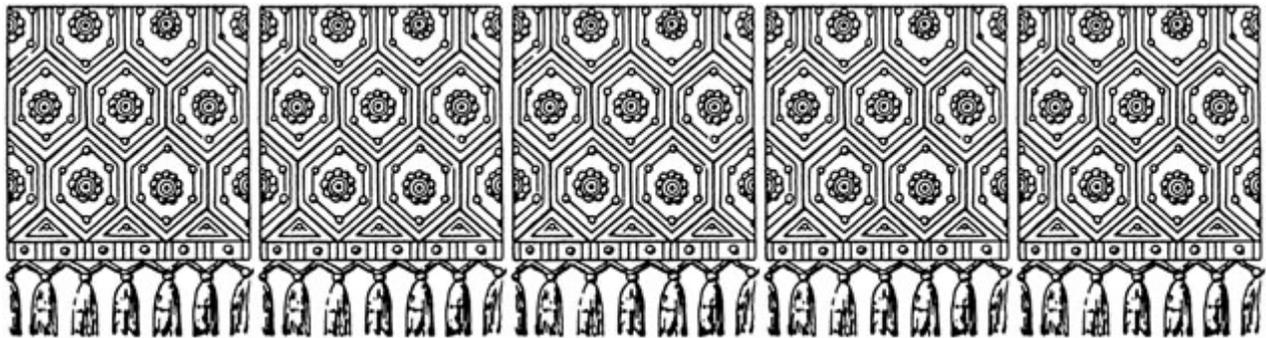


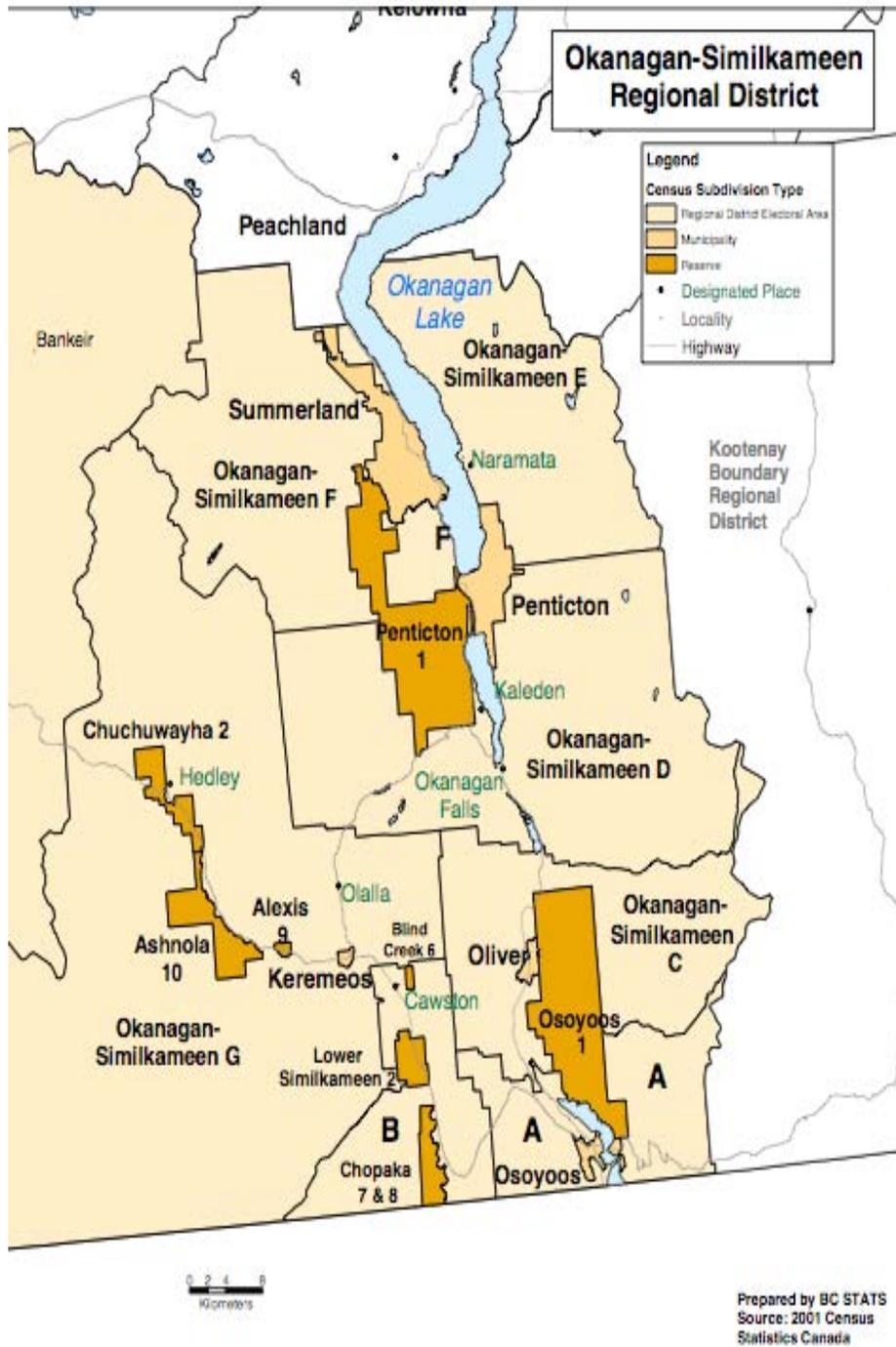
Weaving a Tapestry of Stories:



