

# Spring 2013 Update

*"An enriched future for our community through literacy"*



Chase, Clearwater, Kamloops and Logan Lake

## **Kamloops/Thompson School District/Community Literacy Plan**







## 2012-2013 Community Literacy Plan Update

### Introduction:

The community literacy plan is frequently described as a living document - the yearly work plan and documentation of the goals and actions resulting from community-wide planning and implementing processes.

The community literacy plan is one of the tools to support the process of literacy development throughout the community. It provides the blueprint and information about how community partners are working together to improve literacy. These plans and the process they support are part of the provincial strategy to improve literacy skills and encourage lifelong learning for all British Columbians.

Using the 2010 Legacies Now (Decoda) *Community Literacy Planning Guide (2004- 08)*, five of the communities within School District 73 began the work of supporting community-wide literacy development by making a plan. They looked at the assets and issues of the community and then set goals and actions based on the current realities of the community. This community literacy planning process continues to be the foundation for community literacy plans and each year under the leadership of literacy outreach coordinators, the task groups within these communities provide an updated community plan.

Each plan contains information about ongoing and updated goals, actions taken against those goals, the results of community literacy work and plans for the next year. These plans reflect the thinking of community members at a given time and recognize that planning is an ongoing process intertwined with taking action and evaluating the process and outcomes.

Literacy planning is a community-wide process that includes many partners. The most important aspect of building a community literacy plan is the development of effective relationships within the community.

The process of developing a community literacy plan enables the members of the community literacy task group to gain a stronger understanding of the various perspectives on literacy throughout the community. It opens up the possibilities of what can be accomplished as community partners listen to each other and take action together to support literacy learning for people of all ages.

Community literacy plans promote community alignment of literacy initiatives. They make explicit the inter-relationships among community members and the links between formal and informal learning systems. They build on what has already been developed and identify the contributions of various partners.

Community literacy plans become district literacy plans and are submitted through boards of education. These represent the literacy work happening in communities within the geographic boundary of the school district. This submission is not meant to represent the board's approval of the plan or ultimate responsibility for the work. Nor is it intended to duplicate information contained in other school district reporting mechanisms. Instead,

it is a demonstration of the board's commitment to understand learning outside of the work traditionally done by the K-12 system; the recognition of the value of literacy work taking place across the community; and the value of collaborating and sharing to build more successful learners and communities.

Within each of our communities, literacy outreach coordinators facilitate the work of task groups in the district. As they provide support for literacy work throughout communities, they are focal points for knowledge about the task groups, literacy plans, actions and impacts. Part of their role is to provide their community's literacy plan for input into the district literacy plan for submission to the Ministry of Education as required.

For all participants, the yearly process of reviewing and updating the literacy plan allows community literacy work to grow stronger. It is the opportunity to reflect on the accomplishments, the strengths, and the challenges.

While community literacy plans are working documents for task groups, they also provide a snapshot in time about what is occurring in communities. They state the broad literacy goals for all age groups and describe how partners across the community are sharing resources and coming up with effective literacy services that are embedded in all aspects of life.

Individually, a community literacy plan provides a roadmap for a community as it considers past, present, and future work around its literacy goals. Collectively, literacy plans provide a provincial overview of literacy work that has benefitted or resulted from the collaborative work of community literacy task groups. The style and format of community literacy plans may vary from place to place, meeting the needs of individual task groups; however, all of them address the same guiding questions.

As indicated above, literacy outreach coordinators facilitate the work of task groups within each community. It is through their leadership that the community literacy plan is developed, implemented and reported on each year. Unfortunately, the community identified as the Lower North Thompson Valley, McLure to Little Fort lost the services of its outreach coordinator so there is no update available this year. This 2012-2013 District Literacy Plan contains the community literacy plan updates for the communities of Chase, Clearwater, Logan Lake and Kamloops.

**School District 73 Kamloops/Thompson District**

**Literacy Plan Update**

**2012-2013**

**Table of Contents**

**Part 1 Chase Community Literacy Plan Update .....Page 1**

**Part 2 Clearwater Community Literacy Plan Update.....Page 12**

**Part 3 Kamloops Community Literacy Plan Update.....Page 20**

**Part 4 Logan Lake Community Literacy Plan Update .....Page 40**

**Year five update**

Name of community: **Chase**

Report submitted by: Barbara Maher, Literacy Outreach Coordinator

[literacyinchase@gmail.com](mailto:literacyinchase@gmail.com)

Submission date: June 2013

**Table of Contents**

	<b>Page</b>
Reflections on the 2012-2013 year .....	2
1. Task Group .....	2
2. Community Context .....	3
3. Community Development and Literacy Collaboration.....	4
4. Goals and actions for the Current Year.....	6
5. Indications of Success.....	7
6. Challenges.....	8
For the Coming Year	
1. Opportunities and Challenges .....	9
2. . Goals and Actions .....	10
3. Requirements to Meet Goals and Employ Actions .....	11

## Guiding Questions

### Reflections on the 2012-2103 year:

*“Literacy is a fundamental human right and the foundation for lifelong learning. It is fully essential to social and human development in its ability to transform lives. For individuals, families, and societies alike, it is an instrument of empowerment to improve one’s health, one’s income, and one’s relationship with the world.*

*The uses of literacy for the exchange of knowledge are constantly evolving, along with advances in technology. From the Internet to text messaging, the ever-wider availability of communication makes for greater social and political participation. A literate community is a dynamic community, one that exchanges ideas and engages in debate. Illiteracy, however, is an obstacle to a better quality of life, and can even breed exclusion and violence.*

(UNESCO, [www.unesco.org/new/en/education](http://www.unesco.org/new/en/education))

### 1) Task Group

#### a) The Task Group represents the following organizations

- Chase Primary School
- Chase Secondary School
- TNRD Library System
- Chase Employment Centre
- Chase Aboriginal Employment Centre
- Chase Seniors
- Chase & District Chamber of Commerce
- Adams Lake Recreational/Conference Centre
- Chase Recreation Society
- Chase & District Chamber of Commerce
- School District #73
- Youth Action Committee (professionals in Chase: health, educators, police and government agencies)

#### b) How is the work of this group organized:

- i. The Task group for the Chase Literacy Plan (CLP) is a voluntary committee and the Literacy Outreach Coordinator. The committee meets three times per year (September, January and May) and are available at all times for consultation on matters as they arise. Many of our dedicated group also participate in community literacy events and fundraisers. Our steward is School District #73
- ii. The CLP is represented at 3 other community tables,
  - a. Youth Action Committee,
  - b. Child & Youth Mental Health Advisory Committee,
  - c. Moving Forward Community Development Committee.

## 2) Community Context

*Chase Literacy Program (CLP) has been in operation for 3 years. Our voluntary committee has managed and has representation from a growing number of organizations.*

*The Kamloops School district delivers literacy programming for school age children and offers many programs*

### **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?**

- Positive things
  - RAR funds have been used to support Family games nights. The monthly free family event has increased family time together, and supported our efforts to spread the word of the importance to “Unplug and Play.”
  - RAR funds have support the Hamper fund with new books for 260+ hampers. Books, reading and education translates to giving hope at Christmas.
  - RAR funds supported the Bright Red Bookshelves with books for children which are not often donated to our program.
  - RAR funds were used to purchase a laptop computer to start adult computer classes
- Challenges
  - Local non-profit organizations: Chamber of Commerce, Lions Club and Rotary are struggling to maintain their membership numbers. They continue to support Chase Literacy Program with a small donation-each year. Organizations are starting to limit their financial support to groups that volunteer at their fundraising events. This translates to the Literacy Program coordinator and members of task force/committee volunteering or donating towards their functions
  - Funding issues have showcased a struggle between the regional communities to hold on to the limited funding for use in their community



### 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? **Chase Literacy Program= (CLP)**

**NOTE** Without in-kind donations we would not be able to continue. E.g. from the Chase Wellness Centre: room to store books, meeting room for committee, office space for LOC, use of phone, computer, printer, projector to run programs, car to attend meetings, programs, pick up supplies many evening and weekends

#### **Bright Red Bookshelf**

We continue to support 4 shelf outlets and 2 drop off locations

Partnered with Chase Haldane PAC and Kamloops Access Mental Health Program

- We have 3 volunteers that come to the Chase Literacy Program office weekly – The volunteers clean, label and monitor bookshelves at all locations

**Successes-** Number of books being picked up by community members has increased. Volunteers report having to take more books on their rounds AND they receive more calls with donations of books. We are in desperate need of books for children.

**Cost** CLP supplies cleaning materials to clean book and labels- purchase new children's books

#### **RAR (Raise-a-Reader)**

- Partnered with Kamloops Daily News, and supported by many local businesses
- We have participated in this event for 3 years.

Our success is due to the MANY volunteers (22) We also owe many thanks to the businesses and community for their generous support.

**Successes-** Funding is always a concern. This activity provides a way to raise some funding locally and leverage with government funding. It also creates awareness in the community.

#### **Family Literacy Day**

Chase held 2 community events Family free skate and craft event and- Family games night

Partnered with: Village Councillor, Chase Fire Dept, Chase Lions Club, Chase Rotary Club, and Chase Chamber of Commerce, Chase Haldane School, and Chase Secondary School

**Successes-** Family Games night- moved to the larger venue this year due to increase in number of families participating- and partnered with PAC.

