

# District Literacy Plan for the North Okanagan-Shuswap 2011 – 2012



# NORTH OKANAGAN-SHUSWAP DISTRICT LITERACY PLAN

**2011 – 2012**

**Submitted To:**

2010 Legacies Now

BC Ministry of Education

**Submitted By:**

Literacy Alliance of the Shuswap Society

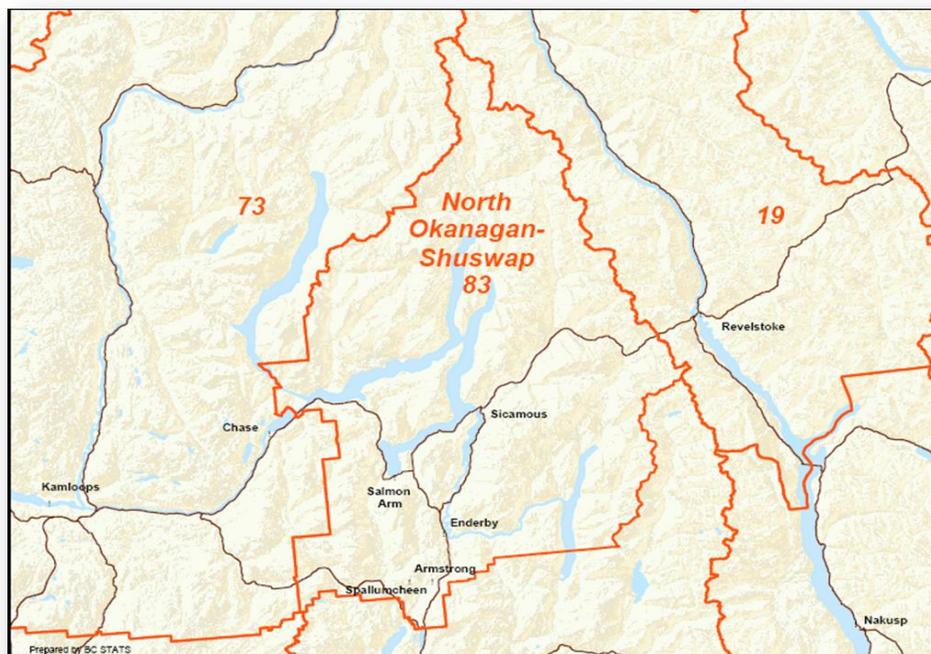
North Okanagan-Shuswap School District #83

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## NORTH OKANAGAN-SHUSWAP COMMUNITY PROFILE

North Okanagan-Shuswap School District #83 is an area of 8,500 square kilometers located around Shuswap Lake and the North Okanagan. The school district encompasses the distinct communities of Malakwa, Sicamous, Grindrod, Enderby, Ashton Creek, Kingfisher, Armstrong, Spallumcheen, Falkland, Ranchero/Deep Creek, Silver Creek, Salmon Arm, Carlin/Tappen, Sorrento, Celista, and Seymour Arm.

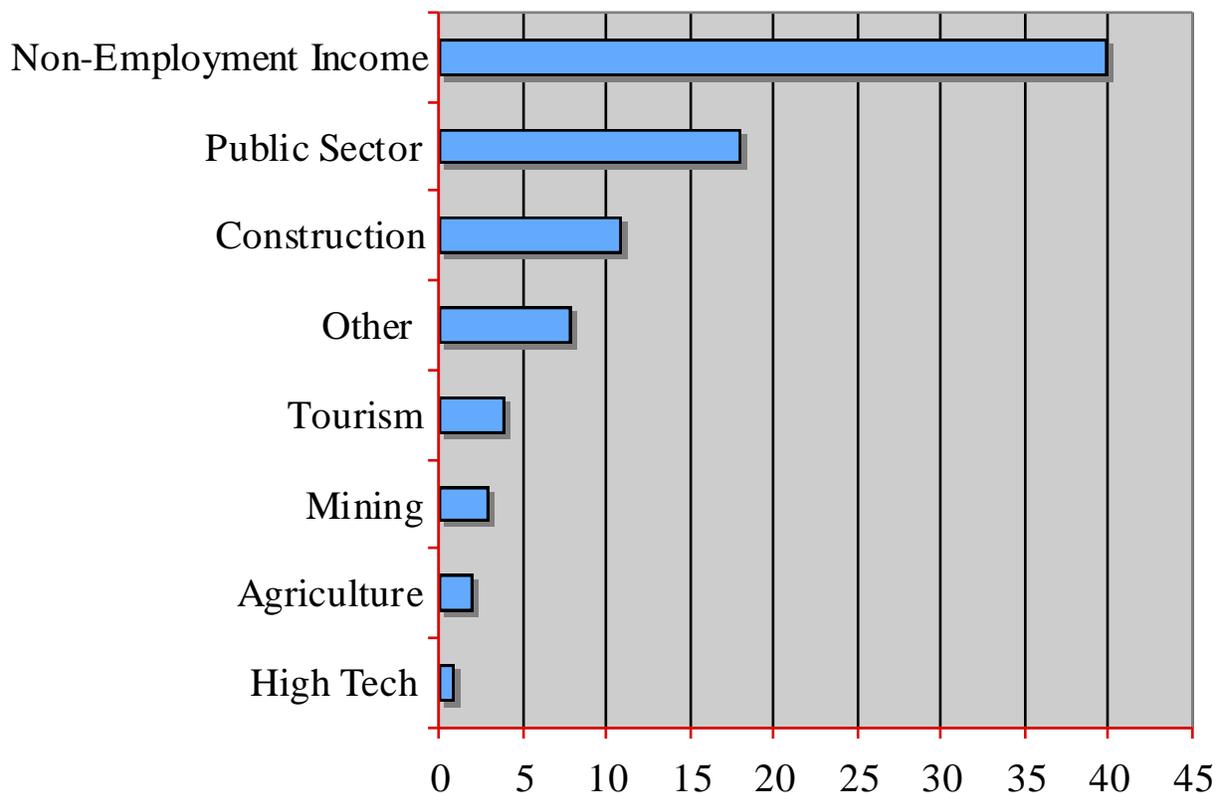
Salmon Arm is the largest community in the North Okanagan-Shuswap with a population of approximately 17,000 people although it serves as the commercial, cultural, and administrative hub for over 45,000 residents of the Shuswap Lake region.



The school district includes four First Nations bands – Spallumcheen, Adams Lake, Little Shuswap, and Neskonlith. The school district’s Aboriginal Education Enhancement Agreement (AEEA) expired in November 2010 and this past year “Renewal Conversations” were held with all who have a vested interest in Aboriginal students and Aboriginal Education in our community. The goal is to begin the 2011 – 2012 school year with the signing of the Second Enhancement Agreement.

