

# District Literacy Plan for the North Okanagan-Shuswap 2014 – 2015



# NORTH OKANAGAN-SHUSWAP DISTRICT LITERACY PLAN 2014 – 2015

## **Submitted To:**

Decoda Literacy Solutions

BC Ministry of Education

## **Submitted By:**

Literacy Alliance of the Shuswap Society

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# REFLECTIONS ON THE 2013-2014 DISTRICT LITERACY PLAN

## TASK GROUP

In May 2009, the North Okanagan-Shuswap Community Literacy Task Group evolved into a non-profit society called the Literacy Alliance of the Shuswap Society (LASS). The society currently has nine Directors and a total membership of over forty community members. The Board of Directors and the Literacy Outreach Coordinator (LOC) take on the role of the community's literacy task group. LASS meetings are held bi-monthly to review and evaluate the goals and Action Plan as outlined in the District Literacy Plan. The Board holds an annual Strategic Planning Meeting to discuss current literacy programming, existing literacy gaps, sustainable funding sources for the future, and the overall direction of community literacy in the North Okanagan-Shuswap.

<b>2014-2015 LASS Board of Directors (Task Group)</b>		
Lynne Wickett	Retired	President
June Stewart	Executive Director Shuswap Children's Association	Vice President
Wendy Woodhurst	Director of Instruction School District #83	Secretary - Treasurer
Janet McClean Senft	Executive Director Eagle Valley Community Support Society	Director
Ardie Burnham	Youth Services Librarian Okanagan Regional Library	Director
Barb McKinnon	Physician Interior Health	Director
Tracy Riley	Adult Literacy Fundamental Instructor Okanagan College	Director
Saralea Spence	Administrative Assistant School District #83	Director
Chris Marteinson	Child Care Resource and Referral (CCRR) Coordinator	Director

All LASS members are kept informed through seasonal newsletters and email updates about upcoming literacy events and initiatives. An Annual General Meeting is held in

the spring of each year and a Volunteer Appreciation Tea is held after the AGM to celebrate the work of over two hundred literacy volunteers in our community.

The LOC carries out the majority of the coordination of the literacy initiatives with the support of LASS program facilitators. The Board and general members support the work of the LOC and program facilitators, volunteer to help at various literacy events, and offer input and feedback about literacy initiatives and potential literacy gaps throughout the community.

## **COMMUNITY CONTEXT**

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

Salmon Arm is the largest community in the North Okanagan-Shuswap with a population of approximately 17,000 people although it serves as the commercial, cultural, and administrative hub for residents of the Shuswap Lake area and part of the North Okanagan region. The total population in the School District #83 area is 55,603 (BC Stats, 2010 data.) The geographic school district area includes four First Nations bands – Splatshin, Adams Lake, Little Shuswap, and Neskonlith.

A number of things, both positive and negative, happened in the North Okanagan-Shuswap that impacted the ability of organizations to support literacy development in 2013 - 2014:

- LASS received \$30,000 in coordination funding from Decoda, which is critical to supporting the role of the LOC and community literacy development
- LASS received two large grants (BC Gaming Commission and the New Horizons for Seniors Program,) which helped greatly to support literacy development for the 2013 – 2014 year

- In the Spring of 2014, LASS moved into a shared downtown office space with another local non-profit organization (for the past 4 years, all of the LASS program materials, files, books, etc. were stored at the LOC's house)
- Overall, the economy in Salmon Arm is growing, there has been significant job growth in the manufacturing sector over the last year, and there are major commercial developments currently underway
- Salmon Arm has experienced significant and consistent population growth over the last two decades (in the five year period from 2006-2011, the City experienced a 9.1% population growth rate which compares to the average growth among all census agglomerations of 4.2% for the same period)
- Salmon Arm and the Columbia-Shuswap Regional District have a significantly small percentage distribution of visible minorities (1.1% and 1.9% respectively) in comparison to the entire province (24.8%) according to 2006 Census data
- School District #83 reported that enrolment declined in 2013/14 greater than expected (further enrolment declines of approximately 100 school age students are expected in 2014/15)
- Literacy Intervention Teachers (LIT's) worked one-on-one with struggling readers in nine elementary schools this year
- The "Changing Results for Young Readers" Ministry initiative continued to take place throughout the district
- Ready, Set, Learn events were held at all schools plus the annual Early Years Fairs took place in five main communities (Salmon Arm, Sicamous, Enderby, Armstrong, and Sorrento)
- The Adult Learning Programs in School District #83 (Enderby Storefront, Gateway, Salmon Arm Storefront, and Sicamous Learning Centre) were restructured to better align with the number of funded students, which resulted in a reduction of services in 2013/14
- Okanagan College continued to offer Adult Academic and Career Preparation Programs, English as a Second Language (ESL), Adult Special Education Programs, and Reading & Writing Skills in small class settings or through one-on-one tutoring
- Many barriers continue to exist for adult learners in our community including: limited access to transportation to Okanagan College from within Salmon Arm

