready, Set, Learn WB – Mother's Day Tea, Greenwood Summer Days, Chautauqua, Ready Set Learn, and Fall Fair.
6. Diversify the membership of the Community Literacy Advisory Committee.	CBAL CLAC members	Ongoing	Staff time	CLAC will have representation from the business community.	New initiative for 2011-2012.

Goal 2 – Planning

- Provide resources and supports for those children, youth, and adults who may not be engaged in literacy activities
- Support literacy success in early learning, school and adult programs for our aboriginal population

Strategies	People responsible	Dates	Resources needed	Indicators of Success	Progress
1. Provide after school and summer tutoring programs for aboriginal school age children	SD51 Aboriginal Educator -Wanda Hecht SD51 Aboriginal Educator -Marilyn Hansen Sheila Dobie	Ongoing	Program funds	Children who need extra help receive it after school and during the summer, improving learning.	This successful initiative grew even larger this year.
2. Support children and families to access services, resources, and community supports through StrongStart	SD51 StrongStart Centres Success By Six and Early Years coordinator – Ellen Strelaef	Ongoing	Continued program funding	Children and families access community supports and services, leading to improved	Mother Goose, Early Heart Smarts, and Library Outreach Storytime ran at the StrongStart Centres

Centres across the Boundary.	Grand Forks Public Library (GFPL) - Lizanne Eastwood Boundary Childcare Resource and Referral (BCRR) Public Health Community partners			Early Development Indicator (EDI) results.	this year. All were well attended.
3. Meet as needed to network, share program information and look for ways to collaborate.	CBAL SD51 BFISS BCRR Community Futures Boundary Early Years-Advisory Committee (BEYAC) Library Community partners	2011 - 2012 school year	Staff time	There is no duplication of services and resources are used efficiently and collaboratively. An inventory/list of literacy programs will be used to assist our understanding of what is being done in the community.	Meetings were held throughout the school year.
4. Reach out to families that are not currently accessing services and programs and provide assistance in overcoming barriers to participation.	Sheila Dobie Deb Baker Community Partners	Ongoing	Funds for snacks, childcare, gas vouchers, and transport of staff to sites Professional development for staff in outlying areas	Parents who have no money for gas, childcare, transportation, etc. can access programs. We have literacy programs for all ages in a variety of Boundary communities.	

Goal 3 – Evaluation

- Sustain and strengthen the existing literacy programs and resources that encourage children, youth, and adults to become literate and enjoy literacy activities

Strategies	People responsible	Dates	Resources needed	Indicators of Success	Progress
1. Work toward universal screening using the Ages and Stage Questionnaire (ASQ).	CBAL SVCCS BFISS StrongStart Centres Infant Development Program (IDP) – Judy Fletcher ASQ screening committee	Ongoing	Community partner buy-in Staff time	The ASQ-3 is promoted with a widely distributed informational bookmark and hard to reach groups, such as home day cares, are using the tool.	ASQ-3 and ASQSE screening taking place regularly at SVCCS.
2. Create or provide programs that meet the community's needs, based on the results of the EDI and other assessments tools used by literacy providers.	SD51 CBAL Infant Development program (IDP) - Judy Fletcher Community Partners	Seasonally meet to assess needs and delivery of early years programming in the community.	Funding for programs Staff time	Community programs are developed and provided based on assessed needs. Moe the Mouse program is rolled out at more venues.	Early HeartSmarts program was developed and delivered in partnership with BFISS and CBAL.
3. Increase awareness and use of Essential Skills so Essential Skills become a shared language and practice among educators, employment service providers and employers.	ALRT CBAL Community Futures Employers Selkirk College	Ongoing Fall 2011 – Spotlight on change offered at Women's Centre	Staff time Funding Staff training in Workplace Literacy & Essential Skills Support from the Essential Edge project staff	Essential Skills assessments and training take place.	Literacy coordinators received pro-d on Spotlight on Change Program in March 2011.
4. Strengthen community partnerships for Health Literacy initiatives.	BFISS CBAL Interior Health Authority - Heather Shilton Lizanne Eastwood	September 2011 Partners meet to look at Books for Babies resources, as well as other health literacy information ideas	Staff time	All families of newborns have access to up-to-date information regarding community literacy resources. Health Literacy	New initiative for 2011-2012 All babies in the Boundary are receiving Books for Babies bags at their first well-