**Cost-** arena rental, liability insurance, supplies for crafts, new games, prizes

#### **Christmas Hampers**

We were able to place new or newly new books for every child listed in all hampers. Partnered with Chase Hamper Society and Chase Haldane PAC

**Successes-** 260+ hampers. We were contacted after Christmas with from one recipient thanking us for books for their children. ``A gift of hope and education, not just the usual bag of candy. ``

**Cost-** New books for hampers

### **K'Fair and Ready Set Learn (separate events)**

Kindergarten readiness and meeting with parents of children 3-4, sharing tips to help with school readiness

Partnered with Health Centre

**Successes-** Literacy information was added to the program and recognized as part of health literacy Participated 2<sup>nd</sup> year at request of the school

**Cost-** new book to take home with them 35-40 children Photocopied materials

### **YAC (Youth Action Committee)**

A group of professionals representing: health, mental health, schools, employment, aboriginal communities, police, restorative justice identifying needs of youth in the community.

This year we identified the ability of youth to access information about health, education and community information and issues.

➤ Created Chase Youth Go website

Partnered with YAC and TRU nursing students

### **Power of Being a Girl**

Conference for 12 to 14 year old girls reduces risk of violence and bullying by building self esteem

Partnered with: Kamloops Community YMCA-YWCA, Chase Haldane and Chase Secondary and TNRD

**Successes-** 2 consecutive years. We have been challenged because of bus scheduling and many of our students live outside of Village core.

**Cost-** Special Books given to girls to teach personal hygiene and recipes for natural products

### **Regional Plan**

Last year the CLP was a key player in bringing community stakeholders together with the intent of creating a regional -social and economic plan which recognizes the importance of literacy

Partnered with Adam's Lake Band, Neskonlith Band, Little Shuswap Band, Splatshin Band, Chase and District Employment Centre, The Employment Place, Community Futures Shuswap, Interior Health Community Integrated Health Services, Chase Literacy Program, Eagle Valley Community Support

**Successes-** Stakeholders continue to meet to discuss and work towards solutions to benefit the region.

### **After School Program and Friday Night drop in Centre Program**

LOC helped find funding for programs. They continue to operate successfully.

**Successes-** Haldane Primary and Chase Secondary now obtain continued funding through Community Links.

**b. What are the essential ongoing collaborations?**

**ALL collaboration is essential.** In a small community to be successful one must be engaged and engage others. Partnering with as many different groups and organizations and creating awareness of the role Literacy plans in all aspects of life is critical to the success of literacy programs.

**Essential-** SD 73, Village of Chase, Chase Wellness Centre, Community Clubs, Chamber

**c. What makes collaborations work well?**

- **FUNDING:** It is imperative that there is continued and reliable funding for literacy programs.
- **Collaboration:** Allows for sharing of resources: information, venues, contacts and volunteers. **The ripple effect-** collaboration between groups has a far stronger and further reach than working alone or sporadically.
- **Coordination** – Provides consistency and an identifiable face to programs. It also allows groups to work together to ensure that all programs, events, and workshops are scheduled to avoid doubling of programs which drains resources.
- **Volunteers-** Every community’s volunteer base is taxed. Working in the community and with community groups, organizations and businesses creates a circle of reciprocity.

**4) Goals and Actions for the Current Year**

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

This year our goals were to raise awareness and to start providing more programs for adults

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

Action and participants	Indication of Success
LOC attended, spoke or had an information table at pre-school, school, health and community functions. <i>K’ Fair, Ready Set Read, Lions Club, Rotary Club, Power of Being a Girl, Chase Wellness Centre open house to name a few...</i>	Groups, organizations, and schools are issuing invitation to attend, instead of LOC asking for opportunities to participate
<u>NEW Program:</u> Partnered with St John’s Ambulance Therapy Dog program. “Reading with a Special Friend” is every Tuesday at Lunch hour. St John’s ambulance and school	Children sign up and line up to read to “Astraea” (Labradoodle) on their lunch hour. Each Tuesday there are 5-8 children.
<u>New Program:</u> Adult computer literacy classes. Tuesdays 9:30-11:30 and one Tues. Eve per month 7-9pm	We have more success with our evening classes. 5 people the first night without advertising. Hoping to expand in fall 2013

**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 LOC for the program had serious health issues in Fall 2012. These issues allowed for continued coordination of current programs and the LOC was able to start the 'Reading with a friend program, but it did delay the adult computer classes

**One of our greatest challenges was funding.** Our plans for our Adult The Greatest evidence of support is: Partnerships, increased need for supplies and response to new programs, and continued in-kind donations to help support programs Computer classes was started and then in limbo while issues around funding were trying to be addressed. Our plans call for more equipment and venue to house the classes.

## 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.**

- i. The in-kind donations keep the programs going, in a small community there are limited businesses and individuals to approach for donations. **In smaller communities if businesses or community does not know of or like the work you are doing, they do not partner or financially support you; it is as simple as that. LOC has many partners!**

- ii. Programs run through the Literacy program are slowly growing. Red Bookshelf, RAR, "Reading to a Friend" Adult Computer classes, Family Games night

Programs that received help from the LOC to find funding and resources are were given a strong foundation on which to build and become sustainable. After school, Friday night drop in.

Impact

Coordination= Recognition= Consistency

Community members now identify the LOC as the person; they know, trust and can approach, someone from the community who will be their advocate to create and keep programs in their community.

- o Chase has a large senior's population as well as many on limited income. The ability to find help and resources locally instead of having to travel 55km+ for classes and workshops is priceless!
- o **Example:** *The LOC being approached in the grocery store by community member looking for help for a friend who struggles with reading and comprehension and because of this often makes*

*mistakes with medications- Can you help is the request? They know that the LOC will know where to find the resources and can make the process faster and easier*

## b. What are the things that support literacy work?

**FUNDING**-Without adequate funding, there cannot or will not be a concerted effort or any success combating the issues and raising the quality of life for all community members.

**In-kind Donations:** The Chase Wellness Centre donates room to store books-meeting room for committee- office space for LOC- use of phone, computer, printer, projector to run programs- car to attend meetings, programs, pick up supplies- many held on evenings and weekends. **This donation will not last indefinitely**

**Coordination**-Funding will provide the ability to Coordinate programs, educate the community to the impact Literacy skills, life skills, and comprehension. Funding and coordination go hand in hand.

**VOLUNTEERS** People giving of their time, energy, experience and knowledge is priceless! Groups, organizations, businesses, schools, governments are successful because of the dedication of volunteers.

Volunteers need to be recognized and to have the supplies needed to provide the services they so generously perform.

**Longer established programs** Starting and maintaining a successful program creates strong foundations for future programs. Starting a program without a long term plan to support the program has a negative impact. This practise loses the respect of the volunteers needed to help run the program and builds distrust in the population that truly will benefit from participating in the program.

**School programs, community programs and employment programs**

A partnership between all programs is essential; from cradle till death!

## 6) Challenges

### a. What are the difficulties?

**FUNDING** -Funding is ALWAYS an issue. Although Kamloops and Salmon Arm are equally distant from Chase and both these communities offer many more and varied programs it is not always feasible for people to participate. It is not always easy to attract programs from neighbouring communities to our community. Programs that are offered through the YMCA for example would be open to sending program leaders to our community but again the costs must be covered. **Costs that we struggle with are: venue, liability insurance, travel time, some supplies and**



**sometimes food.** The community of Chase is not often considered when groups and organizations in larger communities are creating their budgets. The end result is relying on our business community and volunteers BUT more often doing without.

**Continuity:** Chase is fortunate to have many programs and some of the literacy/life skills programs have been around for a long period of time. The longer established the program the more likely that it will be attended and thereby help those that need it. The creation of the Literacy Outreach Coordinator position in smaller communities helps already established programs, makes a connection between all programs, a connection with the business community and surrounding communities.

**a) What would help?**

**Security about future:** This would be the number one thing. It would allow programs to plan further ahead. How wonderful it would be to create a 5 year plan and not `see how far we can stretch this plan`

**Funding:** Chase Program operates on the \$12,000 a year stipend allocated through Decoda. The program also depends on funds raised through the RAR campaign that are allocated for programs only. There is a huge portion of time and resources used by the LOC's in each community searching for funds.

## For the Coming Year

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

Opportunities

- Develop stronger partnerships-Continue to build relationship with surrounding communities
- Work to attract programs from larger communities-Build larger events around Literacy- build on current programs

Challenges

- Funding and Time- To accomplish these goals requires many man hours- We are 45 minute drive to larger areas. It is long distance calling to other communities.
- We are not a society and therefore not eligible for some grant applications unless we work through another group. This is not always feasible if that group needs to apply for funding.

### Issues

- Lack of communication
- It is disruptive and disheartening to receive an email informing the program LOC that funding has been cut- completely!
- It is disruptive and disheartening: to be told that larger centres with resources of businesses and corporations on their door step that could be approached for funding- will receive the government funding as well.
- It is disruptive and disheartening to realize that not everyone is understanding of life in small towns being very different from that in larger centres!
- The recent political situation involving the funding provided by the government, given to Decoda to distribute to the LOC's, has caused great difficulties in maintaining relationships and needs to be addressed in a manner that allows for the input of all parties concerned.

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

- Our intention is to increase the number of youth and adult program
  - Our goal is to host our own Power of Being a Girl and create a Respect of Being a Boy workshop. These programs address self esteem, self image and bullying issues.
  - Secondary to these, a stronger relationship between youth and community members develops. The seed is planted for future community volunteers.
- Continue to work with Youth Action Committee and Mental Health Advisory Committee
  - Attend monthly meetings
  - Find resources to support programs that support youth health and mental health issues
- Family Fun night
  - Continue to support Program. Unplug and Play-meet to play games that enhances learning skills and parenting skills. We need a new coordinator.
- We will continue to participate in community health and school fairs, coordinate RAR event and family literacy day.
- Future plans include working with the community garden organization. The members will be making presentations to students about gardening, nutrition, and the environment. Students will visit the community garden and be asked to write stories, draw pictures etc

- Adult Computer classes: We want to increase number of people aware and participating. We bought a laptop so that the classes can be mobile for the convenience of seniors.