The North Okanagan-Shuswap is an economically diverse area with non-employment income (CPP, OAP, social assistance, EI, pensions, investment income, alimony, child support, etc.) and public sector income contributing the greatest to the local economy. It is difficult to compile data from all of the communities in the region but the graph below provides a good overview of the area’s income dependencies based on data from the city of Salmon Arm.

**Salmon Arm Economic Dependencies (%): 2006**  
(Data Source: BC Stats)



## **THE PLANNING STAGE**

As part of the 2010 Legacies Now project, the formal Planning Phase for the development of the North Okanagan-Shuswap District Literacy Plan began in 2008. Altogether, approximately three hundred community members from all reaches participated in the development of the original District Literacy Plan, thus contributing a broad range of ideas, suggestions, and experiences concerning the learning culture in our region. The information gathered from the research phase gave rise to a number of key themes which have been identified as follows:

- Coordination
- Awareness
- Partnerships and Collaboration
- Training and Education
- Outreach
- Funding and Sustainability

The first three topics were identified as such overwhelming needs for service providers, learners, educators, and other community partners that the process of gathering information evolved into a campaign that was dubbed “Connecting the Dots.”

When the official launch of the Literacy Now Initiative was held, it was recognized that the unique character of each of the outlying communities would be taken under consideration during the development of the District Literacy Plan. As expected, the analysis of the community assets indicated that there would be some differences in the actions of several communities. However, it was interesting that during all of the discussions of visions, there was strong agreement that allowed the articulation of one statement for the region as a whole. The focus is on the learner.

### **THE COMMUNITY VISION**

**Our community will become one in which learning and learners will be valued.  
Every community member will be engaged in learning  
and will feel proud to be a part of it.**

To tackle all of the research findings, a Logic Model for a long-term District Literacy Plan was constructed (see Appendix I.) The Logic Model is intended to illustrate the changes and impacts expected over time as the community literacy goals are accomplished. This Logic Model will continue to be a helpful resource as we develop goals and evaluate our progress on a short, medium, and long-term basis.

### **LITERACY ALLIANCE OF THE SHUSWAP SOCIETY**

In May, 2009, the Community Literacy Task Group evolved into a non-profit society called the Literacy Alliance of the Shuswap Society (LASS.) The society currently has seven Directors and a total membership of thirty-eight community members. A Board Policy manual has been created and the development of a LASS logo and website have helped increase visibility of the society and its goals in the community. LASS is also currently in the process of applying to become a registered charity.

[www.shuswapliteracy.ca](http://www.shuswapliteracy.ca)



The society's vision is one of strong communities with opportunities for everyone and the goals of LASS are centered on promoting and supporting literacy initiatives throughout the North Okanagan-Shuswap area.

#### **LASS Mission Statement**

The Literacy Alliance of the Shuswap Society promotes literacy in the North Okanagan-Shuswap area through awareness, collaborative partnerships, and education in order to enhance the health and well-being of individuals and the community.

## **THE IMPLEMENTATION STAGE**

We are currently in the third year of the Implementation Stage of the District Literacy Plan. Using the 2010 - 2011 DLP, the community literacy Logic Model, and ongoing feedback from community partners, we have decided to continue to focus on three main goals for 2011 - 2012: awareness, collaboration, and education.

## **2011 – 2012 DISTRICT LITERACY PLAN GOALS**

### **AWARENESS**

- To promote literacy awareness leading to increased referral to and utilization of learning opportunities

### **COLLABORATION**

- To reflect and respect diverse perspectives of the community as a whole and to increase commitment to work on issues together

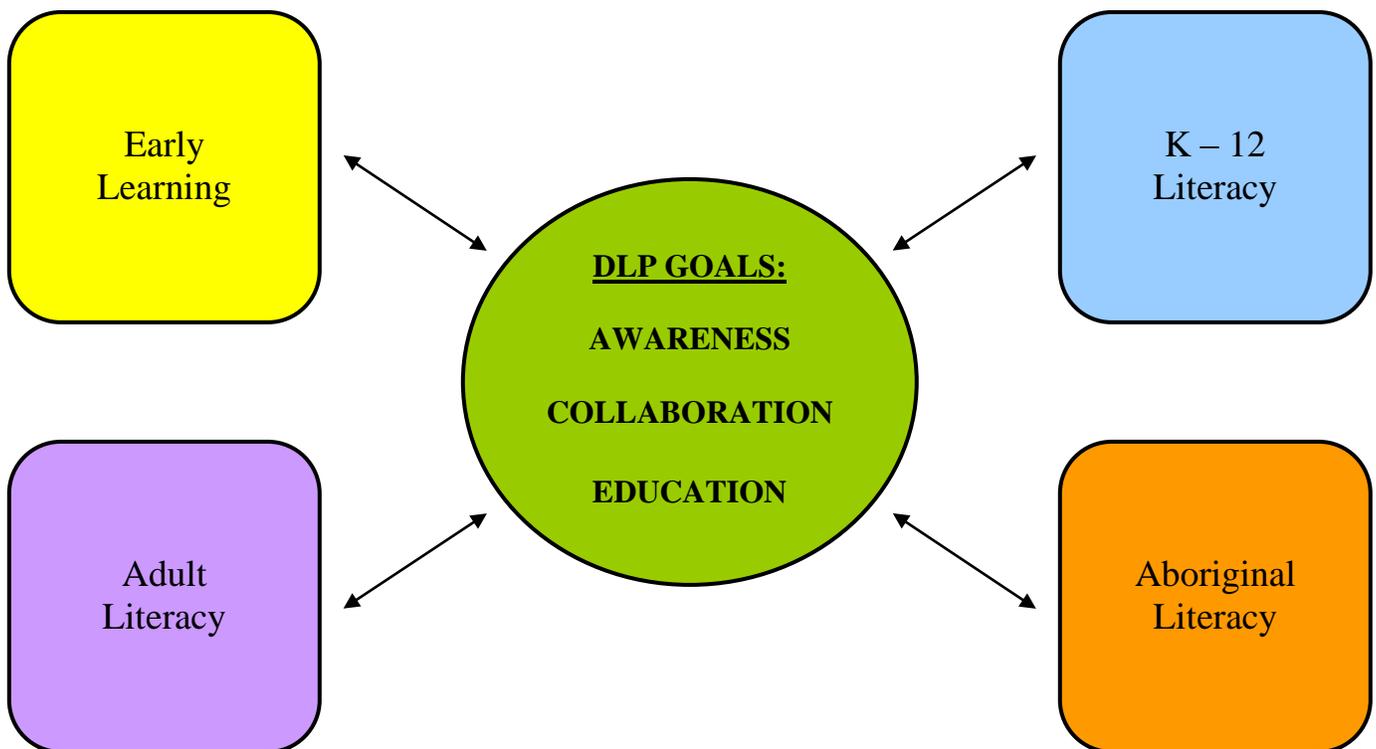
### **EDUCATION**

- To improve skills and increase resources to deliver culturally sensitive literacy programs

## **THE FOUR PILLARS**

As the actions and strategies to achieve these goals were determined, they have been compartmentalized to ensure the community's literacy needs are being addressed in all four pillar areas: Early Learning, K – 12 Literacy, Adult Literacy, and Aboriginal Literacy.