and the outlying communities, limited access to affordable child care and challenges with learner readiness and engagement, institutional learning, and cultural barriers

- Okanagan Regional Library started exploring and promoting creative outreach opportunities to support services outside of the physical library building such as attending local meetings or visiting schools, participating in community events, presenting storytimes at family programs, doing a senior book reading at a local care facility, etc.
- Family program facilitators reported a continuing trend of more fathers leaving the region to find work in northern BC or Alberta, leaving mothers to solo-parent for long periods of time

## **COMMUNITY DEVELOPMENT AND LITERACY COLLABORATION**

Strong collaborative community partnerships continue to be fostered in the North Okanagan-Shuswap as LASS has become a recognized and respected local literacy organization. The consistency of having the same Literacy Outreach Coordinator these past four years has supported commitment to long-term collaboration initiatives and has helped immensely to create trusted partnerships with various individuals and organizations.

Important collaborations take place throughout the year with many literacy initiatives. One example is the strong collaborative partnership between LASS, School District #83, Okanagan Regional Library, and St. John Ambulance to support the Coyote Café After School Literacy Program. All of these organizations work together to provide after school literacy support for aboriginal students in our community. The reality is that no one organization would be able to make the program happen and it is a strong and valued partnership for all of the organizations and individuals involved.

## **GOALS AND ACTIONS**

All of the main literacy goals in the 2013 – 2014 District Literacy Plan were addressed this past year:

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

2. To reflect and respect diverse perspectives of the community as a whole and to increase commitment to work on issues together
3. To improve skills and increase resources to deliver culturally sensitive literacy programs

There continued to be an emphasis on promoting the awareness of LASS as a community literacy organization and, in turn, highlighting literacy issues and support services in our community. This was achieved through the ongoing marketing of the LASS logo, website, and facebook page as well as through newspaper articles, radio interviews, seasonal newsletters, literacy presentations, promotional materials, word of mouth, and participation at community meetings and special events. The increased awareness of LASS has led to many strong collaborative partnerships that help support existing or create new educational programs and literacy initiatives.

Some of the collaborative partnerships from 2013 – 2014 include: School District #83, school PAC groups and DPAC, Okanagan College, Interior Health, Okanagan Regional Library, IODE, Buckingham Palace, Shuswap Community Foundation, Shuswap Family Resource Centre, Salmon Arm Observer, 91.5 FM - EZ Rock, Salmon Arm GM, Salmon Arm Recreation, Playfort Publishing, Aspiral Youth Partners, Salmon Arm Silverbacks, Salmon Arm Arts Centre, The Mall at Piccadilly, Regional Early Childhood Development Committees (Salmon Arm, Armstrong, Enderby, North & South Shuswap, Sicamous/Malakwa), Enderby Curling Club, Enderby Chamber of Commerce, Eagle Valley Sports and Leisure Association, Sicamous Eagles, Sicamous & District Recreation Centre, Shuswap Association for Community Living, Askew's Foods, Centenoka Mall, Canadian Mental Health Association, Downtown Activity Centre, Fletcher Park Seniors' Resource Centre, Java Jive Neighbourhood Bistro, Junglemania, Salvation Army Food Bank, Service BC, WorkBC, Enderby Family Place, Sicamous Medical Clinic, Salmon Arm Senior Citizens' Drop-in Centre, Shuswap Children's Association, Armstrong Boys & Girls Club, St. John Ambulance.