				campaigns are implemented with various partners.	baby visit.
5. Increase paid staff and volunteer hours at the Community Learning Place.	CBAL Library Volunteers	Sept 2011– June 2012 - program offered at libraries in the East and West Boundary	Staff time Program funding Snacks Resources	Community Learning Place continues to grow and resources are available to pay staff.	New initiative for 2011-2012 CLP established in winter 2010. Referrals are coming from Community Futures and the library.
6. Connect with community groups such as BANAC, Homeschoolers, Churches, Food Bank, Whispers of Hope, Hardy View, and Rock Creek Medical Society to provide outreach services.	Sheila Dobie BANAC - Joan Holmes Gospel Chapel - Karren Donald	Fall 2011 - partners meet to discuss opportunities for potential partnerships	Staff time	We are providing outreach services for the hard-to-reach.	New initiative for 2011-2012
7. Create a screen time strategy for parents and families.	Community Partners SD51	Fall 2011 - Gazette to start printing Families at Play submissions on a monthly basis	BEYAC partners to contribute articles for print	Parents are aware of the importance of screen-time and alternative activities for children.	New initiative 2011-2012 BEYAC is preparing a public awareness piece about Families at Play.

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?

- The economic situation has created a need for financial literacy education. Partnerships will be explored to address this.
- In the WB literacy is being highlighted and recognized at a variety of social events – people want more! (books, programs)
- Interior Health has implemented a health literacy strategy. At this point we are not sure where this is going, what are the available resources and which agencies are going to be involved.
- Grand Forks is experiencing a “retirement” demographic surge which is resulting in more demand for services and also creating opportunities for volunteers.

2) Task Group:

a. Who takes part in the task group?

CBAL coordinators and facilitators, Selkirk College, Grand Forks Public Library (director, programming staff and board member), SD51 (superintendent, director of ed., school board trustee), public health nurse, Infant Development Program worker, One to One tutor, Sunshine Valley Community Services, Sunshine Valley Community Childcare Society, Early Years Coordinator, Executive Director of the Boundary Family and Individual Services.

b. How is the work of this group organized?

- Three to four meetings per year are held with connections fostered at different community tables throughout the year.
- There is a DLP review in the Spring and the document is reviewed throughout the year.
- Sub-committees are formed ie. Champions of Literacy.
- Recruitment for new members is ongoing with people and agencies

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?

- Collaboration between CBAL and the library has resulted in The Community Learning Place being a very successful initiative.
- Collaboration among CBAL, SD51 and the library ensures the ongoing success of the Aboriginal Homework Club.
- Sunshine Valley Community Services staff have received tutor training.
- Interior Health on a local and regional scale – still hoping for more.

b. What are the essential ongoing collaborations?

- Collaboration between school district and the provincial literacy group which allows for funding for LOCs.
- Collaboration between school district/library/CBAL
- Selkirk College – Essential Skills cross training and venue support for adult programs.

c. What makes collaborations work well?

- Understanding that everything we do needs to be done collaboratively in order to ensure success.
- A need to share our resources because none of us have enough on our own.
- Recognizing the expertise that we all have and are willing to share.
- When each partner is sharing in a mutual goal, connecting with the learners in a deeper/better way than would be possible on our own.

4) Goals and actions for the current year:

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

- The Learning Faire – exploring multiple intelligences.
- Bulletin Boards- were maintained in communities in the east and west Boundary.

- Aboriginal Homework Club across the Boundary.
- StrongStart – we were able to provide programming that fit the Social/Emotional domains of the EDI; Mother Goose and Early Heart Smarts.