## **THE FOUR PILLARS**



The District Literacy Plan is a constantly evolving document and strong community partnerships are the key to successful community development. The 2011 – 2012 District Literacy Plan reflects the importance of creating strong communication links, promoting literacy awareness, collaborating with community partners, and providing educational opportunities for all learners. Using the four pillars, we want to ensure that we are supporting learning opportunities for all members of the North Okanagan-Shuswap community.

# **REFLECTIONS ON THE 2010-2011 DISTRICT LITERACY PLAN**

## **COMMUNITY CONTEXT**

Like most communities in British Columbia, the poor economic climate continues to be an issue in the North Okanagan-Shuswap as it creates reduced employment opportunities, a reduction in human resources for some community organizations, and a decrease of funding opportunities. Despite the gloomy economy, LASS embarked on a major awareness campaign this past year that has resulted in community members, service providers, businesses, and organizations developing an increased awareness of literacy issues and a stronger understanding of how literacy impacts our community. As a result, strong partnerships have been developed to support literacy development and community members have become much more aware of LASS as an organization that promotes literacy through awareness, collaborative partnerships, and education opportunities.

## **TASK GROUP**

As the Literacy Alliance of the Shuswap Society is a non-profit organization, the Board of Directors (seven members) and LOC take on the role of the community's literacy task group. Meetings are held bi-monthly to review and evaluate the goals and Action Plan as outlined in the DLP. LASS members-at-large (thirty-one members) are kept informed through quarterly newsletters and email updates about upcoming literacy events and initiatives. From 2010 to 2011, the total membership of LASS increased from sixteen to thirty-eight members. An Annual General Meeting is held in April of each year and this year a Volunteer Appreciation Tea was held prior to the AGM to celebrate over two hundred literacy volunteers in our community. The LOC carries out the majority of the coordination and collaboration of the literacy initiatives while Board and general members volunteer to help at the various literacy events and offer input and feedback about literacy initiatives and potential literacy gaps throughout the community.

## **COMMUNITY DEVELOPMENT AND LITERACY COLLABORATION**

Due to an overall increased awareness of literacy issues in our community, there have been many wonderful collaborative partnerships established to help support ongoing literacy development. Collaborations work well when there is a shared vision, a commitment to achieving the goals, open communication, a sharing of ideas, and often a “thinking outside of the box” mentality. In the area of literacy, strong collaborative partnerships have been created this past year because LASS has become a recognized and respected community literacy organization. The consistency of a full-time Literacy Outreach Coordinator supports commitment to long-term collaboration initiatives and has helped immensely to create trusted partnerships with various individuals and organizations.

Community development is constantly evolving and it takes time to build programs and create a support network that will meet the needs of the community. Planning needs to be responsive to the changing needs of the community. It is extremely important to listen to and develop a full understanding of the needs of community groups and its members and to focus on a shared vision. In order to evaluate the effectiveness of existing community partnerships, formal and informal feedback from partner groups and service providers is encouraged and the DLP goals are reviewed at bi-monthly LASS Board meetings.

## **GOALS AND ACTIONS**

All of the literacy goals (awareness, collaboration, and education) were addressed this past year. Our greatest focus was to promote an awareness of LASS as a community literacy organization and, in turn, highlight literacy issues and support services in our community. This was achieved through a new logo, website, facebook page, newspaper articles, a monthly newspaper column, radio interviews, quarterly newsletters, literacy presentations, promotional materials, word of mouth, and participation at community meetings, tables, and special events. Increased awareness led to many strong collaborative partnerships that helped support existing or create new educational programs and literacy initiatives. Some of the successful initiatives include:

- “Spread the Word” Community Book & Magazine Exchange Program (over 5000 donated books in 45 bins in 7 communities)

- Books for Babies Program (collaborative sponsorship with Browne-Johnson Land Surveyors, Salmon Arm Honda, Sicamous Legion, The Book Lady, IODE, and LASS)
- Preschool PALS Program (3 sessions per year at all 5 StrongStart programs)
- APALS (facilitated by LOC and First Nations Teacher Counsellors in 5 elementary schools)
- One to One Children's Literacy Program (started program in 10 elementary schools with over 150 trained community volunteers)
- Heap the Honda Children's Book Drive (collected over 2200 books and distributed them to families via 17 different community organizations)
- Family Literacy Week 2011 (included school-based activities and a Family Literacy Celebration)
- Family Program Adult Book Clubs (3 family programs involved using both popular novels and adult literacy novels)
- Computer Tutoring for Seniors (120 learners and 50 tutors currently involved)
- Literacy Advocacy for Adult Learners (supported several adult learners and provided specific advocacy support and follow-up for 3 learners now enrolled in adult literacy programming)
- Learning for Life Workshop Series (over 150 people attended during International Adult Learners' Week)
- Literacy Audit and Plain Language Workshops (presented 8 workshops to promote overall literacy awareness)

For all of the above literacy initiatives, strong collaborations exist between LASS and many community organizations and /or businesses. All of the above programs will continue to be a focus for next year and a list of all partner organizations and groups can be found in the 2011 – 2012 Action Plan.

As far as adjustments to the plan are concerned, changes were made throughout the year in order to reflect the needs of the community. For example, what started out as an idea to encourage adults to learn computer skills quickly evolved into an amazing one-on-one Computer Tutoring Program for Seniors which currently involves over fifty volunteer tutors and one hundred twenty

learners in five different communities. The resurrection of the Books for Babies program began as a discussion between two community-minded business people and turned into a collaborative partnership involving three businesses and three community organizations. Although Financial Literacy was not part of the 2010 – 2011 Action Plan, time was spent collaborating with local Credit Unions and the School District to develop a financial literacy curriculum for the schools. This collaborative partnership continues to strengthen and grow and financial literacy is now a key component of the 2011 – 2012 Action Plan.