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

**Funding** is the essential key to continuing the work that has been started. **Hope:** that continued funding and resources will be made available to support community efforts at the grassroots level

**Attitude:** a change in attitude and comprehension at all levels of society is necessary. At all levels members of our communities can and will benefit by education, being taught literacy and life skills. Providing monetary support to individuals is not always the answer to problems. Teaching people how to improve their lives- their jobs- their health will have a longer and greater impact.

***'They will have been taught to fish rather than provided a meal of fish'***

**Year five update**

Name of community: Clearwater (Little Fort, Blackpool, Clearwater, Birch Island, Vavenby, Avola, Blue River)

Report submitted by: Kerry Milner Cairns, Literacy Outreach Coordinator  
[Kerryc@yellowhead.ca](mailto:Kerryc@yellowhead.ca)

Submission date: June 2013

## **Table of Contents**

	<b>Page</b>
Reflections on the 2012-2013 Year .....	13
1. Task Group .....	13
2. Community Context.....	14
3. Community Development and Literacy Collaboration .....	15
4. Goals and actions for the Current Year .....	16
5. Indications of Success .....	17
6. Challenges .....	18
For the Coming Year	
3. Opportunities and Challenges.....	18
4. . Goals and Actions .....	19
3. Requirements to Meet Goals and Employ Actions .....	19

## Guiding Questions

### Reflections on the 2012-2013 year

The Clearwater and Area Literacy Program has been in operation since 2009, and its primary focus has been on addressing adult literacy issues in the community. A Partner Assisted Learning (PAL) Program has been operating successfully for the last three years. The majority of adult learners in the PAL Program are male. The other learners are mostly young, single mothers trying to earn their GED or Dogwood Diploma in order to obtain better paying jobs to support their families. In the past six months the LOC has observed an increase in children in grades two to six struggling with reading and arithmetic.

#### 1) Task Group

##### a. Who takes part in the task group?

#### Clearwater and Area Literacy Advisory Committee Membership

Member	Occupation
Heather Adamson	ECD Programming Coordinator, Yellowhead Community Services
Jocelyn Ansell	Manager, Clearwater Employment Services
Sylvia Arduini	Community Program Coordinator, Thompson Rivers University
Darlene Cowie	TNRD Public Library, Clearwater
Grace Gormley	Teacher, Raft River School
Jack Keough	Executive Director, Yellowhead Community Services
Kerry Milner Cairns	Clearwater and Area, Literacy Outreach Coordinator Success by 6 Coordinator
Cheryl Thomas	Local Volunteer, Member of various community organizations – Chamber of Commerce, Community Garden



**b. How is the work of this group organized**

- i) The Clearwater and Area Literacy Advisory Committee is made up of individuals that represent organizations that are invested in literacy in our community. The Committee works together to promote literacy services and programs in the community, and to support fundraising efforts. The LOC chairs the Literacy Advisory Committee and the meetings take place in the community of Clearwater. The Committee members represent interests in the community of Clearwater as well as the outlying communities.

**2) 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?****i) Positive**

1. Raise a Reader funds: Businesses, schools, and individuals in the community have significantly increased their support of the Raise a Reader campaign. One notable result of these efforts is that the Literacy Program has been able to assume responsibility for running the Parent Child Mother Goose (PCMG) Program this year. The program is being run in three communities with Raise a Reader funding and a grant from Success by 6.
2. In the past year partnerships have definitely strengthened and allowed the Literacy Program to reach more learners. These partnerships have provided both in-kind and financial support to literacy programs. One such partnership has been the local elementary PAC. The PAC has raised significant funds for the Raise a Reader campaign which will go back into the community for early literacy projects and resources. Also, literacy events and programs such as the "Cartooning for Kids Workshop" have been well received by the community with 30 children attending.
3. The new Work BC Employment Services Centre has increased employment services available to the community and outlying areas. They are able to offer more services due to funding increases to all client profiles. This has positively impacted local families and has resulted in an increase in learner referrals to the PAL Program by case workers.

4. The District of Clearwater continues to work hard at engaging the community through Wellness and Recreation Programs. There has been a greater selection and frequency of programs over the past year.

**ii) Negative**

1. There has a lot of movement in the community. Many families are leaving and new families are coming into the community - many are arriving without first obtaining secure employment or housing. Families are moving here because it is less expensive to live here than a larger centre, but they are not researching the job market before coming to the community.
2. It has been observed in the last year six months that there has been a significant increase in individuals finding themselves in financial, housing, or health crises.

### **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?**

- i. Raise a Reader funds were used along with a grant from Success by 6 to operate the PCMG program in three communities.
- ii. Continued support of the PAL Program by the Ministry of Advanced Education.
- iii. Raft River Elementary School partnered in a Cartooning Workshop for school aged children. A local artist that is a member of the North Thompson Arts Council facilitated the workshop and helped children to illustrate their graphic novels.
- iv. The LOC works in close relationship with both the Work BC office and the TRU representative to support adult learners in the community.
- v. Clearwater Secondary School partnered in an Adult Team Spelling Bee which is a major fundraiser held on Raise a Reader Day in the community.

**b. What are the essential ongoing collaborations?**

- i) Engagement of community members through the Literacy Advisory Committee as well as participation of the LOC at several community tables.

- ii) A good relationship with volunteers in the community to ensure the PAL Program remains successful and sustainable.
- iii) Good working relationships with community organizations and local business.
- iv) Collaboration with Literacy Outreach Coordinators in neighboring communities.

**c. What makes collaborations work well?**

- i) Regular communication
- ii) Sharing resources
- iii) Working together towards a common goal
- iv) Trust built through mutual respect

#### **4) Goals and Actions for the Current Year**

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

- i) Adult literacy
- ii) Literacy skills in preschool children and their parents/caregivers
- iii) Supported youth in the Skills Link Program with literacy issues

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

- i. Operated the PAL Program out of the Community Resource Centre. Through grants the LOC was able to provide learners with supports (bus tickets, textbook deposits) to decrease their barriers to learning. Learners worked with trained tutors meeting two to three times a week at a mutually agreed upon location. TRU, Work BC, CSS, Raft River Elementary, TNRD Library, and Yellowhead Community Services Society supported this program.
- ii. PCMG ran in Clearwater, Vavenby, and Blue River. The PCMG Program introduces adults and children to songs, rhymes and stories. The program is held once a week and a healthy snack is provided at each session. Yellowhead Community Services, SD 73, and Success by 6 supported this program.

- iii. A 12 week Skills Link Program was run in Clearwater. Eight youth participated in the program. This is a client-centered program that provides training and educational opportunities to youth facing barriers to employment. The objective of the program is to help these youth obtain the knowledge, skills, and work experience they need to participate in the labour market. The LOC was able to work with the youth and connect them to the PAL Program and other organizations such as TRU that will help them work towards their educational and future employment goals. Work BC, TRU, Yellowhead Community Services, and many local businesses supported this program.

## 5) Indications of Success

### a. How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had?

- i) For the past two years, the LOC has been able to support the operation of a One to One Reading Program at Raft River School assisting the parent facilitator in program startup, facilitation, and volunteer training. Feedback from volunteers and staff is that participation of the LOC in partnership with an excellent parent volunteer has resulted in the program becoming significantly stronger in the past two years.
- ii) Increased number of learners participating and finishing courses while enrolled in the PAL Program. The majority of learners are low-level learners. Learners enrolled in the PAL Program are referring it to their friends and family.
- iii) Increased financial support from the community and volunteerism from local government on Raise a Reader Day.

### b. What are the things that support literacy work?

- i) Having a LOC working in the community to develop, promote, and facilitate literacy services in the community.
- ii) Consistent and adequate funding – not only for the LOC position – but funding to run much needed Literacy Programs.
- iii) Support of various community organizations and groups. They support literacy in the community through in-kind and financial donations, volunteerism, promotion, and participation in the Literacy Advisory

Committee. Without this support literacy work in the community would not be successful.

## 6) Challenges

### a. What are the difficulties?

- i) Securing funding to support the existing literacy programs and initiatives in the community.
- ii) Significant amounts of time are spent fundraising. There are limited granting opportunities for Adult Literacy Programs.
- iii) Volunteer Recruitment. There is a limited pool of volunteers within the community.
- iv) With a changing population there are always challenges around public awareness. The LOC addresses these challenges by attending community events and being available to the public, publicizing the program in local media, and constantly seeking feedback from service providers and the public.
- v) Rural communities do not have as many foundations, large corporations, etc... to seek out grants and financial support.

### b. What would help?

- i) Stable and adequate funding for the LOC position. The allocation of funds to each LOC is based on the funds allocated to each School District. In SD 73 there are five Literacy Outreach Coordinators so the funding is divided five ways. In other School Districts there is one LOC that receives all of the funding. This is even more of a challenge due to the large geographic region our School District covers – Kamloops to Blue River. Also, each LOC has a similar amount of work regardless of the population base they serve.
- ii) Funding that is allocated specifically for literacy programs in the community.

