

**District-Community Literacy Plan**

**School District #51 - Boundary**

**Serving the Communities of:**

**Christina Lake, Grand Forks, Greenwood, Midway, Rock Creek,  
Bridesville, and Beaverdell**

**2014-2015**



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Each Goal has the following subheadings:

- i. What goals have we addressed and what organizations have participated?
- ii. What adjustments were made?
- iii. What are our indicators for success?
- iv. What were the challenges?

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## **Section 1: Reflections of the Current Year**

### **A) The Community Literacy Task Force/ Advisory Committee**

- The Boundary literacy committee met four times this year and enjoyed a successful year of collaborations and projects.
- Two direct indicators showed the impact of our work:
  - Our first fall meeting opened up the issue of a high demand and difficult access for Educational Assistant qualifications in workers for both the School District and Community Living agencies. This stimulated a response from Selkirk College in moving forward on improved distance learning infrastructure at the Grand Forks campus.
  - A community member came forward with a writing anthology project for school students. The committee took it on as a project that will continue in the coming year.
- Our Task Force youth membership is in a state of transition as Jaclyn Salter moves on, graduating from Grade 12. Jaclyn has assisted in recruiting a possible replacement youth member. She has been an enormous asset to the Committee- we will miss her very much.
- Health Promoting Schools Coordinator transition has made for a late connection to our Committee. We look forward to having Karly Olsen on the Committee next year.
- The committee continues to benefit from a great relationship with School District No. 51.
- We enjoy a well-rounded Task Force that strongly represents youth, literacy tutors, active community organizations, and local government.
- The complete list of Task force members is in the appendices. We meet 4 times a year to review the progress of the Community District Literacy Plan and to provide updates on the various activities of the member agencies.

### **B. Community Context**

School District 51 (SD51) – Boundary is made up of three municipalities within the Regional District of Kootenay Boundary, including: Grand Forks, Greenwood and Midway and the unincorporated Electoral Areas of C, D and E including the communities of Christina Lake, Rock Creek, Bridesville, Westbridge, Beaverdell and Big White.

It covers 7000 square kilometers and has a resident population around 12,500, with 67% of the dwellings categorized as rural. In good weather it takes approximately 2.5 hours to travel west to Beaverdell and approximately .3 hour to travel east to Christina Lake. Non-English speaking households make up 4.2% of the population and 15.3% of the population identify themselves as Aboriginal. The population has been in decline since 1998.

The Vital Signs report, lead by the Phoenix Foundation, is an important discussion piece for the Boundary and provides a conversation and analysis around the current, potential, and perceived issues facing our citizens. Since the first Boundary Communities' Vital Signs Report in 2009, it has invariably become a key tool for many different groups and organizations working for the betterment of our communities.

Scan of the Past Year - The following list highlights both the positive and negative points that mark the past year's community literacy efforts.

- This year we were able to focus on the 4 literacy goals identified in the large community process held last spring. This provided excellent direction for community literacy priorities.
- Community wide collaborations and service agency commitments continue to provide a rich literacy environment for families and adults in the region.
- A Selkirk College Adult Basic Education collaboration was delivered at the Glanville Center with child minding- called "Back to School with Baby". This had mixed results with issues around the low attendance. Amendments will be made to the delivery model and marketing approach- see below in the collaborations.
- West Boundary literacy planning and program delivery continue to expand with, new locations for adult computer sessions, and the participation of a food security community group. West Boundary Seniors are taking on the role of publishing the community newspaper, which has sparked interest in improving computer and writing skills.
- Limited resources to respond to new opportunities remain, despite the capacity available with collaboration. This is made even more challenging with the costs and complications of geography in such a large region. Travel costs and limited community transportation continue to be a major barrier for people who wish to access programming and for agencies to deliver needed services.

### **C. Community Development and Literacy Collaboration:**

The Boundary region continues to benefit from a tremendous commitment to collaborative planning and program delivery within the community. The positive outcome of these partnerships is due to the commitment from the agencies involved, as well as, the community literacy coordination that is offered to support and direct them. Community development becomes a key result to these collaborations, as ways to serve the community through literacy increasing social capacity and quality of life.

A representative collaboration within this community context is with BFISS/Selkirk College and CBAL in a pilot year for Grand Forks, delivering a supported ABE program with child-minding. This program is called "Back to School with Baby" and

is being implemented throughout the West Kootenay region. The program will continue in Grand Forks and be marketed to students who may consider this a time for any self-directed learning as well as ABE.