*A Community Literacy Plan for the
South Okanagan-Similkameen*

A Community Literacy Plan for the South Okanagan-Similkameen

2008



Prepared by the South Okanagan-Similkameen Literacy Now Task Group
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TABLE OF CONTENTS

PREFACE	4
EXECUTIVE SUMMARY	5
INVOLVEMENT	6
TASK GROUP.....	6
COMMUNITY PARTNERS AND SUPPORTERS.....	7
GUIDING PRINCIPLES	8
COLLABORATION.....	8
COMMUNICATION.....	8
ACCESS FOR ALL.....	8
RESPECTFUL RELATIONSHIPS.....	8
THE PROCESS	9
GETTING STARTED.....	9
CREATING A VISION.....	10
DEVELOPING A COMMUNITY PROFILE.....	11
<i>South Okanagan-Similkameen Community Profile: Key Issues</i>	11
PREPARING A COMMUNITY LITERACY INVENTORY.....	12
<i>Regional Direct and Supportive Literacy Assets</i>	13
EVALUATING THE COMMUNITY LITERACY INVENTORY AND SELECTING FOCUS AREAS.....	14
GOAL SETTING.....	15
ACTION PLANNING.....	17
THE ACTION PLAN	18
LONG-TERM GOALS AND ACTIONS.....	18
GOAL #1 – <i>Community members must be aware of literacy issues and literacy programs and resources.</i>	18
GOAL #2 – <i>Community members must be able to access literacy programs and resources.</i>	19
GOAL #3 – <i>A range of literacy programs and resources must be available to community members.</i>	19
APPENDIX A – SHORT TERM ACTION PLAN	22
APPENDIX B – COMMUNITY PROFILE	41
APPENDIX C	
REGIONAL LITERACY ASSETS.....	48
LITERACY ASSETS BY COMMUNITY.....	51
GLOSSARY	68

PREFACE

This literacy plan is a tapestry of stories, woven together with threads of different textures and colors. Our stories reflect who we are, where we are and where we want to go. Don't be misled by this document's sometimes abstract prose. Each part of our plan is rooted in a story filled with passion and emotion.

Our community is rich with stories. Here is one recent example.

A young mom came out of a parenting conference workshop this fall empowered to read to her 4-month-old baby. That's a wonderful story on its own, but it was a bigger story than that.

Many things had to happen in the community for that mom take up the message about early literacy. The mom was invited to the conference through her participation in a pregnancy and new mother support group. A community organization offered a subsidy for the moms to attend. The service provider arranged a carpool from Penticton to Osoyoos, a group of moms who knew each other attended together, and several brought their babies with them. Talk about removing barriers! We learned about the difference the workshop made because the mom had developed a relationship comfortable enough for her to share her excitement with another service provider.

The young mom now participates in a weekly journaling group, called Writing Out Loud, where child minding is provided. The group recently had a session at Okanagan College, facilitated by an adult literacy teacher. This hopeful story continues to unfold...

Thank you to all the people who have shared their stories. This has been an inspirational experience. I believe that literacy is how we weave a story from the threads of our experience and communicate our story with others. Cross threads bind our stories together creating a community tapestry.

I look forward to the future we are creating together where all people are valued and supported in the sharing of our stories. After all, literacy is storytelling.