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

- A grant provided by Literacy BC enabled Sheila to develop a Learning Disabilities tool called The Smart Apple Game. This game explores Multiple Intelligences.
- A program was provided called Early Heart Smarts which was based on attachment theory and helped children and parents in the realm of social and emotional development.
- Aboriginal Homework Club provided lots of resources which enabled a substantial expansion of this program. CBAL and SD51 are doing a lot of follow-up planning. Also ran two Stress-free reading workshops for parents.
- Bulletin Boards – we were able to maintain the partnership with SVCSS to look after upkeep of the board in Grand Forks.

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?

- The idea of a collaborative wiki was not addressed, the group has agreed to look at other forms of social networking to accomplish this communication piece.
- The concept of the Community Learning Place was developed with regional coordinators and offered in Grand Forks and Greenwood along with Castlegar and Trail. In-house collaboration within CBAL made for a consistent approach with the libraries, service providers and promotions.

5) Indications of Success:

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

- There has been success in the aboriginal tutoring program – more children are receiving one on one help, parents are attending workshops on Stress Free Reading and observing tutors in action. Children’s reading levels are noticeably improved.

- More people accessing our programs- from Mother Goose to Senior's Computers.
- The Community Learning Places are so popular more volunteers or paid staff will be required in the upcoming year. There is a definite link to the need for Essential Skills work. See Story in this document.

b. What are the things that support literacy work?

- Funds allocated for Literacy Outreach Coordination.
- Professional Development being offered to coordinators and staff regionally.
- Partnerships being forged and maintained.
- A recognition within the community and partners that the work is necessary and that there are effective and sustainable ways to do it.

6) Challenges:

a. What are the difficulties?

- Lack of time and funds - much of the work is taking place off the side of people's desks.
- Travel distance across the Boundary is becoming more expensive.
- Funding sources for social services have been cut in all sectors,
- Delivery costs for delivering programs have increased as well as transportation and food costs.
- High school enrollment has decreased.
- There are families within our community that have chosen to 'opt out' of the mainstream school system, and it is difficult to connect with them in meaningful ways.

b. What would help?

- An easily accessible set of PR templates – i.e. Top 10 literacy tips for Senior's Computers.
- Continued financial support of the coordination pieces of the work.
- Professional Development and region wide meetings take place virtually.
- More partnerships developed, especially with the business sector.
- Existing partnerships continue to expand and develop creative programming and different ways to connect with all sectors of the community.

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

- Community Learning Place in both the East and West Boundary will be able to offer solutions to the impacts of the economic situation as well as the needs of the “retirement” demographic – providing an access point for Essential Skills upgrading or training.
- A need to recruit more staff for coordination.
- Raise a Reader funding will no longer be available, need to figure out if there is there an alternative source of funding for early years programs.
- Community Futures – we are developing further connections and receiving referrals and support for potential program partnerships.
- The current economic situation requires that we provide more outreach in the form of programs and services to the Women’s Centre, Women’s Transition House, The Food Bank and Whispers of Hope.

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

- Ensure the momentum and success of the Aboriginal Homework Club.
- Recruit more volunteers for the Community Learning Place or find funds to pay for additional facilitation hours as the intake increases.
- Provide Financial Literacy classes in the WB – find partners, funding and facilitation to offer a program like this.
- Reach out to the homeschool families through churches.
- Introduce social media – a literacy Facebook page.
- Develop the program in the WB to reach more people – hold one of the CLAC meetings in the WB.

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

- Continued LOC funding.
- Find new partnerships to increase the level of tutoring with the aboriginal homework club.
- Connect with BANAC/Aboriginal group for contributions of volunteers – elders that can offer mentorship and

social support .

- A continued need to raise awareness about literacy and CBAL in the WB.
- New partnerships to aid in delivering the program “Spotlight on Change”.
- More adult program facilitators to assist at the CLP and other adult/senior programs.
- Continued enrichment of our Literacy partnerships with responsive creative programming, events and outreach.