## 7) For the Coming Year

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

- i) At this time the Literacy Program operates out of a community learning centre. In the spring of next year the facility will be moving into a Community Centre with the local municipality. This location will allow



existing partnerships to continue and will result in increased opportunity for partnership development with the local arts community and the local municipality. There will be excellent facilities (community kitchen, gymnasium, larger meeting room, and a family/literacy room) available for use by the Literacy Program.

- ii) The increase in learner referrals has resulted in a larger recruitment effort of volunteer tutors and the LOC will possibly run group tutor sessions.

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

- i) Working with the PAC, SD 73, and Yellowhead Community Services to assist elementary school children with after school tutoring and homework help.
- ii) Ensuring the PCMG Program can continue.
- iii) Working with Senior's groups to identify and address their literacy concerns and issues.
- iv) Continuing the PAL Program.

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

- i) Funding and resources such as technology
- ii) Good working relationships
- iii) Effective communication with community partners
- iv) Ensuring that we are meeting the identified needs using feedback, constant communication, and consultation.

**Year five update**Name of community: **Kamloops**Report submitted by: Fiona Clare, Literacy Outreach Coordinator  
[literacyinkamloops@gmail.com](mailto:literacyinkamloops@gmail.com)

Submission date: June 2013

**Table of Contents**

	<b>Page</b>
Reflections on the 2012-2013 year.....	21
1. Task Group .....	21
2. Community Context.....	22
3. Community Development and Literacy Collaboration .....	23
4. Goals and actions for the Current Year .....	25
5. Indications of Success.....	34
6. Challenges .....	48
For the Coming Year	
1. Opportunities and Challenges.....	48
2. . Goals and Actions .....	49
3. Requirements to Meet Goals and Employ Actions .....	49

## Guiding Questions

### Reflections on the 2012-2013 year

Literacy in Kamloops (LinK) is the result of the 2010 Literacy Now Communities program. LinK is a group of community partners representing the K-12 system, health, local government, early childhood, community service organizations, post-secondary institutions, business, libraries and others. New partners are always welcome at the LinK table.

Our long-term goal is *“to build a community committed to the importance and benefits of supporting literacy.”* We believe literacy is a key strategy for building a healthy community. We are working together to reach out and provide relevant literacy services across Kamloops to support lifelong learning.

### 1.) Task Group:

#### a. Who takes part in the task group?

This year we broadened representation on our task group, previously referred to as our Advisory Committee, from seven members to thirteen members.

#### Task group members

Traci Anderson	Boys and Girls Club Kamloops
Janis Arner	CCRR and YM/YWCA
Jane Barley	Thompson Rivers University
Ben Chobater	City of Kamloops
Fiona Clare	Literacy Outreach Coordinator
Maureen Doll	Kamloops Early Language and Literacy Initiative (KELLI)
Judy Dunn	Kamloops/Thompson School District #73
Tonia Gillespie	Street School/ School District #73
Pete Grinberg	Street School/KRCC School program/ SD #73
Val Janz	Interior Community Services
Jacquie Kirkey	TNRD Kamloops Library
Laurel Scott	Youth Worker Interior Community Services (ICS)
Andrea Wallin	Kamloops/Thompson School District # 73

#### b. How is the work of this group organized

The task group meets every six to eight weeks to support the work of the LOC, discuss gaps in service, advise on priorities. The group makes decisions by consensus. Joint meetings of the task group and the KELLI committee take place twice a year. Sub-committees work on specific actions and the LOC reports back to the task group.

This year **sub-committees** coordinated

- The Third Annual Interior Savings Unplug and Play Family Literacy Week
- The Fourth Annual Heap the Honda Children's Book Drive Challenge
- The Second Annual Team Spelling Challenge
- The Fifth Annual Raise-a-Reader campaign

A larger **community partners' group** met twice this year. The purpose of these meetings was to

- reconnect partners
- build capacity
- assess community literacy needs
- collaborate on future goals and actions

## 2.) 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? Consider both positive and negative impacts.**

### Positives

- Literacy in Kamloops received a sum of \$12 000 from Decoda Literacy Solutions to provide funding for Literacy Outreach Coordination in Kamloops. More funding was secured this past year through Raise-a-Reader, the Forest Legacy Foundation grant, Interior Savings sponsorship, and a United Way operational grant. This enabled Link to support the LOC contract, sustain and/or expand programs.
- A strong partnership with Kamloops Daily News has resulted in better promotion of events. With increased media coverage the profile of Literacy in Kamloops is raised. We have seen increased participation at events and in programs. With increased awareness, we are better able to decrease the stigma attached to low literacy and reach more of the people who need literacy help.
- One of the focus areas of the Kamloops Homelessness Action Plan (HAP) is the Life Skills Development project. This highlights the fact that literacy and wellbeing are directly related, helps decrease the stigma attached to low literacy, and increases opportunity for service providers to work together to better support adults with low literacy.
- The Seniors Outreach Society launched one of the first "Better at Home" programs in the province, designed to help seniors live independently in their homes. This provides an opportunity for service providers to work together to

develop a program that will provide seniors with much needed technology and literacy support.

- The unemployment rate sits at 5.8% in Kamloops. With standards now higher for employment programming and job entrance, there is greater need for upgrading, skills training, and literacy. With opportunities for employment in the mining sector, adult literacy program providers see continued growth in referrals from work search agencies and re-training agencies. The flexible and unique program at Street School continues to meet the needs of hundreds of adult learners.

### **Negatives**

- Literacy program providers still struggle to find stable funding to support coordinator positions. Both Street School and PAL did not get CALP funding this year which caused much anxiety. Fortunately, temporary funding came through from another source to support the Literacy Outreach Worker for Street School. PAL did not secure significant funding and operated at much reduced capacity this year.
- Domtar laid off 125 workers in December. Many were unable to find local employment.
- Economic pressures continue to force students, young mothers and parents to seek employment. The need to work takes away from education opportunities and family time.

## **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?**

The work of LinK is dependent on successful collaborations. Some important ones are:

#### **Interior Savings Unplug and Play Family Literacy Week**

This initiative is expanding each year. This year Interior Savings was the presenting sponsor. Key partners are the City of Kamloops, School District #73, LinK, the Boys and Girls Club of Kamloops, KELLI, TNRD Kamloops and North Kamloops Libraries, and the Kamloops Daily News.

The **Bright Red Bookshelf** project engages the Kiwanis Service Club as bookshelf tenders, Kamloops Regional Corrections Centre (KRCC) as bookshelf builders, School District #73 and many service providers as bookshelf hosts.

The **Storybook Project** is yet another successful collaboration engaging the John Howard Society volunteer readers, KRCC inmates and staff, School District #73 administrative support, and LinK funds books.

**Raise-a-Reader** and the **Team Spelling Challenge** are the result of a successful fundraising collaboration with the Kamloops Daily News, LinK and KELLI.

**Come Read with Me** workshops are a successful collaboration between LinK, School District #73, and other service providers.

### **b. What are the essential ongoing collaborations?**

- The School District provides LinK much needed resources and an infrastructure of support, including administrative support, office and meeting space, and access to printing facilities, and input from specialized personnel. LinK provides some community initiatives and programming services to the school district:
  - Unplug and Play Family Literacy Week
  - Heap the Honda Children’s Book Drive
  - One to One Children’s Literacy Program
  - Come Read with Me workshops
  - Reading Success workshops

LinK community partners work with the school district to provide support services and schools, the Boys and Girls Club of Kamloops provides before and after school programs and the YMCA/YWCA provides after school programs.
- The collaboration with the Kamloops Daily News is essential for the in-kind support and the fund raising opportunities it offers LinK.

### **c. What makes collaborations work well?**

Instead of repeating what we have said before, we’d like to reference Vince Gowman’s work. Vince presented a workshop in Kamloops on Community Engagement - *Building Creative and Engaging Relationships* - during Interior Savings Unplug and Play Family Literacy Week, 2013.

“Collaboration happens when all voices are heard, and all contributions valued, within a safe and open space of dialogue. People feel included and are encouraged to actively participate in the discussions or creative process.” –Vince Gowmon

Vince identifies “Seven mindsets for successful collaboration”.

These are the main ideas

- Trust that we are born with the ability to contribute and make empowering choices
- Permission for all ideas to come to the table, for one never knows where they may lead
- Safety to share your ideas. Nobody gets it wrong

- Temporary suspension of our need for agreement allows room for all points of view to be accepted
  - Capacity to draw out thoughts and feelings through curiosity by creating a safe space for others to share
  - Balanced contribution where each person can hold and take space with awareness, clarity and deliberation
  - Ideas belong to the team
- <http://www.vincegowmon.com/7-mindsets-for-collaboration/>

#### **4.) Goals and Actions for the Current Year**

To understand how Kamloops is working to meet the literacy needs of everyone, we would need to report on the work of each community partner that is involved in the delivery of programs and services. This report provides only an update on the work directly related to Link.