There were also some priorities that were not addressed due to limited time constraints, the changing needs of the community, and the need to build relationships before exploring specific literacy initiatives. However, recognizing that the DLP is a constantly evolving document allows for community literacy development to truly reflect the needs of the community on an ongoing basis.

## **INDICATIONS OF SUCCESS**

One of the most prominent indicators of success is that community members, service providers, and organizations are becoming more aware of literacy issues and are able to identify available literacy resources and programs. This has had a tremendous impact on learners and the community as a whole. Some specific examples include:

- An employment counselor at The Employment Place in Salmon Arm identified possible literacy issues with a client after hearing a Literacy Audit presentation. The client was directly referred to the LOC who, in turn, offered advocacy support and personally connected the learner to the Adult Literacy program at Okanagan College.
- An adult learner contacted the LOC after hearing her on the local radio station promoting LASS. Advocacy support was offered and the learner was immediately matched with a tutor at the college. The learner wanted to write his life story and attended the “Learning for Life” workshop on memoir writing. With the help of his tutor and the LOC, a local author is now mentoring him and helping him transform his life story onto paper.
- A senior learner involved with the Computer Tutoring for Seniors Program connected with the LOC to share how much the program has meant to her. As she told her story, she began crying tears of joy and appreciation for how life-changing the program has

been as she can now send emails and photos back and forth with her grandchildren and friends.

- A parent attending one of the family programs became involved in the adult book club and read a novel for the first time since high school.
- Data from the One to One Children's Literacy Program has shown strong improvements in both fluency and comprehension for the participating students. Anecdotally, teachers and volunteers have also observed tremendous gains as the students increase their overall self-confidence about reading.
- Grandparents raising their grandchildren started attending the Preschool PALS programs at various StrongStarts.
- LASS held its second AGM in April and increased its membership from 16 members in 2010 -2011 to 38 members in 2011 – 2012 (7 Board of Directors and 31 members-at-large.)

Some more general examples of the impact the literacy initiatives have had on our community this past year include:

- Inquiries about learning opportunities, tutoring programs, book donations, and volunteer opportunities now come directly to the LOC via phone calls, the LASS website, facebook, or direct referrals
- Service providers and organizations now contact LASS to provide literacy workshops whereas previously LASS was always the group to make the initial contact
- Local businesses and organizations are stepping up to help sponsor (financially and in-kind) a number of literacy programs and events
- Family Literacy programs in Salmon Arm, Sorrento, and Sicamous have provided a model for other family programs in Armstrong and North Shuswap to follow
- Community members are being welcomed into the school community through volunteering to help children read in the One to One program
- Over 200 community members have volunteered to support community literacy initiatives this year
- Intergenerational learning is taking place as part of the Computer Tutoring for Seniors Program and the One to One Children's Literacy Program

Some of the things that support literacy work include having a full-time LOC who is able to carry out the coordination, collaboration, and facilitation of literacy initiatives in the community. Through awareness campaigns, communication, and relationship building, LASS and the LOC are now a visible source for literacy support and program development in the North Okanagan-Shuswap. Strong community relationships have been built and there have been increased opportunities to share information and collaborate with partner organizations. As LASS is still receiving Implementation funds, having access to program funding in addition to coordination funding currently allows the society to financially support many literacy initiatives.

## **CHALLENGES**

As with all community development, there are definitely challenges associated with literacy development. On a financial level, the coordination funds to support the employment of a full-time LOC are critical. An LOC plays a pivotal role in the coordination, collaboration, and organization of the goals and Action Plan as outlined in the DLP. The issue of long-term sustainability of both coordination and program funding is definitely a huge challenge. Planning for sustainability through a variety of funding sources such as grants, donations, and fundraisers continues to be a concern.

Geographically, it continues to be a challenge for the LOC to connect with the various service providers and community organizations in all of the district's communities (Salmon Arm, Sicamous, Malakwa, Grindrod, Enderby, Ashton Creek, Kingfisher, Armstrong, Spallumcheen, Falkland, Rancho/Deep Creek, Silver Creek, Carlin/Tappen, Sorrento, Celistia, and Seymour Arm.) The LOC sits on five ECD committees and is a literacy resource person at two Interagency tables. By visiting family programs, StrongStarts, local schools, and facilitating programs in many communities, the LOC strives to provide effective literacy support in all areas of the North Okanagan-Shuswap despite the huge geographical area.

A further challenge involves finding creative ways to connect with low literacy learners in our community. The partnerships that have been created with Family Resource Centres, family programs, The Employment Place, food banks, seniors' groups, and other community organizations have helped to spread the word about the various learning opportunities in the

community. However, there is still a perceived stigma for many learners with low literacy levels. There will continue to be a focus to address the possible barriers to participation in learning programs such as transportation, child care, formal learning barriers, and cultural differences.

## 2011 – 2012 ACTION PLAN

### AWARENESS

- To promote literacy awareness leading to increased referral to and utilization of learning opportunities

	Actions/Strategies	Partnerships	Status
<b>Early Learning</b> <b>K-12 Literacy</b> <b>Adult Literacy</b> <b>Aboriginal Literacy</b>	<ul style="list-style-type: none"> <li>• Celebrate literacy awareness through community events such as International Adult Learners’ Week, Seniors’ Week, International Literacy Day, Canada Day Children’s Festival, Kindergarten Immunization Fairs (Salmon Arm and Sicamous)</li> </ul>	LOC, various community organizations and service providers	Ongoing
	<ul style="list-style-type: none"> <li>• Promote and organize an “Unplug and Play” Literacy Week Celebrations in all of the communities</li> </ul>	LOC, SD 83, local ECD committees, community organizations	January 2012
	<ul style="list-style-type: none"> <li>• Promote Play, Screen Time Awareness, and Back to Nature themes in all family literacy initiatives</li> </ul>	LOC, SD 83, local ECD committees, community organizations	Fall 2011
	<ul style="list-style-type: none"> <li>• Offer presentations and workshops to organizations and service providers about literacy issues, programs, and resources in order to promote literacy awareness and help create an effective referral system</li> </ul>	LOC, various community organizations and service providers	Ongoing
	<ul style="list-style-type: none"> <li>• Foster a relationship with the local media to help promote literacy awareness</li> </ul>	LOC, LASS, SA Observer, Shuswap Market News, Eagle Valley News, Okanagan Advertiser, Lakeshore News, Friday A.M., Enderby Rivertalk, Sorrento Wave, North Shuswap Kicker, EZ Rock 91.5 FM	Ongoing