Danielle Robinson
Literacy Plan Coordinator, Community Member, Teacher, Parent

EXECUTIVE SUMMARY

The South Okanagan-Similkameen has developed a plan for increasing literacy levels which values and supports inclusion, life-long learning and builds on the many strengths of our diverse region.

The first part of this document is foundational information for the reader. It describes the Literacy Now community planning process, including community involvement, a demographic profile, and a literacy asset inventory.

The second part of the plan includes our 3 regional goals for literacy and learning, and related actions. An outline of our literacy goals and actions follows:

Goal #1 - Community members must be aware of literacy issues and literacy programs and resources.

ACTIONS:

- Provide structures to implement the community literacy plan by hiring a coordinator and by continuing to hold regular Task Group meetings.
- Improve awareness, coordination and communication among service providers.
- Increase broad community awareness of literacy and learning issues and resources.

Goal #2 - Community members must be able to access literacy programs and resources.

ACTIONS:

- Increase access to and involvement in literacy and learning by removing barriers to participation.

Goal #3 - A range of literacy programs and resources must be available to community members.

ACTIONS:

- Maintain and extend successful literacy programs for babies and young children, elementary school age children, youth, adults and seniors.
- Develop employer/employee workplace literacy.
- Improve health literacy by supporting the capacity of all individuals to obtain, process and understand basic health information and services.

While the plan has been conceived for the region, the actions will take different directions in each community; there are also some actions that are specific to individual communities. A detailed description of the goals and actions begins on page eighteen.

INVOLVEMENT

TASK GROUP

Task Group members have provided the passion and energy to carry this initiative forward. Task group members provided input, feedback and participated in decision making at monthly Task Group meetings, supported and attended community literacy meetings, and participated in smaller working groups for literacy asset analysis and action planning. A list of Task Group members actively involved in Task Group meetings during the fall of 2007 is listed below. Future work to support this plan will continue to evolve over time.

Task Group Member	Literacy Interest
Boyle, Jean	Penticton Museum and Archives
Buckland, Pat	Communities for Kids- South Okanagan Facilitator
Clary, Janice	SD 67
Cursons, Dave	Lower Similkameen Community Services Society
Evans, Sharon	OUC Literacy Tutor; President Penticton Branch BC Schizophrenia Society
Hauptman, Lynn	Director of Instruction, SD 67
Insley, Jim	Assistant Superintendent, SD 53
Jones, Kelly	Principal, Queen's Park School
Kellerman, Karen	Penticton Public Library
Kiviste, Mary	Okanagan College, Adult Literacy Tutoring South Okanagan Community Literacy Society
Lischeron, Blair	Project Coordinator, Communities for Kids/Success by 6
Lyster, Kim	Penticton and District Community Resources Society
McDermott, Sue	OUC Adult Literacy Tutor
McNalley, Christine	Public Health Nurse
Mead, Katie	Springboard Consulting
Moog, Kelly	Communities for Kids – Penticton and Similkameen Facilitator
Noble-Hearle, Nancy	Okanagan College, Adult Literacy
Ord, Peter	Penticton Museum and Archive
Renyard, Lorraine	Manager, Penticton and Wine Country Chamber of Commerce
Spanier, Leah	Penticton and District Community Resources Society (PDCRS)
Town, Lyn	Kiwanis Read to Me Program Summerland
Wall, Brenda	District Parent Advisory Council

COMMUNITY PARTNERS AND SUPPORTERS

About 60 community partners and supporters participated in our literacy plan's development through their participation in the initial community literacy meetings. Twenty community partners also contributed at follow-up community meetings. Participants included: literacy tutors, service clubs, parents, teachers, principals, Board of Education trustees, media, librarians, Upper Similkameen Indian Band, Boys and Girls Club, Penticton and District Community Resources Society, Lower Similkameen Community Services Society and interested community members.

In addition, representation included the following:

- Groups of elementary and secondary students and children in after-school care, together with their teachers, supported the literacy plan's development through their participation in focus groups
- Local businesses supported the process through donations to community literacy meetings and through their participation in workplace literacy interviews
- Service providers supported the planning process by completing literacy asset questionnaires and/or participating in follow-up information gathering. Including: Ooqnakane Friendship Centre, Lower Similkameen Indian Band, Penticton Indian Band, Osoyoos Indian Band, South Okanagan Immigrant Community Services Society, Ministry of Children and Families, Seniors Centres, Interior Health, Work Zone, RCMP, among others
- Users of services, such as parents attending StrongStart and adult literacy students at Okanagan College and Learning Centres, shared their thoughts during focus groups

The involvement of these stakeholders will continue to be invited during implementation.