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

We have addressed all our goals this year but our priorities were:

**Goal 1 Establish and maintain leadership and community participation in literacy issues**

**Goal 2 Increase the number of children who read successfully at school**

Other goals we addressed this year were:

**Goal 3 Adults have the essential literacy skills to function in life.**

**Goal 4 Youth and young adults have the essential literacy skills to function in life**

**Goal 5 Children entering school are ready to learn**

**Goal 6 Increase literacy opportunities for seniors**

**Goal 7 Increase Aboriginal people's literacy and learning**

*Important note: We will answer question 4b and 5a together in a table as this makes the most sense to us. We will address question 4c at the end of each goal.*

**b. What actions were taken to reach these? What organizations and groups participated in these actions? (See table below)**

##### **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. (See table below)**

### Goal 1 Establish and maintain leadership and community participation in literacy issues

Actions and participants	Indicators of success
<ul style="list-style-type: none"> <li>▪ Broaden representation on the Link task group (LOC, Link community members)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Task group increased from 7 to 13 members</li> </ul>
<ul style="list-style-type: none"> <li>▪ Be a spokesperson for literacy issues increasing awareness and understanding (LOC, Service clubs, Adult learners)</li> </ul>	<ul style="list-style-type: none"> <li>▪ LOC presented on literacy at 5 Rotary club meetings, 2 Lions club meetings and 1 Kiwanis club meeting -3 of these clubs entered teams in the Team Spelling Challenge</li> <li>▪ Two adult learners shared their stories at the Spelling Challenge</li> </ul>
<ul style="list-style-type: none"> <li>▪ Present Plain Language workshops to build awareness about literacy challenges and effective communication (LOC, City of Kamloops, Community agencies and service providers)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some of the communications from the city and service providers have been revised in clearer language. For example: City of Kamloops Activity Guide</li> </ul>
<ul style="list-style-type: none"> <li>▪ Facilitate two community partner meetings to encourage collaboration of diverse literacy stakeholders to improve coordination of services (LOC, Task group)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Many community partners attend these meetings, including more aboriginal representatives, and enjoy the opportunity to connect and network</li> <li>▪ New partnerships have resulted</li> </ul>
<ul style="list-style-type: none"> <li>▪ Be responsive to community needs (LOC, Task group, Community partners)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Community partners share concerns and ideas. These are discussed at task group meetings and guide the work of Link.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Source funding to support the Literacy Outreach Coordinator position (LOC, Task group)</li> </ul>	<ul style="list-style-type: none"> <li>▪ United Way Operational grant</li> <li>▪ Raise-a-Reader funds</li> </ul>
<ul style="list-style-type: none"> <li>▪ Strengthen relationship with community partners and with funders</li> </ul>	<ul style="list-style-type: none"> <li>▪ More funding was secured</li> <li>▪ Increased participation in events</li> </ul>
<ul style="list-style-type: none"> <li>▪ Attend partner meetings, as time allows (LOC)</li> </ul>	<ul style="list-style-type: none"> <li>▪ LOC attended BC Youth Week Committee meetings and brought more partners to the table</li> </ul>



<ul style="list-style-type: none"> <li>Serve on the Raise-a-Reader Committee (LOC, Kamloops Daily News, City of Kamloops, School District#73, KELLI, ICS, United Way, TRU, rural community LOCs, TNRD Kamloops library)</li> </ul>	<ul style="list-style-type: none"> <li>\$79 876.29 was raised of which \$23 776.74 was granted to LinK</li> </ul>
<ul style="list-style-type: none"> <li>Co-host Second Annual Team Spelling Challenge (LOC, KELLI, Kamloops Daily News, New Gold)</li> </ul>	<ul style="list-style-type: none"> <li>14 teams competed, 6 more than last year. Approx \$7 000 was raised</li> </ul>
<ul style="list-style-type: none"> <li>Keep website updated (LOC)</li> </ul>	<ul style="list-style-type: none"> <li>Learners and volunteers accessed information from the website</li> </ul>
<ul style="list-style-type: none"> <li>Use social media for increasing outreach and awareness of LinK (LOC, Task group)</li> </ul>	<ul style="list-style-type: none"> <li>A Facebook page was created to promote Interior Savings Unplug and Play Family Literacy Week</li> </ul>

**4 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?**

LinK was successful in reaching most of the outcomes of this goal, but it is a challenge to maintain an updated website. More resources need to be secured to effectively use social media to promote literacy.

**Goal 2 Increase the number of children who read successfully at school**

Actions and participants	Indicators of success
<ul style="list-style-type: none"> <li>Coordinate the One to One Children's Literacy Program in School District #73 (LOC, SD #73, community volunteers, parents, seniors)</li> </ul>	<ul style="list-style-type: none"> <li>Now in its 14<sup>th</sup> year, this program runs in 26 schools in SD #73. More than 400 students are helped by more than 200 trained volunteer tutors</li> <li>150 volunteer tutors were trained</li> </ul>
<ul style="list-style-type: none"> <li>Present Come Read with Me sessions to parents and grade 1 students in local elementary schools (LOC, SD #73)</li> </ul>	<ul style="list-style-type: none"> <li>15 sessions presented at local elementary schools with an average of 70% attendance by parents. 385 positive feedback evaluations received</li> <li>Many schools have booked a session for next year</li> <li>2 sessions held at local libraries</li> </ul>

<ul style="list-style-type: none"> <li>▪ Present Reading Success workshop to parents with struggling readers</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1 session presented at local elementary school. Parents appreciative of the support and materials provided</li> </ul>
<ul style="list-style-type: none"> <li>▪ Present Practical Reading Strategies workshop for School Support Workers</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2 sessions presented, attended by 50 School Support Workers. Very positive feedback.</li> <li>▪ More sessions requested</li> </ul>
<ul style="list-style-type: none"> <li>▪ Collaborate on the development of a You can Count on Me mathematics session for parents with primary age children</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collaborated with School District Mathematics Coordinator and a retired teacher who will present these sessions next year</li> </ul>
<ul style="list-style-type: none"> <li>▪ Chair Unplug and Play Family Literacy Week Committee</li> </ul>	<ul style="list-style-type: none"> <li>▪ Secured Interior Savings sponsorship for the initiative this year. They have requested to continue as the presenting sponsor.</li> <li>▪ More events were held, there was more media coverage, and greater participation at events.</li> <li>▪ 18 schools -142 classes –more than 3500 children participated in the Unplug and Play Challenge</li> </ul>
<ul style="list-style-type: none"> <li>▪ Facilitate Heap the Honda Children’s Book Drive</li> </ul>	<ul style="list-style-type: none"> <li>▪ 14 schools participated, up from 8 last year</li> <li>▪ More than 12 000 books donated, sorted, distributed to agencies and schools, children at Family Literacy Day and to Bright Red Bookshelf project</li> </ul>
<ul style="list-style-type: none"> <li>▪ Expand Bright Red Bookshelf project</li> </ul>	<ul style="list-style-type: none"> <li>▪ 8 new book shelves added for a total of 15 book shelves in various locations across the city.</li> <li>▪ The 3book shelves in schools are proving very popular.</li> <li>▪ Requests for more bookshelves</li> </ul>

**4 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?**

With the Family Literacy grant from the Forest Legacy Foundation, LinK is expanding the Come Read with Me program to other service providers to support their clients. LinK is using some of the grant money to support Summer Reading programs, to give books to students to take home over the summer, and provide parent education sessions to support home reading.

Kamloops is involved in the “Changing Results for Young Readers” (CR4YR) project , and our school district launched a new literacy initiative by placing Early Reading Advocates /District Literacy resource teachers in a number of vulnerable schools. The LOC has had the opportunity to work with these teachers and has collaborated on literacy initiatives, including revising a handbook for parents to support reading success at home.

The LOC works with the District Literacy Coordinator who organized the Practical Reading Strategies workshop for School Support Workers. Working with the District Librarian, Health Promoting Schools Coordinator and District Literacy Coordinator has resulted in more schools participating in our community literacy initiatives.

We are disappointed that the “You can Count on Me” mathematics parent support session did not start in our school district, despite the fact that parents have indicated a strong need for this support. Some schools did offer Family Fun Mathematics Nights and we are hopeful that this mathematics support program will be launched successfully next year.

**We also addressed these goals.**

**Goal 3 Adults have the essential literacy skills to function in life.**

Actions and participants	Indicators of success
<ul style="list-style-type: none"> <li>▪ Continue to distribute the Adult Learning programs brochure (LOC, Street School Outreach Worker, service providers)</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1000 brochures have been distributed</li> <li>▪ Request for more to be printed</li> </ul>
<ul style="list-style-type: none"> <li>▪ Advocate for transitional funding from the Stollery Foundation for the PAL program (LOC, SCES, Stollery Foundation)</li> </ul>	<ul style="list-style-type: none"> <li>▪ A transitional grant was awarded to SCES to sustain PAL until CALP funding is hopefully reinstated</li> </ul>
<ul style="list-style-type: none"> <li>▪ Advocate for Street School (LOC, task group)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Street School has helped more than 450 adult learners.</li> </ul>

<ul style="list-style-type: none"> <li>▪ Refer adult learners to Street School and PAL (LOC)</li> </ul>	<ul style="list-style-type: none"> <li>▪ The LOC refers learners to Street School</li> </ul>
<ul style="list-style-type: none"> <li>▪ Facilitate Reading Strategies Workshop at Kamloops Immigrant Services (LOC, KIS)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students reported that the session was helpful</li> </ul>
<ul style="list-style-type: none"> <li>▪ Facilitate Plain Language workshop (LOC, City of Kamloops, Agencies)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Two sessions were held and the City indicated that it would like to host more sessions for specific departments</li> </ul>
<ul style="list-style-type: none"> <li>▪ Continue to facilitate KRCC Storybook Project (LOC, KRCC, John Howard Society)</li> </ul>	<ul style="list-style-type: none"> <li>▪ 100 books and recordings were mailed to children of inmates. Some families received multiple books</li> </ul>
<ul style="list-style-type: none"> <li>▪ Sponsor and promote First Annual BC Corrections Teachers' Conference (SD #73, Street School, LOC, Community partners, TRU)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pete Grinberg who runs the school program at KRCC organized the first ever BC Corrections Teachers Conference.</li> <li>▪ 40 people attended, 28 teachers from provincial and federal institutions across the province. Positive feedback reported</li> </ul>

**4 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?**

We chose to sponsor the first ever BC Corrections Teacher's Conference organized by our Link partners at Street School and the KRCC School Program instead of hosting an Adult Literacy Forum. We extended an invitation to the conference to our community partners and some were able to attend. Mission will be hosting the conference next year.