Stories – connected to the success of the Community Learning Place

A variety of folks have been attracted to the new weekly drop in at the Library. These sessions can include anyone from regulars who want more help with computers and could be students from the senior's computer class – or someone with a totally unique concern such as one gentleman – who now comes to every drop-in session. He is 5 years away from a massive stroke- and continues to find numbers and words a challenge. We spend our time talking and reading, working with the calculator (the extra large one so that the keys are easier to find), and each week we see a slow progress that is bringing out those old familiar things back to the forefront - the multiplication table – needing to be relearned – and finding out it was not so far away after all! There is much comfort found in the large print volumes.

A 55+ woman approached the one to one program this winter – one snowy afternoon - out of the blue - connecting first to Selkirk – then referred to the CBAL Adult Literacy program. She had not finished school, was told all her young life she was dumb and useless. She knows now that this is nonsense, but it took enormous courage to make the first step to do something about what she calls “a lack of foundation”. After a few months of very hard work, including attending a 4 week session of Writing Out Loud, she is sailing through material that is challenging, and rewarding- and is coming out shining! I expect this woman will find herself within a few years taking college courses, when so recently she felt she was not able to work or function as a literate person.

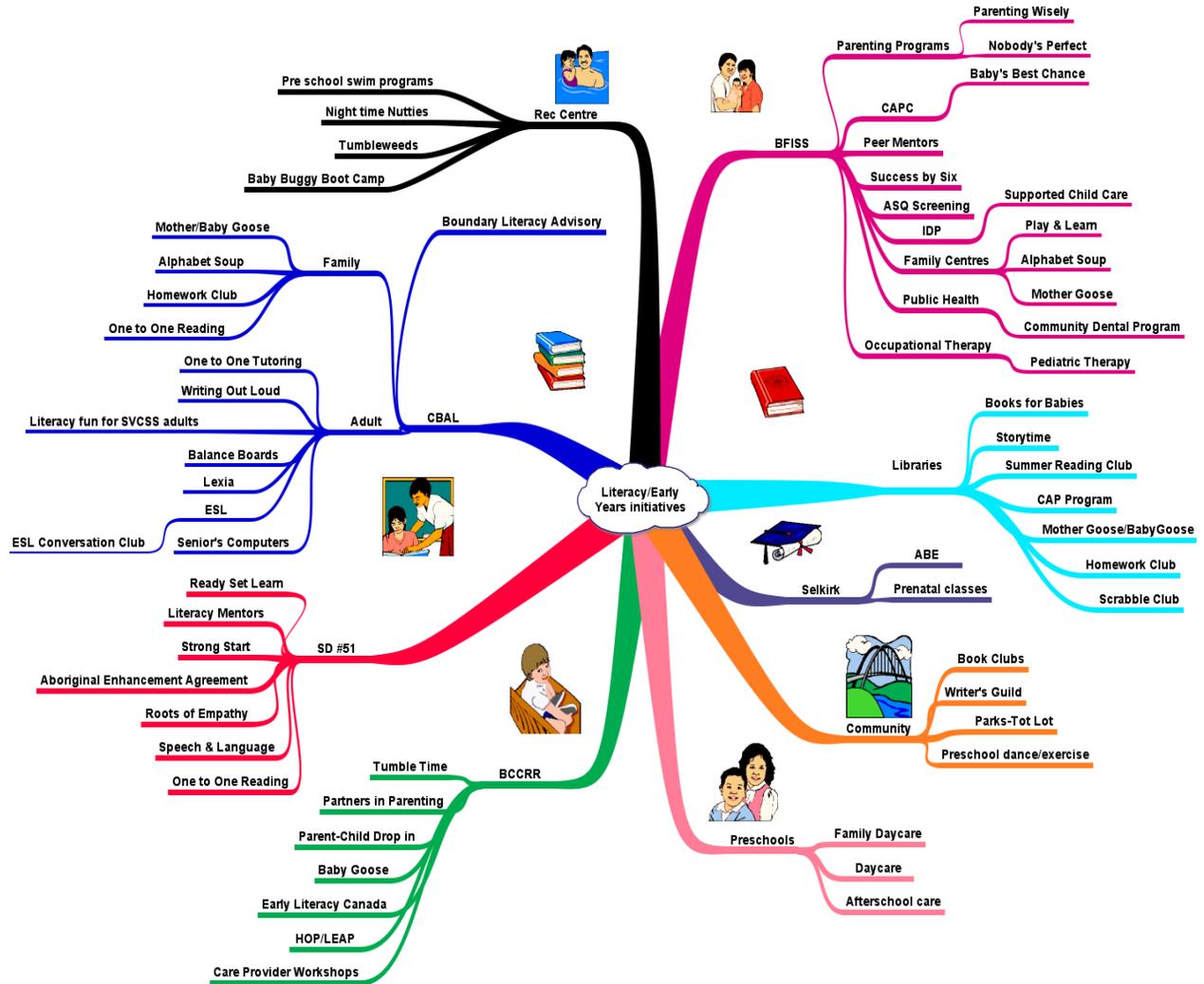
Appendix 1 A: The Community Literacy Inventory