<b>Early Learning</b> <b>K-12 Literacy</b> <b>Adult Literacy</b> <b>Aboriginal Literacy</b>	<ul style="list-style-type: none"> <li>Participate in meetings and on committees and network with interest groups, service providers, and stakeholders as a literacy resource person</li> </ul>	LOC, Sicamous Interagency, ECD committees (Salmon Arm, Sicamous/Malakwa, Sorrento, Enderby, and Armstrong), Brown Bag Lunch, Downtown Community Campus, SD 83 Principal & VP Meetings, Kindergarten Teachers' Meeting, Shuswap Social Planning Forum	Ongoing
	<ul style="list-style-type: none"> <li>Develop a greater Literacy Outreach Coordinator presence in the outlying communities despite the huge geographical area of the district</li> </ul>	LOC	Ongoing
	<ul style="list-style-type: none"> <li>Create promotional materials such as rack cards, pamphlets, magnets, book bags, and bookmarks to help raise awareness about literacy resources in our communities and LASS</li> </ul>	LOC, LASS	Ongoing
	<ul style="list-style-type: none"> <li>Maintain a Community Book and Magazine Exchange program called "Spread the Word" (Salmon Arm, Sicamous, Malakwa, Enderby, Armstrong, Sorrento/Blind Bay, North Shuswap)</li> </ul>	LOC, LASS, local host businesses and organizations, community volunteers	Ongoing
	<ul style="list-style-type: none"> <li>Participate in Ready/Set/Learn fall and winter sessions to inform parents and caregivers of the literacy services and programs available in their community (Salmon Arm: September, Enderby: October, Sorrento/North Shuswap: November, Sicamous: December, Armstrong/Falkland: January)</li> </ul>	LOC, SD 83, community ECD committees	Fall 2011
	<ul style="list-style-type: none"> <li>Provide an updated "Free Wireless Access" guide for learners in all of the communities in the North Okanagan-Shuswap</li> </ul>	LOC, ORL, Chambers of Commerce	Ongoing

<b>Early Learning</b> <b>K-12 Literacy</b> <b>Adult Literacy</b> <b>Aboriginal Literacy</b>	<ul style="list-style-type: none"> <li>Update and maintain the LASS website and LASS facebook page</li> </ul>	LOC, LASS	Ongoing
	<ul style="list-style-type: none"> <li>Connect regularly by email with all LASS members and community members who have indicated interest in community literacy issues</li> </ul>	LOC, LASS	Ongoing
	<ul style="list-style-type: none"> <li>Continue fostering literacy awareness through the writing of a monthly “Spread the Word” column in the Lakeshore News</li> </ul>	LOC, Lakeshore News	Monthly
	<ul style="list-style-type: none"> <li>Publish a seasonal (fall, winter, spring, summer) community literacy newsletter for electronic distribution</li> </ul>	LOC, LASS, all community literacy partners	Ongoing
	<ul style="list-style-type: none"> <li>Update the LASS binder showcasing all of the literacy press releases, programs, and supports in our community</li> </ul>	LOC	Ongoing
	<ul style="list-style-type: none"> <li>Complete the application process for LASS to become a registered charity</li> </ul>	LOC, non-profit consultant	Ongoing

## COLLABORATION

- To reflect and respect diverse perspectives of the community as a whole and to increase commitment to work on issues together

	Actions/Strategies	Partnerships	Status
<b>General</b>	<ul style="list-style-type: none"> <li>Seek out sponsors and partnerships with businesses and organizations that have policies to support literacy</li> </ul>	LOC, LASS, Salmon Arm Honda, Browne-Johnson Land Surveyors, Sicamous Legion, IODE, Usborne Books, Bookingham Palace, Book Nook Etc., Hidden Gems Bookstore, SMARTS, Shuswap Association of Writers	Ongoing
	<ul style="list-style-type: none"> <li>Network with community, regional, provincial, and national literacy resource people to utilize their expertise and connections</li> </ul>	LOC, LASS, SD 83, District Literacy Teacher, regional LOC's, Decoda Literacy Solutions, ABC Life Literacy Canada	Ongoing
	<ul style="list-style-type: none"> <li>Collaborate and seek out partnerships to increase the number of organizations, government agencies, and service providers promoting and supporting literacy in our communities</li> </ul>	LOC, SD 83, OC, ORL, Sicamous Interagency, ECD committees (Salmon Arm, Sicamous/Malakwa, Sorrento, Enderby, and Armstrong), Brown Bag Lunch, Downtown Community Campus, SD 83 Principal & VP Meetings, Kindergarten Meeting	Ongoing

<b>General</b>	<ul style="list-style-type: none"> <li>• Become knowledgeable about mandates and activities of community service providers in order to advocate and encourage referrals</li> </ul>	LOC, LASS, all service providers	Ongoing
	<ul style="list-style-type: none"> <li>• Partner with ORL in all communities to provide literacy programs and supports</li> </ul>	LOC, ORL in Salmon Arm, South Shuswap, North Shuswap, Sicamous, Silver Creek, Falkland, Enderby, and Armstrong	Ongoing
	<ul style="list-style-type: none"> <li>• Recruit and support community volunteers to help with “Spread the Word” Community Book &amp; Magazine Exchange program</li> </ul>	LOC, community volunteers in Salmon Arm, Sicamous/Malakwa, Enderby, Armstrong, Sorrento, and North Shuswap	Ongoing
	<ul style="list-style-type: none"> <li>• Collaborate with partners of the Downtown Community Campus Project to support the vision for creating a cultural and educational hub for youth to seniors</li> </ul>	LOC, LASS, DCC group	Fall 2011
<b>Early Learning</b>	<ul style="list-style-type: none"> <li>• Place book orders through Scholastic Canada for families at the DAC StrongStart, Shuswap Lake Estates Playgroup, and Armstrong Recharge &amp; Reconnect Program</li> </ul>	LOC, participating Family Programs (Salmon Arm, Armstrong, Sorrento)	Ongoing
	<ul style="list-style-type: none"> <li>• Collaborate with Family Program leaders about ways to embed Family Literacy programs and activities into their existing programs</li> </ul>	LOC, SD 83, StrongStart programs, community Family Programs	Ongoing
	<ul style="list-style-type: none"> <li>• Deliver Canadian Family Magazines as part of the free distribution agreement with LASS eight times per year</li> </ul>	LOC, Women’s Shelter, SFRRRC, EVCSS, Family Programs and StrongStarts in Salmon Arm, Enderby, Armstrong, Sicamous, Sorrento, North Shuswap	Ongoing
	<ul style="list-style-type: none"> <li>• Seek our sponsors to continue the “Books for Babies” program in Armstrong, Enderby, Sicamous/Malakwa, Salmon Arm, and Sorrento</li> </ul>	LOC, IHA, local businesses and organizations	Fall 2011