#### **D. Goals and Actions of the current year**

Each of these goals will be continued for 2014/15. See table in Section 2 for the priority areas and indicators.

**Goal #1: Financial Literacy:** The community literacy partners will research content, delivery partners, venues, and approaches that will lead to a series of broad based financial literacy programs that will serve the community up to 2015.

What actions took place in this past year and what organizations were involved?

- CBAL Community Literacy Coordinator participated in a two-day training on financial literacy facilitation with a curriculum developed by the Canadian Centre for Financial Literacy.
- CBAL and Literacy Committee members began the first steps with the high school and the Grand Forks Credit Union to plan a financial literacy series for the Grade 12 class.
- Boundary Family and Individual Services (BFISS) worked with CBAL and the Grand Forks Credit Union in the delivery of a 4 series workshop on Financial Literacy – Money Matters. 23 parents participated, with CBAL delivering 2 sessions and the Grand Forks Credit Union delivering 2 sessions.

What adjustments were made?

- The Financial Literacy program for the Grade 12 class was not able to take root for this year; however, a planning commitment has been made with the Vice Principal with the hopes of a delivery in the coming school year.
- Financial literacy pieces are in the plans for the coming year with the West Boundary programming partners.

What were the indications of success?

- Parents taking the program at BFISS are asking for more, with some content on how to talk to kids about money.
- The curriculum from CCFL worked well, with the sessions well supported with activities and material.
- Planning is underway for programming at the high school.

What were the challenges?

- To embed financial literacy from the community into the high school timetable holds challenges and requires extra time to achieve the necessary buy-in and planning.

- The topic is vast and diverse, and we need to be prepared to adjust what is covered with the input from the participants, ensuring the flexibility within delivery partners.

**Goal #2: Health Literacy;** The community literacy partners will develop new and existing collaborations for programming that will address learning needs in healthy eating, mental health, healthy lifestyles, and food security.

What actions took place in this past year and what organizations were involved?

- CBAL/ BFISS collaborated on the delivery of Alphabet Soup, a family literacy program that uses food to explore a wide range of literacy topics such as healthy connections to food, food in different cultures, stories around food, and early language development with food.
- West Boundary Seniors – Empowering Our Seniors project delivered a series of workshops around health and capacity development. CBAL partnered with this program with a computer workshop series.
- Women’s Institute has approached Community Literacy with an interest in funding a health literacy initiative involving food and nutrition education, and workshops in food preservation. This will be a program that will partner with BFISS existing parent education program and the Food Bank. This year has accomplished the planning, for a fall delivery.

What adjustments were made?

- Health Promoting Schools program was not present at the Committee table this year, so there was less capacity with the Task Force in planning health literacy projects.
- Initial contacts have been made with the new HPS coordinator – who is interested in coming to the Task Force.

What were the indications of success?

- New partnerships (such as the Women’s Institute) are emerging with food security projects in the region and discussions are taking place to include literacy programming within these projects such as: decoding a nutritional label, cooking for health on a budget, and food preservation for healthy eating in the winter.
- Alphabet Soup is drawing new families, and is strengthening the connection with Strong Start Centres in Grand Forks, Greenwood, and Christina Lake.
- Health Literacy in connection to food security is a growing interest in the community. The regional community literacy partners in the West Boundary are seeing this as an essential part to partnering and serving the communities in their future planning and development.

What were the challenges?

- We continue to seek a strong working connection with Interior Health with someone who has the mandate and time allocation for working with community health literacy projects.
- This is another vast area for community literacy and needs strong collaborations to be effective and meaningful for our communities.

**Goal #3: Build on Community Connections:** The community literacy partners will research and assist in establishing a region wide community information network. This will be a tool that will assist program planning and use across community service agencies and education centres. This Goal will also begin to explore the issue of “broken communications” between and within the generations.

What actions took place in this past year and what organizations were involved?

- Community Futures/ Boundary Chamber of Commerce led a project around implementing a regional on-line community calendar. This was taken up by the Christina Lake community, and the Boundary Chamber and is now ready to expand to other linked users and for postings guided by the Chamber.
- Partners in Parenting held another successful conference for parents this year with a speaker from the Neufeld Institute. This annual event is now entering into a community survey process to identify changes. This conference has created great results in connection and learning across the region. A new look and structure based on the survey results is anticipated to ensure its continued success.
- An anthology writing project, with the theme of stories that connect our families, was initiated within the school district. Not enough submissions were entered to allow for the project to move into publication, but we are going to continue this into next year. The stories that were submitted will be reviewed and selected for publication in the local newspaper.