As far as adjustments to the plan are concerned, changes were made throughout the year in order to reflect the needs of the community, time constraints, and access to funding. For example, our Preschool PALS program was put on hold this year due to

funding uncertainties and the “Come Read With Me” parent workshops were postponed due to time constraints and limited staffing resources.

As a result of the successful applications for a BC Community Gaming Grant and a New Horizons for Seniors Grant, plus the Coyote Café/Club contract funding from SD #83’s Aboriginal Education Department, LASS has been able to hire more employees as facilitators for specific programs. LASS now has thirteen part-time employees to manage the following positions: eight Coyote Café/Club teachers, Children’s Literacy/Family Literacy Facilitator, Communications Director, Computer Volunteer Coordinator, and Spread the Word Book Bin Assistant. The LOC continues to be involved with all of the programs as a Program Coordinator, however the facilitators are directly delivering or maintaining the program.

## **INDICATIONS OF SUCCESS**

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

- This year, LASS held its first fundraiser. An inaugural Team Spelling Bee was held in May and over \$13,000 was raised to support community literacy in the North Okanagan-Shuswap
- LASS created a Cyber Seniors Computer Tutoring Centre in Salmon Arm to help seniors improve their digital literacy skills
- PM Benchmark Assessment Results for the Coyote Café/Club After School Program showed marked improvements in reading levels for all of the participating children
- The third annual Unplug & Play Family Literacy Week event took place in January with over 30 free community-sponsored events available to families throughout the week.
- Community members are welcomed into the school community through volunteering to help children read in the One to One program
- Intergenerational learning is taking place as part of the Cyber Seniors Computer Tutoring Program and the One to One Children’s Literacy Program

- Parents attending the Early Years Fairs and other community events regularly consult with the LOC about ways to support their children's early literacy development
- Over 200 community members volunteered to support community literacy initiatives this year
- Inquiries about learning opportunities, tutoring programs, book donations, and volunteer opportunities come directly to the LOC via phone calls, the LASS website, facebook, or direct referrals
- Local businesses and organizations are becoming more involved (both financially and in-kind) with a number of literacy programs and events, such as Unplug & Play Family Literacy Week
- Many in-kind items were donated to LASS when local organizations heard about the new community literacy office space (Salmon Arm Savings and Credit Union, Shuswap Children's Association, School District #83, Interior Health, numerous community members)

Specific 2013 – 2014 program indicators of success include:

- Books for Babies (430 baby board books and literacy bags were distributed)
- One to One Children's Literacy Program (program was in 14 out of 16 elementary schools with over 180 volunteers)
- Coyote Café/Club After School Reading Program (55 aboriginal students in the program from 3 elementary and 2 middle schools in Salmon Arm, Enderby, and Carlin)
- Camp Coyote Summer Reading Club (15 aboriginal students participated)
- Unplug & Play Family Literacy Week (2240 family members attended events)
- Jam the GM Children's Book Drive (2704 books were collected in January and distributed to 21 family organizations)
- Save/Share/Spend Financial Literacy Program (over 200 Grade 3 students participated)
- Spread the Word Community Book & Magazine Exchange (to date, over 12,000 books have been donated)
- Cyber Seniors Computer Tutoring Program (65 learners and 26 volunteer tutors participated)

- Family Literacy Book Clubs (3 family programs in Salmon Arm, Blind Bay, and Sicamous offered both popular novels and adult literacy novels for parents)
- Adult Learning Advocacy (LOC supported several adult learners and provided specific literacy advocacy support)
- Literacy Awareness and Plain Language Workshops (LOC facilitated several literacy awareness presentations)

## **CHALLENGES**

As with all community development, there are definitely challenges associated with literacy development. On a financial level, the \$2.5 million dollars needed from the Ministry of Education to support coordination funding in all of the communities is critical. The LOC is the backbone of community literacy development and plays a pivotal role in the coordination, collaboration, and organization of the goals and Action Plan as outlined in the DLP. Without the dedicated coordination money from Decoda (via the Ministry of Education), many community literacy programs and initiatives would simply cease to exist. With this funding, LASS and other community groups are able to leverage for additional funding opportunities. The capacity building opportunities that arise out of this funding (200+ volunteers, community support, financial and in-kind donations, etc.) further strengthen the community literacy model. The bottom line is that the coordination funding for each community needs to be available on an annual basis so community literacy programs can continue to support learners of all ages in all communities.