**Goal 4 Youth and young adults have the essential literacy skills to function in life**

Actions and Participants	Indicators of Success
<ul style="list-style-type: none"> <li>▪ Participate in United Way BC Youth Week Committee (LOC, United Way, Alliance Church, City of Kamloops, YW/YMCA, TNRD Library System, Lii Michif Otipemisiwak Family &amp; Community services, CMHA)</li> </ul>	<ul style="list-style-type: none"> <li>▪ More organizations participated this year so there were more events and increased attendance at events</li> </ul>

**4 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?**

Addressing the literacy needs of youth and young adults has not been a priority for our task group. Many of our community partners are already providing youth programming but all report this is a difficult age group to engage. This year the Boys and Girls Club of Kamloops hosted a very successful National Youth Conference attended by 200 delegates.

**Goal 5 Children entering school are ready to learn**

Actions and participants	Indicators of success
<ul style="list-style-type: none"> <li>▪ Support the ongoing work of Kamloops Early Language and Literacy Initiative (KELLI) which includes:               <ul style="list-style-type: none"> <li>➤ Parent Child Mother Goose programs</li> <li>➤ Family Literacy Nights at the mall</li> <li>➤ Teddy Bear Picnic and Mother Goose celebration</li> <li>➤ Family Games Night at the mall</li> <li>➤ P-CMG at the pool</li> <li>➤ ABC Family Literacy day</li> </ul> </li> </ul>	<p>KELLI programs:</p> <ul style="list-style-type: none"> <li>▪ Fall 2012: 16 P-CMG programs</li> <li>▪ Winter 2102: 18 P-CMG programs</li> <li>▪ Spring 2013: 18 P-CMG programs</li> <li>▪ 7 Family Literacy Nights at the mall</li> <li>▪ Attended by 420 adults and children</li> <li>▪ 500 attended Teddy Bear Picnic</li> <li>▪ 600 attended ABC Family Literacy Day</li> <li>▪ LinK funded expanding the Mother Goose program at Street School to 2 days a week for two 8 week sessions</li> <li>▪ Provided free books to children at Family Literacy Day</li> <li>▪ Provide free books to support Family Literacy nights in the mall</li> </ul>
<ul style="list-style-type: none"> <li>▪ Collaborate with KELLI on fundraising opportunities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Raise-a- Reader and the Second Annual Team Spelling Challenge generated funds to support KELLI and Link</li> </ul>

**4 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?**

At the beginning of the year there was discussion about LinK and KELLI merging into one community literacy table. After numerous joint meetings, it was decided by the host agencies that KELLI would remain an independent community table focussed on providing programming to support literacy development in the early years 0-5. KELLI and LinK continue to collaborate closely, the KELLI coordinator sits on the LinK task group, they report jointly to community partners, and work together on fund raising initiatives.

**Goal 6 Increase literacy opportunities for seniors**

Actions and participants	Indicators of success
<ul style="list-style-type: none"> <li>▪ Recruit and train as volunteer tutors for programs such as the One to One Children's Literacy program</li> </ul>	<ul style="list-style-type: none"> <li>▪ More than 100 new tutors were trained, many of them seniors</li> </ul>
<ul style="list-style-type: none"> <li>▪ Work on connecting with Seniors Outreach Society</li> </ul>	<ul style="list-style-type: none"> <li>▪ The LOC connected with the Better at Home coordinator who attended the LinK community partner meeting. Further discussions to take place</li> </ul>

**4 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 LinK task group did not focus on this goal as a priority. However, the LOC has reached out to the coordinator of the new Better at Home program and will pursue this connection. A gap in technology support for seniors was discussed at our May community partner meeting and this may become a priority for our work next year.

**Goal 7 Increase Aboriginal people's literacy and learning**

<b>Actions and Participants</b>	<b>Indicators of success</b>
<ul style="list-style-type: none"> <li>▪ Continue to invite participation at the Link community partner table (LOC, task group, White Buffalo Aboriginal Health Society and Resource Centre, Aboriginal Friendship Centre, Secwepemc Cultural Education Society, Aboriginal Training &amp; Employment Centre, Secwepemc Child &amp; Family Services, Lii Michif Otipemisiwak Family &amp; Community services)</li> </ul>	<ul style="list-style-type: none"> <li>▪ More agencies supporting Aboriginal people attend our meetings</li> </ul>
<ul style="list-style-type: none"> <li>▪ Distribute Adult learning programs brochure to agencies supporting aboriginal learners (LOC, Street School Literacy Outreach Worker)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Brochures were distributed to these agencies</li> </ul>
<ul style="list-style-type: none"> <li>▪ Present Come Read with Me session at the Aboriginal Friendship Centre for parents invited by First Nation Education Assistants at local elementary schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ A small group of parents and children attended a supper and workshop held at the Aboriginal Friendship Centre. Positive feedback was received</li> </ul>
<ul style="list-style-type: none"> <li>▪ Support the One to One Children's Literacy program in local elementary schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ Many Aboriginal children receive one-on-one positive reading support from trained volunteer supporters</li> <li>▪ Some schools have purchased books specifically targeted for First Nation learners</li> </ul>
<ul style="list-style-type: none"> <li>▪ Provide additional Bright Red Bookshelves to locations supporting Aboriginal families (LOC, KRCC, host agencies)</li> </ul>	<ul style="list-style-type: none"> <li>▪ A larger Bright Red Book shelf replaced a small one at Secwepemc Child &amp; Family Services</li> <li>▪ Book shelves have been requested at other venues</li> </ul>

**4 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?**

By holding joint KELLI and LinK community partner meetings more Aboriginal agencies have participated. We continue to support Aboriginal children and adults through our different programs and initiatives. We did not connect with SK'Lep school of Excellence this year but still hope to do so. We have not yet secured an Aboriginal representative on our task group. We were happy to have a team from the Shuswap Nation Tribal Council participate in our Team Spelling Challenge fundraiser

**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.**

*Note: We listed Indicators of Success next to each action in the tables addressing each goal.*

Here are some examples of participant comments that indicate our actions are supporting literacy:

**LinK programs** *"I'm thanking you and the LinK program for positively affecting my personal and professional life. Since I arrived in Kamloops, over three years ago, I've been impressed with your dedication to Literacy in our community. Your dedication to providing useful, fun and accessible tools through varied locations and means is a resource that does not go unnoticed!*

*...you kindly came to give a presentation to the adult immigrant students at my place of work. Since then you have followed up on our goals, encouraged the clients in our agency to read more and acquire better literacy strategies. You have done this by donating dozens if not hundreds of books, set up a "Little Red Book Shelf", provided another hands on presentation to the ESL students and invited us to many community events which promote literacy.*

*At your last presentation you introduced some simple games to make reading fun. I paid close attention to this because my son who is now in grade three had not been able to learn how to read. He went to learning assistance at school, had a tutor at daycare and I would struggle every evening to do homework with him. It was very frustrating! I took your ideas home that evening and started to use them with him. The struggle has turned into a very enjoyable and academically rewarding time. We both look forward to homework especially practising how to read our new words with the game sheets and the cards. He can now read at a grade one level and has a positive attitude towards his reading and writing homework."*

Lucia Mapplebeck, ELSA Manager / Instructor, KIS

**P-CMG and Bright Red Bookshelf** *"My Granddaughter and I have been participating in the Parent-Child Mother Goose program at Kamloops White Buffalo Aboriginal Health and Family Resource Society for the past few years. We love learning the songs and rhymes and listening to*



*the stories. I am amazed how Macy is able to sing the Secwepemc language songs and she is only 2 and a half! This past year we have also enjoyed stopping by the Bright Red Bookshelf on our way out and picking out a book or two to take home to read. It is a great way to encourage time together looking at the pictures and talking about what we think the story is about."*

Candis Saunders

**KRCC Storybook Project** *"The Storybook project has been a great success. Over 95 clients have completed this program, with several others waiting. Some of the clients have completed several readings, as they know how much their children enjoy to hear their dad's voice reading to them."* Darcy Kaban, ADW of Programs, KRCC

*"I would like to read for Autumn my step daughter. I have read one and it made her day. Now that I am familiar with how it works I would love to do another book. This is by far the best program I have been involved with in any prison in B.C. I am waiting for transfer to ... very soon so please let me read her another story. This is her favorite time we had together when I would cook her food and read her bedtime story so when I cannot be there in person this helps her relationship (stay) strong with me."* KRCC Inmate

**Practical Reading Strategies Workshop for School Support workers** *"What I liked about the session was we were given very good, practical ideas to use in the classroom and the materials/resources to use."* SSW/CEA

**One to One Children's Literacy Program** *"I taught ESL at a BC Curriculum school in China and I wish I had had this seminar before I went there!"* One to One community volunteer tutor

*"It was great to be reminded about not having to read for perfection, but for meaning and the joy of it!"* One to One parent volunteer tutor

**Come Read with Me** *"Thank you so much for facilitating our Come read with Me at Lloyd George. We have had such positive feedback from parents, teachers and students. I'm looking forward to hosting it again next year."* Principal

**Reading Success workshop** *"Great ideas. We were so frustrated with home reading. I think this will make it more fun."* Parent

**Plain language workshop** *"This will help make our jobs easier with fewer phone calls to explain etc"* City Coordinator

#### **b. What are the things that support literacy work?**

- **Community participation and collaboration.** At the community partner meetings, participants are updated on community resources and programs, and are able to pass

this information along to their agencies and clients. By making new connections, sharing good practices, and working together in dynamic partnerships we are better able to address the needs in our community so there are fewer gaps.