What adjustments were made?

- In our plan last spring we identified the opportunity for a youth to seniors project being part of a grad requirement within the school system. There was no traction achieved on this idea. However, with the possible development of a financial literacy piece with the Grade 12 cohort, there may be some opportunities identified in that process.
- Regarding new learning hubs- specifically in the West Boundary: Beavercreek is still being researched, and in Midway, outreach work has trialed new connections in the Midway Seniors space. Community Futures in Greenwood is renovating their board room to include an

expanded computer space that may be useful for community learning opportunities.

What were the indications of success?

- The on-line calendar is filling a large gap in the region for building connections between our communities.
- Demonstrated willingness to open spaces for learning opportunities from agencies and organizations across the region.
- The anthology project resonated deeply with the teachers that did participate, and we are being encouraged to try it again.

What were the challenges?

- Infrastructure, research and planning for learning hubs requires resources that are often not there.
- Distance to the communities, such as Beaverdell, adds enormous challenges in making the right connections around the opportunities.
- West Boundary Literacy outreach capacity ( very part time) was limited this year with the CBAL position vacant for the first half of the year, and then the orientation taking up most of the remaining half.

**Goal #4: Build on Collaborative Programing;** The community literacy partners will continue to build on existing collaborative literacy programs that serve families and adults in the region.

What actions took place in this past year and what organizations were involved?

- CBAL/ BFISS continued to expand the delivery of collaborative family programming in all of our Strong Start Centres, from Christina Lake, Grand Forks and Greenwood.
- Work Place literacy continues to be a lens for community adult literacy within Community Futures Work BC programing, Selkirk College and CBAL programming and service.
- The identification of needs in increased and improved access to the Education Assistance program stimulated response from Selkirk College in developing the capacity for alternate delivery modes for distance education in the Grand Forks Campus. This was an action that came from the Literacy Task Force table.
- Computer skill development for adults in workshops and one to one assistance continues to be a collaborative delivery with Community Futures, Libraries through-out the region, CBAL, seniors organizations and community groups all involved.
- Reading Link Challenge continued to be a huge success between the West Boundary libraries and elementary schools, with the Grand Forks Public Library now coming on board with their own for the Grand Forks schools.

- The Boundary Chamber of Commerce are working extensively on building the on-line calendar, a large collaborative asset for this region

What adjustments were made?

- This year there were no opportunities for continued delivery of the special needs programming in connection to the Habitat for Humanity project. A new partnership in the community between the Whispers of Hope, Habitat for Humanity, and the Emergency Shelter will be explored for possible community literacy programs.
- The Family Day event explored family stories – but was the only storytelling event possible this year.
- Collaborative programming for building connections between youth and seniors is part of the planning in the opportunities we are developing within the Women’s Institute literacy project. This project will involve programming with BFISS and possibly the School District.

What were the indications of success?

- CBAL family programming in the Strong Start Centres, with increased participation from families using evening program times.
- In Work Place literacy, Selkirk College obtained an endorsement from the Downtown Business Association for their Customer Services program.
- Reading Link challenge is now being taken into the Grand Forks schools.
- Adult literacy programs continue to benefit from healthy partnerships with our regions libraries and Selkirk College.
- The community on-line calendar, another example for strong collaborative relationships is filling a critical gap in the community.

What were the challenges?

- Work Place literacy discussions are a challenge to initiate within the business sector.
- Storytelling requires a strong community guild or group that has this focus. This was initiated last year, but it has been challenging to keep the momentum going with the participants due to many personal difficulties and lack of resources. We continue to see storytelling as a key way to build community.

## Section 2

### School District 51 – Boundary

#### Community District Literacy Plan 2014-2015

**Serving the communities of Christina Lake, Grand Forks, Greenwood, Midway, Rock Creek, Bridesville, and Beaverdell**

**Goal #1: Financial Literacy:**

The community literacy partners will research content, delivery partners, venues, and approaches that will lead to a series of broad based financial literacy programs that will serve the community up to 2015.