GUIDING PRINCIPLES

Terms of Reference, including guiding principles, were developed and maintained by the Task Group. They are as follows: Collaboration, Communication, Access for All, and Respectful Relationships. We supported these principles in the following ways:

COLLABORATION

- Our planning process revealed many existing networks and partnerships
- There is openness and optimism about further developing these relationships

COMMUNICATION

- Community literacy meetings were advertised through newspaper and radio ads, a booth at the Penticton Farmers' Market, posters, school newsletters
- Information about the literacy planning process was shared at the Parent Conference in Osoyoos, SD 67 School Board meeting, Summerland Kiwanis Club meeting and through the media
- Invitations were issued by email (55), mail (100) and personally (45), to individuals representing a range of sectors: culture and heritage, education, employment and business, child and family development, health, justice, service and support. Task Group members also invited within their organizations
- Literacy Now brochures were developed with the target audience in mind. For example, brochures for the public were written in plain language
- Monthly Task Group meetings
- Reports, notes and minutes were circulated after meetings
- Individuals unable to attend continued to be involved via email or phone

ACCESS FOR ALL

- Community literacy meetings were held in many communities and at different venues (community centre, public health centre, school, libraries) to reduce transportation and social/emotional barriers
- Meetings were held in both the late afternoon and evening to accommodate different schedules
- Child minding was available in Penticton and in Oliver

RESPECTFUL RELATIONSHIPS

- Guiding principles were reviewed and agreed upon at the beginning of each community meeting
- All individuals were encouraged to share their perspective and opinion to better inform the work and ensure representation from our community

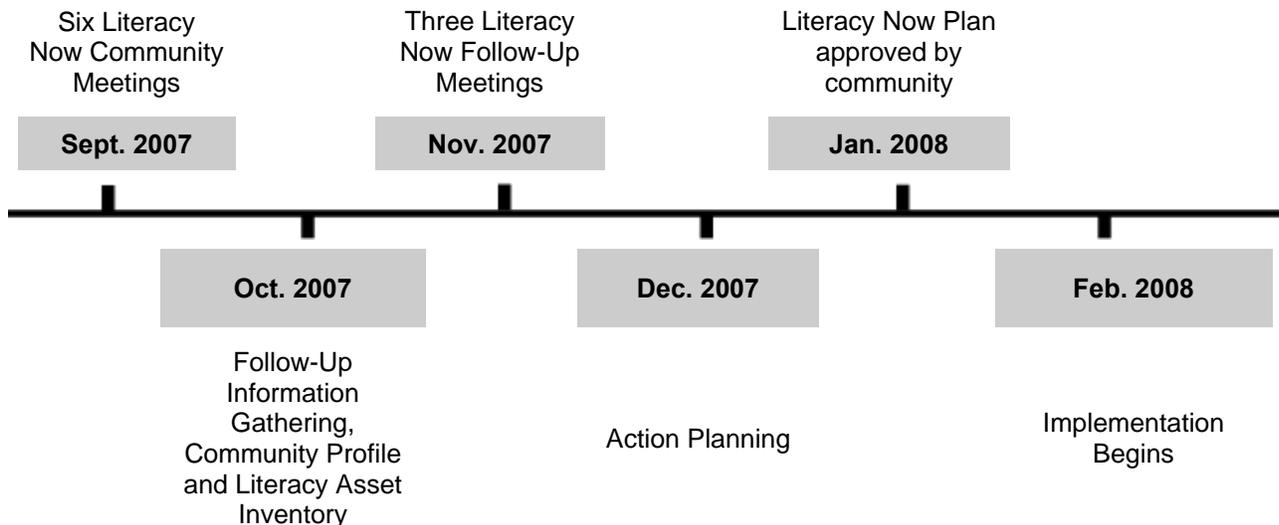
THE PROCESS

GETTING STARTED

On November 30, 2006 a Community Literacy Forum was held to introduce the Literacy Now initiative and the funding opportunities it presented. Nineteen community members were at the first meeting. From this meeting the South Okanagan Similkameen Literacy Now Task Force was created.