The issue of long-term sustainability of both coordination and program funding is definitely a huge challenge. Planning for sustainability through a variety of funding sources such as grants, donations, and fundraisers continues to be a top priority. Unfortunately in the non-profit world, much time is spent securing small one-time grants to support programs. This presents a definite challenge for long-term planning.

Geographically, it continues to be a challenge for the LOC to connect with the various service providers and community organizations in all of the district's communities (Salmon Arm, Sicamous, Malakwa, Grindrod, Enderby, Ashton Creek, Kingfisher, Armstrong, Spallumcheen, Falkland, Ranchero/Deep Creek, Silver Creek,

Carlin/Tappen, Sorrento, Celistia, and Seymour Arm.) The LOC is an active participant on five ECD committees and is a literacy resource person at two Interagency tables. By visiting family programs, StrongStarts, local schools, and facilitating programs in many communities, the LOC and program facilitators strive to provide effective literacy support in all areas of the North Okanagan-Shuswap despite the huge geographical area.

A further challenge involves finding creative ways to connect with low literacy learners in our community. The partnerships that have been created with Family Resource Centres, family programs, WorkBC, School District #83, Okanagan College, food banks, seniors' groups, and other community organizations have helped to spread the word about the various learning opportunities in the community. However, there is still a perceived stigma for many learners with low literacy levels. There continues to be a focus on addressing the possible barriers to participation in learning programs such as transportation, child care, formal learning barriers, learner readiness and engagement, and cultural differences.

Some of the ways to address these challenges include the following:

- commitment by the Ministry of Education to support an annual community literacy budget line of \$2.5 million dollars in order to secure coordination funding for LOC's in every community
- support for LOC's and task groups as they seek out stable and sustained funding for programs and initiatives (grant writing workshops, current list of possible funding sources)
- provincial advocacy by Decoda and fair sharing of corporate and other funding sources with all literacy groups such as the allocation of Raise-a-Reader funds
- support for regional LOC meetings to allow for regional and provincial literacy networking
- strong community collaborations and partnerships

## THINKING ABOUT THE 2014-2015 DISTRICT LITERACY PLAN

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

This past year continued to be one of tremendous growth for literacy development in our community. The greatest concern is how to financially sustain the existing community literacy programs and initiatives and be responsive to the literacy needs of the community. The LASS Board of Directors and the LOC will continue to seek out funding sources in order to maintain as many of the current literacy programs in our community as possible.

In addition to maintaining current literacy programs, a few new opportunities have presented themselves through collaborative partnerships with community organizations:

- LASS will facilitate bi-annual adult literacy meetings with key community service providers (Okanagan College, SD #83 Storefront, Immigrant Settlement Services, WorkBC) and update the adult literacy guide for learners
- Preschool PALS sessions will be offered again this year to StrongStart programs in February and March
- “Come Read With Me” workshops will be available for parents of Grade One students in all interested schools
- A Parent Handbook will be distributed during literacy workshops and family programs to help support parents when reading with their children at home
- Possible partnerships with WorkBC will be explored to discuss Workplace and Essential Skills workshop delivery and support
- LASS will explore the “Little Free Libraries” initiative as a creative expansion of our current Spread the Word Book Exchange Program

Current challenges regarding literacy development in our community are similar to the challenges faced in 2013 – 2014. The three main issues are securing sustained funding,

providing literacy support and services to all of the communities in the extremely large geographical area of the North Okanagan-Shuswap, and reducing barriers to participation in learning programs particularly for learners struggling with low literacy.

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

All initiatives focus specifically on one or more of the three main goals of awareness, collaboration, and education. The DLP goals and Action Plan ensure the needs of learners in all four pillar areas are being addressed (Early Learning, K – 12, Adult Literacy, and Aboriginal Literacy.) All of the ongoing and new initiatives are outlined in more detail in the 2014 – 2015 Action Plan (p. 13 to 18.)