<b>Early Learning</b>	<ul style="list-style-type: none"> <li>Partner with and support other organizations in their funding process for literacy-related programs and resources including Raise-a-Reader and Shuswap Community Foundation grants</li> </ul>	LOC, LASS, SCA, Family Programs (Salmon Arm, Sorrento, North Shuswap, Armstrong, Sicamous)	Ongoing
	<ul style="list-style-type: none"> <li>Organize and promote the annual “Heap the Honda” Children’s Book Drive and distribute collected books to local family organizations</li> </ul>	LOC, Salmon Arm Honda, The Mall at Piccadilly, ORL	January 2012
<b>K-12 Literacy</b>	<ul style="list-style-type: none"> <li>Collaborate with youth service providers to address the issue of youth literacy in our community</li> </ul>	LOC, SD 83, ORL, Mandella Program, Salmon Arm Storefront	Ongoing
	<ul style="list-style-type: none"> <li>Connect with SD 83 District Literacy Teacher on a regular basis about literacy programs and supports</li> </ul>	LOC, SD 83	Ongoing
	<ul style="list-style-type: none"> <li>Meet with SD 83 Teacher Librarians to brainstorm ways to promote Family Literacy Week within the elementary and middle schools</li> </ul>	LOC, SD 83 Teacher Librarians	Fall 2011
	<ul style="list-style-type: none"> <li>Connect with local high schools to promote literacy-related volunteer opportunities for students such as the Computer Tutoring for Seniors Program</li> </ul>	LOC, SD 83	Fall 2011
<b>Adult Literacy</b>	<ul style="list-style-type: none"> <li>Collaborate with Family Program leaders about ways to embed Adult Literacy programs and activities into their existing programs (such as books clubs, Reading Response journals, book and magazine exchanges, access to adult literacy novels, and writing workshops)</li> </ul>	LOC, SD 83, StrongStart programs, community Family Programs (DAC, Sicamous, Sorrento, North Shuswap, Armstrong)	Ongoing
	<ul style="list-style-type: none"> <li>Continue to explore adult learning literacy options for Storefront and EOP students</li> </ul>	LOC, SD 83	Ongoing
	<ul style="list-style-type: none"> <li>Provide Westcoast Reader newspapers on a monthly basis to local food banks and Family Resource Centres</li> </ul>	LOC, community food banks, Family Resource Centres	Fall 2011
	<ul style="list-style-type: none"> <li>Explore ways to provide financial literacy information and workshops to parents in the community</li> </ul>	LOC, SD 83, Vantage One Credit Union, Enderby & District Credit Union, SASCU	Ongoing

<b>Aboriginal Literacy</b>	<ul style="list-style-type: none"> <li>Collaborate with the District Principal of Aboriginal Education and local First Nations groups about the delivery of Aboriginal education programs for children and parents (APALS, youth literacy support programs)</li> </ul>	LOC, SD 83, local First Nations bands (Spallumcheen, Adams Lake, Little Shuswap, Neskonlith)	Ongoing
	<ul style="list-style-type: none"> <li>Collaborate with local First Nations groups about the barriers to participation in learning programs such as transportation, off-reserve vs. on-reserve programs, child care, and cultural differences</li> </ul>	LOC, SD 83, local First Nations bands	Fall 2011

## EDUCATION

- To improve skills and increase resources to deliver culturally sensitive literacy programs

	<b>Actions/Strategies</b>	<b>Partnerships</b>	<b>Status</b>
<b>General</b>	<ul style="list-style-type: none"> <li>• Promote and deliver Literacy Audit and Plain Language workshops to non-profit groups, community organizations, government agencies, and businesses as a way to encourage organizations to become more literacy-friendly</li> </ul>	LOC, community businesses and organizations	Ongoing
	<ul style="list-style-type: none"> <li>• Promote Okanagan Regional Library programs and services in all communities</li> </ul>	LOC, LASS, ORL	Ongoing
	<ul style="list-style-type: none"> <li>• Include literacy opportunities such as book draws at community events</li> </ul>	LOC, LASS	Ongoing
	<ul style="list-style-type: none"> <li>• Address barriers to participation such as transportation, child care, lack of access to information, and stigma of low literacy</li> </ul>	LOC, LASS	Ongoing
<b>Early Learning</b>	<ul style="list-style-type: none"> <li>• Promote parent involvement and their crucial role in early learning and literacy</li> </ul>	LOC, SD 83, community Family Programs	Ongoing
	<ul style="list-style-type: none"> <li>• Provide training, mentorship, and support to family program leaders wishing to implement specific literacy programs and strategies into their existing programs</li> </ul>	LOC, SD 83, StrongStart programs, community Family Programs	Ongoing
	<ul style="list-style-type: none"> <li>• Facilitate and deliver PALS to the five StrongStart programs (Salmon Arm, Salmon Arm West, Enderby, Sicamous, and Armstrong) and to StrongStart Outreach programs in North Shuswap, Sorrento, and Falkland three times a year (one session each in the fall, winter, and spring)</li> </ul>	LOC, SD 83, StrongStart programs	Fall 2011

<b>K-12 Literacy</b>	<ul style="list-style-type: none"> <li>• Adrienne Gear will provide training for Teacher Librarians, LRT's, and secondary teachers with "Reading Power"</li> </ul>	SD 83	Fall 2011
	<ul style="list-style-type: none"> <li>• Sherry Devins will continue to work as the District Literacy Teacher and an Early Intervention/Reading Recovery Teacher will be hired to work with vulnerable schools</li> </ul>	SD 83	Fall 2011
	<ul style="list-style-type: none"> <li>• Create Read-Along Kits to be housed at the District Resource Centre</li> </ul>	SD 83	Fall 2011
	<ul style="list-style-type: none"> <li>• All Kindergarten teachers will deliver three PALS sessions: Literacy, Numeracy, and Reading Print (SD 83 continues to provide all of the resources and kits as well as an introductory workshop for Kindergarten teachers)</li> </ul>	SD 83	Ongoing
	<ul style="list-style-type: none"> <li>• Continue planning and support sessions for K-12 numeracy curriculum</li> </ul>	SD 83	Ongoing
	<ul style="list-style-type: none"> <li>• Numeracy Helping Teacher for new curriculum implementation will continue (1 block First Semester)</li> </ul>	SD 83	Fall 2011
	<ul style="list-style-type: none"> <li>• Implement Gr. 11 Pathways numeracy curriculum</li> </ul>	SD 83	Fall 2011
	<ul style="list-style-type: none"> <li>• Create non-fiction "Reading Power" book bins to be housed at the District Resource Centre</li> </ul>	LOC, SD 83	Fall 2011
	<ul style="list-style-type: none"> <li>• Organize, support, and provide volunteer training for the One to One program in twelve elementary schools as well as tie in "Reading Power" strategies with the training and book selections</li> </ul>	LOC, SD 83, staff and PAC of participating schools, community volunteers	Ongoing
	<ul style="list-style-type: none"> <li>• Provide financial literacy lessons and take home Moonjars (Spend/Save/Share) for all Grade 3 students in the district</li> </ul>	LOC, SD 83, Vantage One Credit Union, Enderby & District Credit Union, Salmon Arm Savings & Credit Union	Fall 2011
<ul style="list-style-type: none"> <li>• Deliver financial literacy lessons to participating Planning 10 classes in the school district</li> </ul>	LOC, SD 83, Vantage One Credit Union, Enderby & District Credit Union, SASCU	Fall 2011	