After this planning meeting, an Application for Planning Funds as outlined in the Literacy Now Planning Guide was submitted to Literacy Now. A grant for \$29, 000 was received and Okanagan College was chosen as the steward for this project. This steward is the organization that serves as our project's fiscal agent receiving and administering the project funds and acts as signing authority.

Our Task Force determined at its meeting on April 20, 2007, that we should use this grant to secure a coordinator to facilitate the community consultations and to complete the Community Literacy Plan. Terms of Reference were drawn up, reviewed and adopted. Meetings in May and June were held to finalize details about the job description, advertising, interview questions, short listing candidates and setting up the interview panel. Our Community Literacy Plan Coordinator, Danielle Robinson, was hired in July and began work on August 1, 2007.



CREATING A VISION

Six community literacy meetings were held from September 25th to October 4th, 2007: Summerland, Penticton, Okanagan Falls, Oliver, Osoyoos, Keremeos.

After a brief presentation about the Literacy Now process, participants worked together on developing a vision for literacy and learning from babies and young children through to seniors. It was clear that community members defined literacy broadly as inclusive and supportive of learning and development in all its forms.



Osoyoos Community Meeting October 2007

Participants wrote individual thoughts about what we need to achieve our vision and any other thoughts about literacy. They also learned of the 3 participation levels and shared contact information.

The Task Group used themes emerging from the community meetings to develop the following vision:

We are a community that values and supports inclusive and outreaching life-long learning. We value and support all people by building on strengths.

DEVELOPING A COMMUNITY PROFILE

This regional profile includes our geographic, historical, social and economic context. It is the context in which our literacy plan occurred. The Task Group used the information to identify the main social and economic issues that may be both influenced and addressed by our community literacy initiative. A summary of the main socio-economic issues and challenges is below. **Please see Appendix A for the complete community profile.**

SOUTH OKANAGAN-SIMILKAMEEN COMMUNITY PROFILE: KEY ISSUES

Age

- One in four people living in the region is over 65, well above the Canadian average of one in seven. The elderly dependency ratio in the region is the highest in the province. (Census 2006)

Ethnic Background

- Visible Minorities make up 5.2% of the population, which is much lower than the provincial average of 21.6%. The percentage of the population with a mother tongue that is neither English nor French ranges from 29% in Oliver to 8% in The Central East part of Penticton. (2001 Census)
- There are 4 Indian Bands in the region whose on reserve education, social and healthcare services work together to serve an on reserve population of approximately 2200. There are also 2870 people who identify aboriginal ancestry living off reserve. This is a growing population. (2006 Census)

Economic Situation

- Second worst regional district in BC when evaluated by employment income. Varies widely by community.
- 30.4% of families with children are headed by a lone parent, 5% higher than the provincial average (2001 Census)
- Insufficient affordable housing is a critical issue across the region.
- More seasonal unemployment than average. The adjusted unemployment rate in 2001 among families with young children ranged from 23.1% in Keremeos to 0% in South West Penticton and Naramata.

Education

- The Early Development Index (EDI) percentage of children vulnerable on one or more scale ranged from 18% to 40%.
- There have been significant increases in Dogwood completion rates for Aboriginal and non-Aboriginal students over the last 5 years.
- There are challenges related to providing accessible services in smaller communities and rural areas.

Crime

- There is a lower than average crime rate. Serious crime rate dropped 5.4% between 2000 and 2005.

Health

- The region ranks 4th worst of BC Regional Districts on the index of health problems. (2001-2005 data)

Communities in the South Okanagan-Similkameen share common characteristics and interests, but each community is also unique and has a strong sense of place. Coming together as a literacy planning region presents many opportunities for collaboration.

PREPARING A COMMUNITY LITERACY INVENTORY

The next step in assessing our current situation was to create a community literacy inventory. Our literacy asset inventory represents a snapshot of our literacy programs and services in the fall of 2007; as such, it could never be completely comprehensive and will change over time.

The Task Group brainstormed a list of literacy assets and participants at the community meetings were invited to add to these lists. Identified literacy service providers were asked to answer the questions outlined in the Literacy Now planning guide. Forty questionnaires were completed either by email, in writing, by phone or in a personal interview. The literacy inventory is organized into two sections: regional literacy assets with a brief description of each, and a more specific breakdown of literacy programs by individual community. ***Please see Appendix B for the complete literacy asset inventory.***



"This picture is when a class goes to the park and they are having fun even when they're learning. My teacher thinks learning should be fun." Morgan, Grade 4, Okanagan Falls

REGIONAL DIRECT AND SUPPORTIVE LITERACY ASSETS

These are literacy resources that serve the South Okanagan-Similkameen region. Listings followed by an asterisk (*) are direct literacy assets, while non-asterisked listings are used for more supportive assets that may present opportunities for further connections and linkages.