## 2014 – 2015 ACTION PLAN

<b>AWARENESS</b>		
To promote literacy awareness leading to increased referral to and utilization of learning opportunities		
	Actions/Strategies	Partnerships
<b>Early Learning K-12 Literacy Adult Literacy Aboriginal Literacy</b>	<ul style="list-style-type: none"> <li>Celebrate literacy awareness through community events such as Seniors' Week, International Literacy Day, Canada Day Children's Festival, Kindergarten Immunization Fairs (Salmon Arm, Armstrong, and Sicamous)</li> </ul>	LOC, Family Literacy Facilitator (FLF), various community organizations and service providers
	<ul style="list-style-type: none"> <li>Promote and organize an "Unplug and Play" Family Literacy Week Celebration in all of the communities in January</li> </ul>	LOC, FLF, SD 83, local ECD committees, organizations
	<ul style="list-style-type: none"> <li>Promote Play, Screen Time Awareness, and Back to Nature themes in all family literacy initiatives</li> </ul>	LOC, FLF, SD 83, local ECD committees, organizations
	<ul style="list-style-type: none"> <li>Offer presentations and workshops to organizations and service providers about literacy issues, programs, and resources in order to promote literacy awareness and help create an effective referral system</li> </ul>	LOC, various community organizations and service providers
	<ul style="list-style-type: none"> <li>Foster a relationship with the local media to help promote literacy awareness</li> </ul>	LOC, Communications Director (CD), SA Observer, Shuswap Market News, Eagle Valley News, Okanagan Advertiser, Lakeshore News, Friday A.M., Enderby Rivertalk, North Shuswap Kicker, EZ Rock 91.5 FM
	<ul style="list-style-type: none"> <li>Develop a greater Literacy Outreach Coordinator presence in the outlying communities despite the huge geographical area of the district</li> </ul>	LOC

<p><b>Early Learning</b>  <b>K-12 Literacy</b>  <b>Adult Literacy</b>  <b>Aboriginal Literacy</b></p>	<ul style="list-style-type: none"> <li>Participate in meetings and on committees and network with interest groups, service providers, and stakeholders as a literacy resource person</li> </ul>	<p>LOC, Sicamous Interagency, ECD committees (Salmon Arm, Enderby, Sicamous/Malakwa, North/South Shuswap, and Armstrong), Brown Bag Lunch, SD 83 Principal &amp; VP Meetings, Child &amp; Youth Committee</p>
	<ul style="list-style-type: none"> <li>Create and distribute promotional materials such as rack cards, pamphlets, magnets, book bags, and bookmarks to help raise awareness about literacy resources in our communities and LASS</li> </ul>	<p>LOC, FLF, Communications Director (CD)</p>
	<ul style="list-style-type: none"> <li>Maintain the “Spread the Word” Community Book and Magazine Exchange program in Salmon Arm</li> </ul>	<p>LOC, Book Bin Assistant, local host businesses and organizations, community volunteers</p>
	<ul style="list-style-type: none"> <li>Explore the “Little Free Libraries” initiative as a creative expansion of the “Spread the Word” program</li> </ul>	<p>LOC, FLF, Book Bin Assistant, local host businesses and organizations</p>
	<ul style="list-style-type: none"> <li>Participate in Ready, Set, Learn sessions to inform parents and caregivers about the literacy services and programs available in their community (Enderby: October, Sicamous: October, Armstrong/Falkland: January, Salmon Arm: January, North/South Shuswap: April)</li> </ul>	<p>LOC, FLF, SD 83, community ECD committees</p>
	<ul style="list-style-type: none"> <li>Connect regularly by email with all LASS members and community members who have indicated interest in community literacy issues</li> </ul>	<p>LOC, CD</p>
	<ul style="list-style-type: none"> <li>Update and maintain the LASS website and LASS facebook page</li> </ul>	<p>LOC, CD</p>
	<ul style="list-style-type: none"> <li>Publish a seasonal (fall, winter, spring) community literacy newsletter for electronic distribution</li> </ul>	<p>LOC, CD, all community literacy partners</p>
	<ul style="list-style-type: none"> <li>Update the LASS binder showcasing all of the literacy press releases, programs, and supports in our community</li> </ul>	<p>LOC, CD</p>
	<ul style="list-style-type: none"> <li>Distribute LASS tutoring information and list of qualified tutors as requested by parents and school staff</li> </ul>	<p>LOC, CD, SD 83</p>