- **Community coordinator positions** It is essential to have a dedicated person to be a spokesperson for literacy, facilitate the work of the community table, and bring people together.
- **Core funding for three to five years** would help with planning and to build capacity of programs and allow for better evaluation of effectiveness of programs
- **Media support** to build awareness of literacy issues and programs available
- **Business engagement** to provide funding support and resources needed

## 6.) Challenges

### a. What are the difficulties?

Funding is always the biggest challenge. Much time is spent securing small one-time grants to support programs. The LOC is contracted for 15 hours and it is difficult to do the LOC job in those hours and find time to update the LinK website, use social media, and participate in the COP website.

### b. What would help?

Equitable and guaranteed core funding for the LOC position for a period of three to five years.

## For the Coming Year

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

Based on feedback from our community partner meeting on April 22, 2013

Some challenges:

- Computer and technology literacy for seniors
- Funding for technology opportunities for people with disabilities
- Programs that engage youth, and easy to read but appropriate reading materials for youth

Some opportunities:

- Work with the Coordinator of the Better at Home program to bring a table together to focus on providing literacy support to seniors

- Work with Kamloops Immigrant Services, SCES PAL Program Coordinator, HAP Life Skills workers, to provide adult literacy training and tutoring to better meet the needs of people in our community with low literacy
- Promote and implement Family Literacy programs with Forest Legacy Foundation funds

Link Community partners will continue to explore these challenges and opportunities. As everyone becomes more aware of the needs and challenges individual organizations face, and what each person or agency brings to the table, we are better able to meet the needs of our community.

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

We will continue to work on all our goals, maintaining and improving programs that are working well and addressing gaps that have been identified.

### **Goal 1 Establish and maintain leadership and community participation in literacy issues**

#### **Actions:**

- Use social media for increasing outreach and awareness of literacy issues and initiatives
- Nurture relationship with community partners and with funders
- Co-host Third Annual Team Spelling Challenge Fundraiser
- Source funding to support the Literacy Outreach Coordinator position
- Present Plain Language workshops to build awareness about literacy challenges and effective communication
- Be a spokesperson for literacy issues
- Facilitate two community partner meetings to encourage collaboration of diverse literacy stakeholders and improve coordination of services
- With permission, distribute a list of community partners contact information as a network resource
- Be responsive to community needs
- Attend partner meetings, as time allows
- Serve on the Raise-a-Reader Committee
- Keep website updated

### **Goal 2 Increase the number of children who read successfully at school**

#### **Actions:**

- Coordinate Interior Savings Unplug and Play Family Literacy Week Initiative
- Facilitate Heap the Honda Children's Book Drive
- Maintain and expand Bright Red Bookshelf project
- Coordinate One to One Children's literacy program in our school district

- Present Come Read with Me sessions to grade 1 parents and students in local elementary schools and other organizations
- Present Reading Success workshops when requested
- Present Practical Reading Strategies Workshop for School Support Workers
- Advocate for the launch of You can Count on Me mathematics session for parents with primary age children
- Implement Forest Legacy Foundation/Raise-a-Reader Family Literacy Initiatives Plan

### **Goal 3 Adults have the essential skills to function in life**

#### **Actions:**

- Update Adult Learning Programs brochure and distribute widely
- Host an Adult Literacy forum
- Maintain partnerships in KRCC Storybook project
- Bring an Adult literacy table together to better coordinate and support current services for low literacy adults

### **Goal 4 Youth and young adults have the essential skills to function in life**

#### **Actions:**

- Use social media to reach this population
- Provide a Bright Red Bookshelf to the Youth Centre
- Access high interest, easy reads, appropriate for youth for this bookshelf
- Collaborate with youth service providers to possibly host a youth forum or explore other options for a youth initiative

### **Goal 5 Children entering school are ready to learn**

#### **Actions:**

- Support the ongoing work of KELLI
- Collaborate on fund raising initiatives with KELLI
- Collaborate with KELLI Coordinator on a “Come Read with Me” workshop for parents with preschoolers

### **Goal 6 Increase literacy opportunities for seniors**

#### **Actions:**

- Bring together a table to explore the possibility of establishing a volunteer one to one technology support program for seniors
- Recruit seniors as volunteer tutors for the One to One reading program

### **Goal 7 Increase Aboriginal people’s literacy and learning**

#### **Actions:**

- Invite an aboriginal representative to the Link Task Group
- Support continued involvement in Unplug and Play Family Literacy Week

- Offer participation in the One to One program and Come Read with Me to SK'Lep School
- Invite agencies to the LinK community partner meetings
- Distribute Adult Learning Programs brochure to agencies supporting Aboriginal learners
- Provide additional Bright Red Bookshelves to locations supporting Aboriginal families
- Support the PAL program at Secwepemc Cultural Education Society (SCES)

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

We need to

- Maintain excellent relationships
- Establish new partnerships
- Budget funds appropriately to support actions
- Follow through on actions
- Be responsive to our community's needs

**Literacy in Kamloops** is committed to "An enriched future for our community through literacy."

**Year five update**Name of community: **Logan Lake**

Report submitted by: Cara Holmstrup, Literacy Outreach Coordinator

[loganlakeliteracy@gmail.com](mailto:loganlakeliteracy@gmail.com)

Submission date: June 2013

**Table of Contents**

	<b>Page</b>
Reflections on the 2012-2013 year	
1. Task Group .....	41
2. Community Context .....	41
3. Community Development and Literacy Collaboration.....	42
4. Goals and actions for the Current Year.....	44
5. Indications of Success .....	48
6. Challenges.....	48
For the Coming Year	
1. Opportunities and Challenges.....	48
2. Goals and Actions.....	49
3. Requirements to Meet Goals and Employ Actions .....	49

## Reflections on the 2012-2013 year

For the last 5 years the members of Logan Lake Literacy have been actively working to increase literacy levels in our community. We have come a long way toward increasing awareness of the importance of increased literacy levels, and have been able to offer programs and services to many community members. We are building a strong foundation. With continued effort and support we are working toward our goal of making Logan Lake a community that values literacy by encouraging and supporting lifelong learning for all ages.

### 1.) Task Group

#### a. Who takes part in the task group?

- Logan Lake Literacy Outreach Coordinator (LOC)
- Logan Lake Wellness, Health and Youth Society (WHY)
- School District #73
- District of Logan Lake
- TNRD Library
- Logan Lake Business Association (LLBA)
- Logan Lake Arts Council (LLAC)
- Logan Lake Elementary/Secondary Parent's Advisory Committee (LLES/LLSS PAC)
- Logan Lake Health Care Support Society (LLHCSS)
- Teck Highland Valley Copper
- Business Community Member
- Community Members

#### b. How is the work of the group organized?

Logan Lake Literacy is organized by the LOC, the Logan Lake WHY, and a volunteer committee. The LOC coordinates and schedules literacy events and programs, and chairs task group meetings. Individuals and organizations volunteer to perform tasks as required.

### 2.) Community Context

Logan Lake is currently in a favourable economic position, thanks largely to the strength of Teck Highland Valley Copper, the areas largest employer. The District of Logan Lake is actively working to promote the community to potential residents and investors and is continually working to create a community favourable for all ages. In addition, the Economic Development Officer is actively seeking ways to engage the community, and is available to assist any community organizations with funding applications. New residential and business developments ensure that Logan Lake is able to accommodate future expected growth.

**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?**

- **Logan Lake Library moving to a new building in July 2013:**
  - Public internet accessible computers will increase from 1 to 5.
  - 3 ipads will be available for patron use within the library.
  - The TNRD Computer Instructor will be able to bring the mobile computer lab from Kamloops and offer computer classes for up to 7 participants. (Current space limitations only allow for information sessions.
  - There is hope that the space will better suit the community and provide much needed opportunities to support and expand literacy programming.
  
- **Teck Highland Valley Copper:**
  - Continues a mill modernization program, bringing many contractors and many new families to the community.
  - Recently announced extension of mine life to 2027.
  
- **District of Logan Lake:**
  - Completed Phase One of Residential sub-division.
  - Began construction on new Commercial sub-division.
  - Introduced a Revitalization Tax Exemption Program for business.
  - Received Age-Friendly recognition from the Province of BC.
  - Created an Economic Development Officer position.
  - Continued success of Community Forest Corporation has allowed for financial contribution to new and existing local events and programs.
  
- **Loss of Volunteers:**
  - A long time volunteer and children's program instructor has recently moved from Logan Lake. As one of the 'go-to' volunteers in the community for numerous events, her absence has had a very negative impact on many of our local organizations and events. In small communities like Logan Lake, the loss of even one dedicated volunteer can often make it difficult for programs to continue.
  - The loss of another valued volunteer (for personal reasons) has left an out-of-school tutoring program without an instructor. The program cannot run until a suitable replacement is found.