<b>Strategies</b>	<b>People/ agencies involved</b>	<b>Resources</b>	<b>Indicators of Success</b>
Continued use of CCFL curriculum. Research other resources and materials	CBAL, BFISS School District #51 GFCU	Planning and training time	Training and curriculum developed and expanded  Tools such as Fact sheets and Tips will be produced and used by partnering agencies
Identify and develop partners for delivery	School District #51 Glanville Center/BFISS West Boundary agencies and groups GFCU	Planning time	Venues and facilitators are established throughout the region  A connection is made with Heritage Credit Union for possible delivery partnerships in the West Boundary.
Continue to deliver financial literacy programs in the region that serve the priority ages and topics identified in the program planning	CBAL School District#51 West Boundary groups and agencies	Facilitation and Materials	A community based Financial literacy program will be continued and expanded in Grand Forks and the West Boundary.  A series will be planned and delivered within the Grade 12 time table with the GFCU “Healthy Cooking on a Budget” will be a topic that is used in this series.

**Goal #2: Health Literacy:**

The community literacy partners will develop new and existing collaborations for programing that will address learning needs in healthy eating, mental health, healthy lifestyles, and food security.

<b>Strategies</b>	<b>People/ agencies involved</b>	<b>Resources</b>	<b>Indicators of Success</b>
Continue to develop Community partners in Health Literacy	Interior Health CBAL CLAC BFISS West Boundary Seniors West Boundary FAR	Planning time	Long term planning for health literacy programing with partners will be established by 2015 that includes the West Boundary
Health literacy programing will be developed and evaluated for future programing	CLAC CBAL Libraries in the Region Interior Health BFISS School District #51 Women’s Institute	Facilitation time and materials	One adult health literacy program will be delivered by June 2015  Family programs will continue with a health literacy lens  Collaborative programing will be delivered with the West Boundary with initiatives such as Kettle River Seniors program and FAR (food security group)  Deliver a series of “Health Talks” in the West Boundary  See financial literacy for “healthy cooking on a budget”

**Goal #3: Build on Community Connections:**

The community literacy partners will research and assist in establishing a region wide community information network. This will be a tool that will assist program planning and use across community service agencies and education centres. This goal will also begin to explore the issue of “broken communications” between and within the generations.

<b>Strategies</b>	<b>People/ agencies involved</b>	<b>Resources</b>	<b>Indicators of Success</b>
A community on-line calendar builds on community information as a regional hub of community information	CLAC Boundary Chamber Regional Libraries CBAL	Coordination	The community wide calendar system will be linked to various agencies and will be widely used in the region
Build on the connections that stimulate healthy and empowering communication between and within age groups	CLAC SD #51 CBAL Seniors Centres	Coordination	Partners in Parenting conference will have achieved a new structure and renewed success Anthology project- continues Establishment of a youth to seniors project within grad requirements, explore possible integration of computer workshops
Continue to Research and develop community learning hubs in the West Boundary; Beavertown, Midway Library, Rock Creek Medical Centre, Midway Seniors	CBAL SD #51 West Boundary Literacy Group BFISS	Coordination	Beavertown school is established as a community access for internet  West Boundary learning hubs are developed where feasible

**Goal #4: Build on Collaborative Programing;**

The community literacy partners will continue to build on existing collaborative literacy programs that serve families and adults in the region.

Strategies	People/ agencies involved	Resources	Indicators of Success
Family literacy programs developed within the context of Strong Start Centers, Family Nights, etc.	BCCRR BFISS CBAL Libraries in the Region Selkirk College SD#51	Facilitation Planning	Families continue to benefit from a wide range of community programing in a diversity of locations, times and styles through-out the region
Work Place Literacy: Continued development of curriculum focused on Essential skill development	Selkirk College Community Futures CBAL BCRCC	Coordination Facilitation	Work Place literacy programs continue to be available within the community
Programs connected to special needs groups	SVCS CBAL	Facilitation Planning	Explore literacy programming opportunities with the new Whispers of Hope location and the Emergency Shelter
Connect to seniors and youth to determine approach to integrate programing	CLAC- Youth CBAL Libraries in the Region Seniors Centres and facilities	Facilitation and Planning	Youth /Seniors group is established to build story collections; integration into computer workshops; make connection with seniors groups and GEV
Use of storytelling in community literacy programing and community connections	Rekindled Storytellers Guild CBAL GF Library	Facilitation and planning	Storytelling becomes a regular feature in community literacy programing and includes storytelling/story collecting/ skill development
Reading Link Challenge- to engage literacy in school aged children	SD#51 Libraries in the Region CBAL	Planning	The Reading Link Challenge continues and is expanded into schools across the Region

## **Boundary Community Literacy Advisory Committee and Task Force**

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