## COLLABORATION

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

	Actions/Strategies	Partnerships
<b>General</b>	<ul style="list-style-type: none"> <li>Seek out sponsors and partnerships with community businesses and organizations as well as funding opportunities from local, provincial and national sources</li> </ul>	LOC, LASS
	<ul style="list-style-type: none"> <li>Network with community, regional, provincial, and national literacy resource people to utilize their expertise and connections</li> </ul>	LOC, LASS, SD 83, District Literacy Teacher, regional LOC's, Decoda Literacy Solutions, ABC Life Literacy Canada
	<ul style="list-style-type: none"> <li>Collaborate and seek out partnerships to increase the number of organizations, government agencies, and service providers promoting and supporting literacy in our communities</li> </ul>	LOC, SD 83, OC, ORL, Sicamous Interagency, ECD committees (5 communities), Brown Bag Lunch, SD 83 Meetings
	<ul style="list-style-type: none"> <li>Become knowledgeable about mandates and activities of community service providers in order to advocate and encourage referrals</li> </ul>	LOC, all service providers
<b>Early Learning</b>	<ul style="list-style-type: none"> <li>Collaborate with Family Program leaders about ways to embed Family Literacy programs and activities into their existing programs</li> </ul>	LOC, SD 83, StrongStart programs, community Family Programs
	<ul style="list-style-type: none"> <li>Organize and promote the annual "Jam the GM" Children's Book Drive and distribute collected books to local family organizations</li> </ul>	LOC, FLF, Salmon Arm GM, The Mall at Piccadilly, ORL, Sicamous Eagles
	<ul style="list-style-type: none"> <li>Partner with and support other organizations in their funding process for literacy-related programs and resources</li> </ul>	LOC, LASS, SD 83 Aboriginal Education Department
	<ul style="list-style-type: none"> <li>Deliver Canadian Family Magazines to families as part of the free distribution agreement with LASS eight times per year</li> </ul>	LOC, StrongStart programs

<b>K-12 Literacy</b>	<ul style="list-style-type: none"> <li>Collaborate with youth service providers to address the issue of youth literacy in our community</li> </ul>	LOC, SD 83, ORL, CYC, Aspiral Youth Partners, Salmon Arm Storefront
	<ul style="list-style-type: none"> <li>Connect with SD 83 District Literacy Teacher on a regular basis about literacy programs and supports</li> </ul>	LOC, SD 83
	<ul style="list-style-type: none"> <li>Meet with SD 83 Teacher Librarians to brainstorm ways to promote Unplug &amp; Play Family Literacy Week within the elementary and middle schools</li> </ul>	LOC, SD 83 Teacher Librarians
	<ul style="list-style-type: none"> <li>Connect with local high schools and the Salmon Arm Silverbacks to promote literacy-related volunteer opportunities for students such as the Cyber Seniors Computer Tutoring Program</li> </ul>	LOC, SD 83, SA Silverbacks Hockey Organization
<b>Adult Literacy</b>	<ul style="list-style-type: none"> <li>Collaborate with Family Program leaders about ways to embed Adult Literacy programs and activities into their existing programs (such as books clubs, Reading Response journals, book and magazine exchanges, and access to adult literacy novels)</li> </ul>	LOC, SD 83, StrongStart programs, community Family Programs (DAC, Sicamous, Sorrento, North Shuswap)
	<ul style="list-style-type: none"> <li>Facilitate two meetings per year with adult literacy service providers to discuss learner needs, programs, services, and potential gaps and to update the adult literacy guide for learners</li> </ul>	LOC, SD 83 Storefront, Okanagan College, Imigrant Settlement Services, WorkBC
	<ul style="list-style-type: none"> <li>Distribute Westcoast Reader newspapers on a monthly basis through Spread the Word Book &amp; Magazine Exchange Bins</li> </ul>	LOC, FLF, Shuswap Family Resource Centre, Salvation Army Food Bank, Downtown Activity Centre, CMHA
<b>Aboriginal Literacy</b>	<ul style="list-style-type: none"> <li>Collaborate with the District Principal of Aboriginal Education and local First Nations groups about the delivery of Aboriginal education programs for children and parents (Coyote Cafe, youth literacy support programs)</li> </ul>	LOC, SD 83, local First Nations bands (Spallumcheen, Adams Lake, Little Shuswap, Neskonlith)
	<ul style="list-style-type: none"> <li>Collaborate with local First Nations groups about the barriers to participation in learning programs such as transportation, off-reserve vs. on-reserve programs, child care, and cultural differences</li> </ul>	LOC, SD 83, local First Nations bands