<b>Adult Literacy</b>	<ul style="list-style-type: none"> <li>Support and refer learners to the adult and ESL programs at Okanagan College (the adult program had 17 tutor/learner pairs and the ESL program had 24 tutor/learner pairs this past year)</li> </ul>	LOC, OC	Ongoing
	<ul style="list-style-type: none"> <li>Provide individual orientations at the college to help break down possible barriers to formal learning</li> </ul>	LOC, OC	Ongoing
	<ul style="list-style-type: none"> <li>Support and help facilitate a monthly Shuswap Storytelling Circle for adult learners</li> </ul>	LOC, ORL, community storytelling facilitator	Ongoing
	<ul style="list-style-type: none"> <li>Provide training, mentorship, and support to family program leaders wishing to implement specific adult literacy programs and strategies into their existing programs</li> </ul>	LOC, SD 83, StrongStart programs, community Family Programs	Ongoing
	<ul style="list-style-type: none"> <li>Order and distribute adult literacy novels (Good Reads, Quick Reads, Rapid Reads) and popular adult novels for the adult book clubs in the family programs</li> </ul>	LOC, StrongStart DAC, Sicamous Parents & Tots, Shuswap Lake Estates Playgroup, Armstrong Recharge & Connect	Ongoing
	<ul style="list-style-type: none"> <li>Provide “Come Read With Me” workshops to parents of primary children about ways to assist with their child’s reading and writing</li> </ul>	LOC, SD 83	Fall 2011
	<ul style="list-style-type: none"> <li>Provide opportunities for adult special education learners to participate in enjoyable and non-threatening learning opportunities such as a community book club</li> </ul>	LOC, ORL, OC	Ongoing
	<ul style="list-style-type: none"> <li>Organize an annual “Learning for Life” workshop series to celebrate International Adult Learners’ Week</li> </ul>	LOC, DAC, community workshop facilitators	April 2012
	<ul style="list-style-type: none"> <li>Provide financial literacy workshops and mentorship sessions for parents in the community</li> </ul>	LOC, SD 83, Vantage One Credit Union, Enderby & District Credit Union, Salmon Arm Savings & Credit Union	Ongoing
	<ul style="list-style-type: none"> <li>Facilitate the Computer Tutoring for Seniors Program in Salmon Arm, Enderby, Sorrento/Blind Bay, and North Shuswap by providing training and resources for tutors and matching up tutor/learner pairs</li> </ul>	LOC, ORL, Seniors’ Drop-in Centre	Ongoing

Aboriginal Literacy	<ul style="list-style-type: none"> <li>• ESD K to 3 Early Intervention Teacher will be hired</li> </ul>	SD 83	Fall 2011
	<ul style="list-style-type: none"> <li>• Integrate Aboriginal content into curriculum by building teacher capacity</li> </ul>	SD 83	Fall 2011
	<ul style="list-style-type: none"> <li>• Secwepemc language program at Salmon Arm West Elementary School</li> </ul>	SD 83	Fall 2011
	<ul style="list-style-type: none"> <li>• Collaborate with local First Nations groups about the delivery of an Aboriginal Parents as Literacy Supporters (APALS) program for parents and their preschool children</li> </ul>	LOC, SD 83, local First Nations bands	Fall 2011
	<ul style="list-style-type: none"> <li>• Organize and facilitate the delivery of the APALS program in conjunction with the Kindergarten PALS program at five local elementary schools</li> </ul>	LOC, SD 83	Ongoing
	<ul style="list-style-type: none"> <li>• Explore ways to support aboriginal youth literacy in our community using an after school programming model in the most vulnerable schools</li> </ul>	LOC, SD 83, First Nations Education Council	Ongoing

# **THINKING ABOUT THE 2011-2012 DISTRICT LITERACY PLAN**

## **NEW OPPORTUNITIES, CHALLENGES, OR ISSUES IN OUR COMMUNITY**

This past year has been one of tremendous growth for literacy development in our community. Many of the initiatives introduced in 2010 - 2011 will continue to be a focus for the upcoming year. In addition to maintaining current literacy programs, new opportunities have presented themselves through collaborative partnerships with community organizations:

- Financial Literacy will be a strong focus for 2011 – 2012 in partnership with three local Credit Unions and the School District
- Addressing the literacy needs of youth in our community will also be a primary new initiative in partnership with the Mandella Youth Program, School District 83, ORL, and the Adams Lake Indian Band
- Using the Kamloops model, Family Literacy Week will be celebrated as an “Unplug and Play” Literacy Week in January 2012 in all of our communities
- Promoting the themes of Play, Screen Time Awareness, and Back to Nature will be a part of all family literacy initiatives in partnership with local ECD committees and family programs
- “Come Read With Me” workshops will be available for parents of primary students
- LASS and SD 83 will partner to create non-fiction reading kits to support Adrienne Gear’s “Reading Power” in elementary schools
- Collaboration with partners of the Downtown Community Campus project will take place as the vision for a creating a cultural and educational hub for youth to seniors evolves

Challenges regarding literacy development in our community are similar to the challenges faced in 2010 – 2011. The three main issues are securing sustained funding, providing literacy support and services to all of the communities in the extremely large geographical area of the North Okanagan-Shuswap, and reducing barriers to participation in learning programs particularly for learners struggling with low literacy.

## **DLP GOALS, PRIORITIES, AND OBJECTIVES**

All initiatives focus specifically on one or more of the three main goals of awareness, collaboration, and education. The DLP goals and Action Plan ensure the needs of learners in all four pillar areas are being addressed (Early Learning, K – 12, Adult Literacy, and Aboriginal Literacy.) Both ongoing and new initiatives are outlined in more detail in the 2011 – 2012 Action Plan.