Boundary Literacy, Learning and Early Years

Pre – and peri-natal	Birth to 5 years	K – Gr 3	Grades 4-7	Grades 8 – 9	Grades 10 – 12	Young adults	Adults	Seniors
	IDP	After school care	→			Adult Basic Education	→	
	Family Daycare	Summer Reading Club	→	→		Early Learning Canada	Care Provider workshops	→
	Daycare	Homework Club	→				→	
	Nobody's Perfect	Roots of Empathy	Girl's Eye View			Nobody's Perfect	→	
Baby's Best Chance	Children First					Baby's Best Chance		
	Rec Centre Programs		Scrabble Club	→				→
	Family Night Out	→	→			ESL	→	
		K – 12 Literacy	→	→		1-1 Adult Tutoring	→	→
	Story Time	Aboriginal Enhance. Agree.	→	→		Writing Out Loud	→	
	ASQ	→				Literacy Fun for SVCSS Adults	→	
							Senior's Computers	→
	Occupational Therapy	Speech and Language	→	→		Adult Workplace Literacy	→	
	Physio-Therapy	→					→	
	Pre-school Rec Program	Literacy Mentors	→	→		Supported Employment	→	
	Early Heart Smarts	1-1 Reading	→			Book Clubs	→	→
	Family Centre Drop-in	One-to-One Tutoring	→			Writer's Guild	→	
Blessings Boutique								→
	Parks Tot Lot	→	→			Peers and mentors		Access
	Strong Start					Strong Start	→	→
	Mother Goose					Mother Goose	→	
	Baby Goose					Baby Goose	→	
	Hop/LEAP					Hop/LEAP	→	
Prenatal Classes	Ready Set Learn					PALS	→	→
	Books for Babies							
	Success by Six					Parenting Wisely	→	

Pre-and peri- natal	Birth to 5 years	K - Gr. 3	Grades 4 - 7	Grades 8 - 9	Grades 10 - 12	Young adults	Adults	Seniors
		Community Integration	—————→	—————→	—————→		CAP Program	—————→
	Play and Learn	—————→				—————→		
	Parent/Child Early Learning Opp.					—————→		
	Family Games Night	—————→	—————→	—————→	—————→	—————→		
	CAPC West CAPC East					—————→	—————→	
	Supported Child Care	—————→	—————→			—————→	—————→	
	FASD	—————→	—————→	—————→	—————→	—————→	—————→	
		Community Dental	—————→	—————→	—————→	—————→	—————→	
	Dance and Exercise	—————→	—————→	—————→	—————→	—————→	—————→	—————→

Appendix 1 B: The Community Literacy Inventory- The View from 5,000 Feet



Appendix 2:

**Community and District Literacy Planning Committee
Contact List
2010/ 2011**

Name	Email	Organization
Sheila Dobie	sdobie@thehub.literacy.bc.ca	CBAL - staff
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Garcelon, Sally	sally.garcelon@gmail.com	SD51 - Trustee
Leander, Leda	leda.Leander@bfiss.org	Boundary Family and Individual Services - Executive Director
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