## EDUCATION

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

	Actions/Strategies	Partnerships
<b>General</b>	<ul style="list-style-type: none"> <li>Promote and deliver Literacy Audit and Plain Language workshops to community organizations, government agencies, and businesses to encourage organizations to become more literacy-friendly</li> </ul>	LOC, community businesses and organizations
	<ul style="list-style-type: none"> <li>Promote Okanagan Regional Library programs and services in all communities</li> </ul>	LOC, ORL
	<ul style="list-style-type: none"> <li>Coordinate and promote educational activities and events as part of Unplug &amp; Play Family Literacy Week</li> </ul>	LOC, FLF, community organizations and businesses
	<ul style="list-style-type: none"> <li>Address barriers to participation such as transportation, child care, lack of access to information, and stigma of low literacy</li> </ul>	LOC, all service providers
<b>Early Learning</b>	<ul style="list-style-type: none"> <li>Promote parent involvement and their crucial role in early learning and literacy</li> </ul>	LOC, SD 83, StrongStart programs, community Family Programs
	<ul style="list-style-type: none"> <li>Coordinate the Books for Babies program in Armstrong, Enderby, Sicamous/Malakwa, Salmon Arm, and Sorrento</li> </ul>	LOC, FLF, IHA, ORL
	<ul style="list-style-type: none"> <li>Facilitate and deliver PALS to the five StrongStart programs and four Outreach programs (North Shuswap, Sorrento, Falkland, and Carlin)</li> </ul>	LOC, FLF, SD 83, StrongStart programs
<b>K-12 Literacy</b>	<ul style="list-style-type: none"> <li>District Literacy Teacher will support Changing Results for Young Readers and provide demo lessons for elementary and middle school teachers</li> </ul>	SD 83
	<ul style="list-style-type: none"> <li>Literacy Intervention program to continue with further Reading Recovery training for LIT's</li> </ul>	SD 83
	<ul style="list-style-type: none"> <li>Kindergarten teachers will deliver 2 or 3 PALS sessions</li> </ul>	SD 83
	<ul style="list-style-type: none"> <li>Coordinate the One to One Children's Literacy Program in thirteen elementary schools and support the volunteer school coordinators at each school</li> </ul>	LOC, Children's Literacy Facilitator (CLF), SD 83