### **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?**

**Blue Bookshelf Program** - Partners include:

- Logan Lake Literacy (LLL)
- LOC
- Staff, Students, Parents, and PAC members of LLES and LLSS



- Bridge Community Church
- District of Logan Lake
- TNRD Library
- Community Members

**Parent-Child Mother Goose Program®** - Partners include:

- LLL
- LOC
- TNRD Library
- District of Logan Lake
- LLSS

**Computer Tutoring** - Partners include:

- LLL
- LOC
- TNRD Library
- Community Member

**Raise-a-Reader** - Partners include:

- LLL
- LOC
- TNRD Library
- Staff, Students, Parents, and PAC members of LLES and LLSS
- LLBA
- WHY
- Business Community
- Teck Highland Valley Copper

**ABC Family Literacy Day weeklong events** – Partners include:

- LLL
- LOC
- TNRD Library
- Staff, Students, Parents, and PAC members of LLES and LLSS
- LLBA
- WHY
- Logan Lake Seniors Society
- Business Community
- Parent n' Tot drop-in Program
- Creative Kids After School Program

**Logan Lake Community Kitchen** - Partners include:

- LLL
- LOC
- WHY
- LLSS
- SD 73
- Highland Valley AG Foods

**b. What are the essential ongoing collaborations?**

There are numerous key relationships that have been formed in Logan Lake serving to support successful collaboration. Of special importance, are the relationships between the LOC, LLL and:

- TNRD Library
- Principal, Staff, and PAC of LLES and LLSS
- WHY
- District of Logan Lake

As so much of the community literacy work involves these organizations, we are thankful to have a great working relationship with all of them – without which ongoing collaboration would not be possible.

**c. What makes collaboration work well?**

Collaboration works well when all stakeholders are working together to achieve a common goal. Having an action plan in the form of the Community Literacy Plan serves to maintain focus for the task group, and provides direction to determine how resources should be used.

The role of the LOC to facilitate task group meetings and coordinate resources has proven to be invaluable. The LOC takes the pressure of coordination off already overextended literacy stakeholders, allowing them to share knowledge and resources, and brings together different perspectives and experiences.

**4.) Goals and actions for the Current Year. & 5.) Indicators of Success**

The LOC and members of LLL continue to focus on the 4 priorities as outlined in the Community Literacy Plan. There is much work being done at numerous levels in each of these priorities by various literacy stakeholders.

**Priority #1: Build awareness of the importance and value of increased literacy skills.**

Actions and Participants	Indicators of success
<ul style="list-style-type: none"> <li>• LOC participates in various community tables, including Healthy Communities, and LLES/LLSS PAC</li> </ul>	<ul style="list-style-type: none"> <li>• Number of participants/volunteers for literacy events/programs found at other community tables. Blue Bookshelves: 4, Raise-a-Reader: 6, ABC Family Literacy Week Events: 4, Polar Carnival Story Judge: 1, Logan Lake Literacy Task Group: 3</li> <li>• Organizers are actively seeking to embed literacy into their programs and requesting LOC support to do so.</li> <li>• The LOC receives regular requests to participate in community events and programs. Requests accepted: 5</li> </ul>
<ul style="list-style-type: none"> <li>• Engage community members and offer information on the local 'Info for Logan Lakers' Facebook page. (This Facebook page has 500+ members.)</li> </ul>	<ul style="list-style-type: none"> <li>• 6 new Community Kitchen participants were found as a result of a Facebook information posting</li> </ul>

**Priority #2: Children and Youth value education as reflected in their actions from birth to adulthood.**

Actions and Participants	Indicators of success
<ul style="list-style-type: none"> <li>• Coordinate with LLES to offer Come Read With Me session to Grade 1-2 Parents and Students (Kamloops LOC, LLES Staff, Parents, Students, LOC)</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback from participants and organizers. Requests to offer program again</li> </ul>
<ul style="list-style-type: none"> <li>• Baby Toddler Rhyme Time. (TNR Library, Children, Parents, LLL, LOC)</li> </ul>	<ul style="list-style-type: none"> <li>• Average participants per session: 7</li> <li>• Children learn and anticipate language through music, rhyme, and repetition -</li> </ul>

	<p>indicated by body language and facial expression</p> <ul style="list-style-type: none"> <li>• Parents learn new parenting strategies and often report back how they used their new skills at home</li> <li>• Positive feedback from participants and organizers. Requests to offer program again</li> </ul>
<ul style="list-style-type: none"> <li>• Parent-Child Mother Goose Program®. (TNRD Library, Children Parents, LLL, LOC, LLSS, District of Logan Lake))</li> </ul>	<ul style="list-style-type: none"> <li>• Average participants per session: 8 children, 10 adults</li> <li>• Children learn and anticipate language through music, rhyme, and repetition - indicated by body language and facial expression</li> <li>• Parents learn new parenting strategies and often report back how they used their new skills at home</li> <li>• Positive feedback from participants and organizers. Requests to offer program again</li> </ul>
<ul style="list-style-type: none"> <li>• Purchase books for the Bright Blue Bookshelves (LOC, LLL, LLES, LLSS, Bridge Community Church, RAR, Students, Parents, District of Logan Lake.)</li> </ul>	<ul style="list-style-type: none"> <li>• The bookshelves need to be refilled weekly</li> <li>• Bookshelf users are requesting specific books/authors</li> </ul>
<ul style="list-style-type: none"> <li>• ABC Family Literacy Week activities. (LOC, LLL, LLES/LLSS, Staff Students and Parents, Community Members, Seniors Society, TNRD Library)</li> </ul>	<ul style="list-style-type: none"> <li>• Students anticipate Literacy week activities and look forward to annual events</li> <li>• The ‘games at lunch’ was so successful that a Parent Volunteer is now offering it to students at LLES once a week. Average weekly Participants: 24</li> </ul>

**Priority #3: Adults and seniors have the essential literacy skills to function in life.**

Actions and Participants	Indicators of success
<ul style="list-style-type: none"> <li>• Offer adult computer tutoring.</li> <li>• 2 instructors meet weekly with students (LOC, Volunteer Tutor, Community Members, TNRD Library)</li> </ul>	<ul style="list-style-type: none"> <li>• Students have learned sufficient computer skills to no longer require tutoring</li> </ul>
<ul style="list-style-type: none"> <li>• Conduct Community Adult Literacy Needs Assessment. (Community Members, Businesses, Community Groups)</li> </ul>	<ul style="list-style-type: none"> <li>• Responses received: 35</li> <li>• Report copies requested: 9</li> <li>• Budgeting help requests: 6</li> <li>• Computer/Technology help requests: 4</li> </ul>
<ul style="list-style-type: none"> <li>• Monthly Speaker Series at TNRD Library (Community Members, TNRD Library)</li> </ul>	<ul style="list-style-type: none"> <li>• Average # of participants: 25</li> <li>• Participants at last session: 45</li> <li>• Photography and Goecaching groups have formed as a result of successful talks</li> <li>• Participants often out-number the available seating in the current Library space. (The new Library should be better able to accommodate these larger groups)</li> </ul>

**Priority #4: Increase the health literacy of the community and its citizens.**

Actions and Participants	Indicators of success
<ul style="list-style-type: none"> <li>• Offer monthly Community Kitchen sessions. 3 sessions to date have had a combined 28 participants. (Community Members, LLL, LOC, LLSS Highland Valley AG Foods)</li> </ul>	<ul style="list-style-type: none"> <li>• Participants have expressed how much they enjoy cooking with the group</li> <li>• Participants are learning new recipes and kitchen skills, and learning healthier eating/cooking options</li> </ul>

**b. What are the things that support literacy work?**

- **Volunteers**
- **Collaboration** - between all literacy stakeholders, and a willingness to share knowledge and resources
- **Coordination** – much of the community literacy work is a direct result of the coordinated efforts of the LOC and LLL
- **Maintaining momentum** - by keeping an active and positive presence in the community and being seen as a reliable organization
- **Funding** – secure, and sustainable

**6.) Challenges****a.) What are the difficulties?**

- Accessing potential learners. (Those who could most benefit from increased literacy are often the least likely to seek, or accept, assistance.)
- Expanding programming, when faced with the same limited resources
- Literacy stakeholders and community leaders, the ones often with the best ability to offer solutions and resources, are often the least able to attend meetings and engage in discussions because of already over booked schedules.
- Lack of volunteers
- Constant concern that funding will not be available

**b.) What would help?**

- Sustainable and secure funding, not just for LOC wages, but also for programming
- Continued support at all levels – local, regional, provincial and national
- A better community understanding of what literacy is and how it impacts us all
- Greater collaboration with agencies and organizations with clients who would benefit from support to increase literacy skills
- All literacy stakeholders having the time to be part of ongoing discussions

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

- The new TNRD Library will have additional equipment and space to better serve potential learners.

- The strong economy of the community offers residents a feeling of security that is often necessary for a learner to have before engaging in learning activities.
- New residents offer potential for new learners and volunteers.
- As LLL becomes better known in the community the demands placed on the LOC increase, without an increase in available hours or funding
- The loss of key community volunteers places added pressure on existing volunteers.

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

- Maintain existing programs for children
- Expand programs for adults based on results of Adult Literacy Needs Assessment
- Expand Community Kitchen program
- Create new partnerships with community organizations and businesses
- Continue to search for additional funding sources
- Seek additional resources to allow for more administrative support and more coordination time

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

- **Persistence** – to access potential learners and volunteers, and to engage potential literacy stakeholders
- **Time** – expanded efforts and programs all require more time
- **Funding**
- **Understanding** - of the importance of increased literacy skills, and that this is “messy” work. It is not easy, but it is worth it







PRINTED AT  
**THE HENRY GRUBE EDUCATION CENTRE**

School District No. 73  
(Kamloops/Thompson)

-2013-