## **MEASUREMENT AND ASSESSMENT OF PROGRESS**

Progress will continue to be measured using a variety of methods of evaluation such as:

- Formal and informal feedback from partner groups and service providers
- A review of DLP goals at the bi-monthly LASS Board meetings and annual AGM
- Data gathering of participation numbers from community events, workshops, and learning seminars
- Data gathering of the number of referrals made through the LOC and service providers
- Participant evaluation forms from workshops and presentations
- A continuation of setting goals, planning actions and strategies, evaluating progress, and celebrating achievements

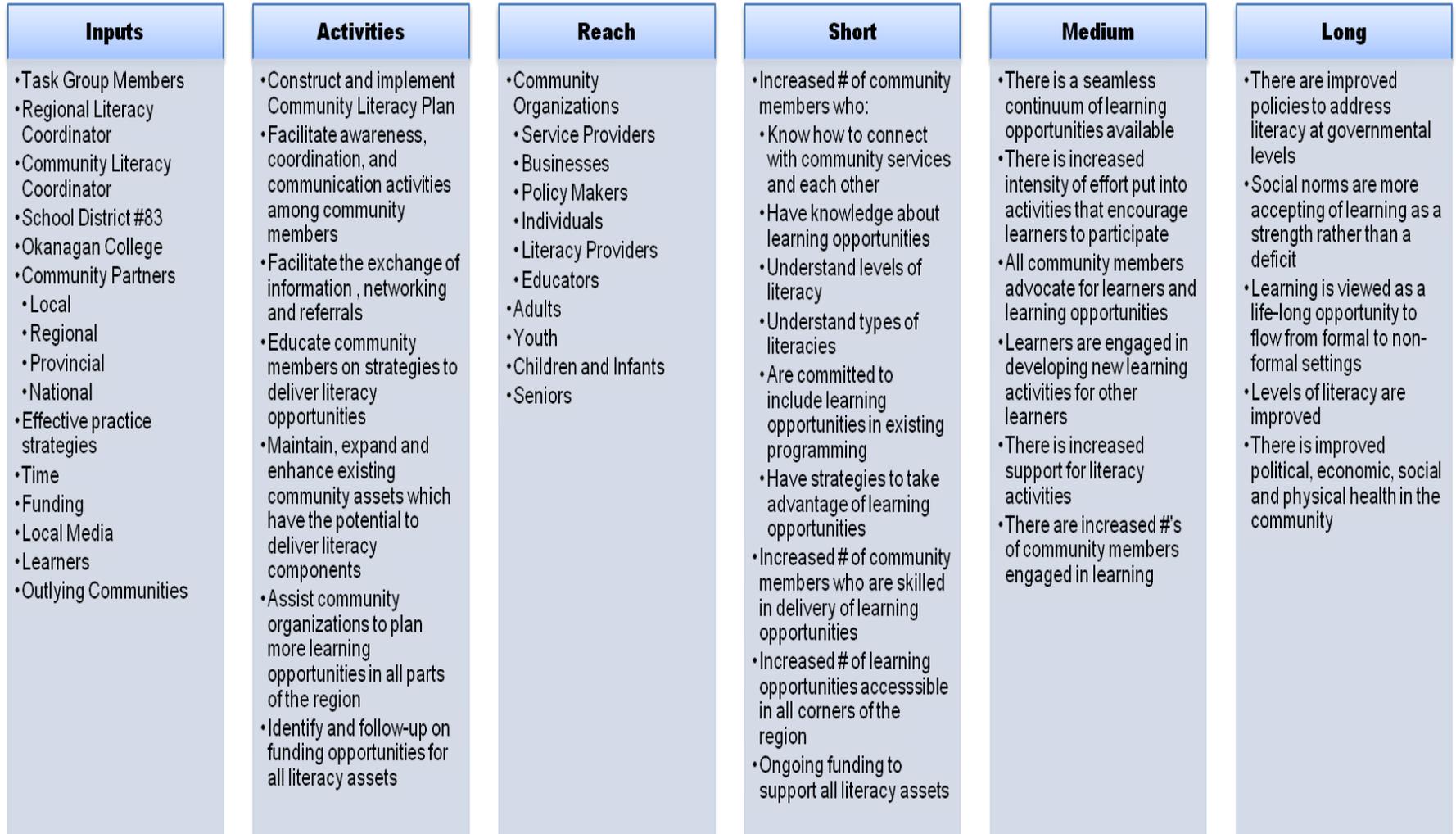
## **REQUIREMENTS TO MEET THE GOALS AND EFFECTIVELY EMPLOY ACTIONS**

The critical requirement to meeting the long-term goals and effectively employing the Action Plan is to secure sustained funding to support the full-time employment of a Literacy Outreach Coordinator. The building and maintaining of strong relationships and a shared vision and commitment from all stakeholders are also essential to effectively meeting the goals for the upcoming year. This past year has been very successful for literacy development in the North Okanagan-Shuswap. There has definitely been a heightened awareness of literacy issues in our community and wonderful collaborative partnerships have been created. Community development is constantly evolving and it takes time to build trust, create programs, and develop a support network that will effectively meet the needs of the community. 2011 – 2012 will be a year to continue strengthening established partnerships and to create new relationships with community groups and organizations as we focus on a shared vision in which learning and learners will be valued.

Appendix I

**Long-Term Planning Logic Model (2008): Community Literacy Task Group**

IMPACT



## Appendix II

### COMMUNITY ACRONYMS:

AACP	Adult Academic and Career Preparation
ABE	Adult Basic Education
AEEA	Aboriginal Education Enhancement Agreement
APALS	Aboriginal Parents as Literacy Supporters
CAPC	Community Action Program for Children
CCRR	Child Care Resource and Referral
CMHA	Canadian Mental Health Association
DAC	Downtown Activity Centre
DCC	Downtown Community Campus Project
DLP	District Literacy Plan
DPAC	District Parent Advisory Council
ECDC	Early Childhood Development Committee
EDC	Economic Development Corporation
EDI	Early Development Instrument
ESD	English as a Second Dialect
ESL	English as a Second Language
EVCSS	Eagle Valley Community Support Society
FN	First Nations
FNEC	First Nations Education Council
GED	General Education Development
IHA	Interior Health Authority
LASS	Literacy Alliance of the Shuswap Society
LOC	Literacy Outreach Coordinator
OC	Okanagan College
ORL	Okanagan Regional Library
PAC	Parent Advisory Council
PALS	Parents as Literacy Supporters
SCA	Shuswap Children's Association
SD 83	North Okanagan-Shuswap School District #83
SFRRC	Shuswap Family Resource and Referral Centre
SLP	Speech and Language Pathologist
TEP	The Employment Place