<b>K-12 Literacy</b>	<ul style="list-style-type: none"> <li>Facilitate volunteer training for the One to One program as well as tie in Reading Power and CAFÉ strategies with the training and book selections</li> </ul>	LOC, CLF, SD 83, PAC of participating schools, community volunteers
	<ul style="list-style-type: none"> <li>Distribute a Parent Handbook to support home reading using Reading Power and CAFÉ strategies</li> </ul>	LOC, CLF, SD 83
	<ul style="list-style-type: none"> <li>Provide support and coordination for the “Pawsitive” Reading program</li> </ul>	LOC, CLF, SD 83, St. John Ambulance
	<ul style="list-style-type: none"> <li>Provide financial literacy lessons and take home Moonjars (Spend/Save/Share) for all Grade 3 students in the district</li> </ul>	LOC, CLF, SD 83
<b>Adult Literacy</b>	<ul style="list-style-type: none"> <li>Support and refer learners to the adult and ESL programs at Okanagan College</li> </ul>	LOC, OC
	<ul style="list-style-type: none"> <li>Provide training, mentorship, and support to family program leaders wishing to implement specific adult literacy programs and strategies into their existing programs</li> </ul>	LOC, SD 83, StrongStart programs, community Family Programs
	<ul style="list-style-type: none"> <li>Distribute adult literacy novels (Good Reads, Quick Reads, Rapid Reads) and popular adult novels for the adult book clubs in the family programs</li> </ul>	LOC, FLF, StrongStart DAC, Sicamous Parents & Tots, Shuswap Lake Estates Playgroup
	<ul style="list-style-type: none"> <li>Provide “Come Read With Me” workshops to parents of primary children about ways to assist with their child’s reading and writing</li> </ul>	LOC, SD 83
	<ul style="list-style-type: none"> <li>Provide training and resources for tutors and match up tutor/learner pairs for the Cyber Seniors Program</li> </ul>	LOC, Computer Volunteer Coordinator
<b>Aboriginal Literacy</b>	<ul style="list-style-type: none"> <li>Coordinate Coyote Café/Club After School Reading Programs at four to five schools</li> </ul>	LOC, SD 83
	<ul style="list-style-type: none"> <li>Facilitate a Camp Coyote Summer Reading Program for interested Coyote Café/Club students</li> </ul>	LOC, Program Facilitator, SD 83, ORL
	<ul style="list-style-type: none"> <li>Integrate Aboriginal content into curriculum by building teacher capacity (Helping Teacher)</li> </ul>	SD 83
	<ul style="list-style-type: none"> <li>Secwepemc language program at Salmon Arm West, MV Beattie, and Highland Park Elementary Schools</li> </ul>	SD 83

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

The critical requirement to meeting the long-term goals and effectively employing the Action Plan is to secure sustained funding to support the employment of a Literacy Outreach Coordinator and ongoing program costs. There are currently many excellent literacy programs and initiatives happening in the North Okanagan-Shuswap. The concern is that much time and energy needs to be spent on seeking out sustainable funding sources to keep these wonderful programs running; time that was previously spent on coordinating and facilitating programs, connecting with community members, and building collaborative partnerships. Unfortunately, many of the grants and donations available are very small and often are one-time funding sources which make it extremely difficult to run an effective long-term program.

The building and maintaining of strong relationships, a shared vision, and commitment from all stakeholders are also essential to effectively meeting the goals for the upcoming year. Despite the community literacy funding roller coaster ride, this past year has been very successful for literacy development in the North Okanagan-Shuswap. There definitely continues to be a heightened awareness of literacy issues in our community and wonderful collaborative partnerships have been created. 2014 – 2015 will be a year to continue to strengthen established partnerships and create new relationships with community groups and organizations as we focus on a shared vision in which learning and learners will be valued.

## **MEASUREMENT AND ASSESSMENT OF GOALS**

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

- Formal and informal feedback from LASS members, partner groups, and service providers
- A review of DLP goals at the bi-monthly LASS Board meetings and annual AGM
- Data gathering of participation numbers at community events, workshops, and learning seminars
- Data gathering of the number of referrals made through the LOC and service providers
- Learner assessment data from programs such as the Coyote Café/Club After School Program and the One to One Children's Literacy Program

- Early Development Instrument (EDI) data from all school district communities
- Participant evaluation forms from workshops and presentations
- A continuation of setting goals, planning actions and strategies, evaluating progress, and celebrating achievements

## Appendix I

### COMMUNITY ACRONYMS:

CCRR	Child Care Resource and Referral
CD	Communications Director (LASS)
CLF	Children’s Literacy Facilitator (LASS)
CMHA	Canadian Mental Health Association
CYC	Child and Youth Committee
DAC	Downtown Activity Centre
DLP	District Literacy Plan
DPAC	District Parent Advisory Council
ECD	Early Childhood Development
EDI	Early Development Instrument
ESL	English as a Second Language
FLF	Family Literacy Facilitator (LASS)
IHA	Interior Health Authority
LASS	Literacy Alliance of the Shuswap Society
LIT	Literacy Intervention Teacher
LOC	Literacy Outreach Coordinator
OC	Okanagan College
ORL	Okanagan Regional Library
PAC	Parent Advisory Council
PALS	Parents as Literacy Supporters
SD 83	North Okanagan-Shuswap School District #83