All Ages:

- Aboriginal Community *
- Interior Health – Prevention Services, Population Health, Mental Health and Addiction Services, Home and Community Care
- Lower Similkameen Community Services Society (LSCSS) *
- Media *
- Museums
- Parks and Recreation
- Penticton and District Community Resources Society (PDCRS)
- People *
- Naramata Centre
- Okanagan School of the Arts
- Public Libraries *
- Raise a Reader *
- RCMP
- Religious Organizations
- School District 53 and 67* – StrongStart Centres, Elementary, Secondary, Learning Centres*
- Service Clubs
- Social Services
- South Okanagan Immigrant and Community Services (SOICS/PDMS)

Babies and Young Children:

- Books for Babies *
- Child Care Resource and Referral (CCRR thru PDCRS) *
- Community Action Program for Children *
- Communities for Kids
- Infant Development Program (based out of Penticton OBGC) *
- Interior Health – Prevention Services*
- Okanagan Similkameen Neurological Society (OSNS) *
- Ready, Set, Learn *
- Supported Child Development Program (PDCRS) *

Children and Youth:

- Children's Showcase
- Ministry of Education *
- Okanagan Boys and Girls Clubs (OBGC) *
- Rotary Okanagan International Children's Festival
- Okanagan Young Writers and Poets Contest*
- Private tutors*

Youth and Adults:

- Chamber of Commerce and the business community
- En'owkin Centre *
- Okanagan College *
- Private fee for service colleges
- Work Zone *
- Literacy Tutoring through Okanagan College or South Okanagan Community Literacy Program
- THEO BC

Seniors:

- Seniors Centres

EVALUATING THE COMMUNITY LITERACY INVENTORY AND SELECTING FOCUS AREAS

Interested Task Group members were invited to begin our inventory evaluation. We had a meeting to discuss ways to effectively present the information and began a discussion of the strengths, needs, opportunities and challenges.

Three follow-up community literacy meetings were held November 20th, 21st and 22nd in Oliver, Penticton and Keremeos. Task Group members, community partners and supporters were invited. Twenty people attended. We reviewed, revised and analyzed each community literacy inventory, and selected focus areas based on the asset analysis, information from the first community meetings, follow-up information gathered, the community profile, and the literacy asset questionnaire.

In Penticton and Oliver, participants used 5 stickers to indicate their preferences and then we discussed the outcome and agreed on our focus areas. In Keremeos we went right to discussion because it was a small group.



Summerland/Penticton Follow-up Meeting November 2007

FOCUS AREAS CHOSEN:

Okanagan Falls, Oliver and Osoyoos

1. Awareness
2. Access
3. Maintain and extend successful programs (including family literacy for working families and funding)
4. Health Literacy

Penticton/Summerland

1. Better coordination/ partnerships (including funding)
2. Maintain and extend successful programs
3. Awareness
4. Health and socio-economic literacy links (including access)
5. Workplace literacy

Keremeos

1. Early Literacy (a StrongStart Centre in Cawston)

GOAL SETTING

Using the information gathered from community meetings, the demographic profile, the literacy asset questionnaire and the literacy inventory analysis we identified three overarching goals, which must be achieved for our literacy, and learning vision to become a reality:

1. C COMMUNITY MEMBERS MUST BE AWARE OF LITERACY ISSUES AND LITERACY PROGRAMS AND RESOURCES.

The community needs to know what literacy is:

- Literacy is using printed information to function and be successful in our families, workplaces and communities
- Literacy can include many skills: reading, writing, mathematics, understanding and using languages, technology, media and more
- Literacy learning happens through our whole lives. We can all become more literate

The community needs to know why literacy is an important issue:

- There are new literacy challenges in our changing world because of new forms of communication and technology
- We need access to lifelong learning to meet present and future social and economic changes
- We need to work together to improve the life chances of children and adults in our community

Service providers in education, health, social services need to know about available literacy programs and resources so they can refer clients to the most suitable program. Service providers need to know what others are doing so that they can collaborate to improve service and use resources efficiently. Interconnections are a strength in smaller communities.

Potential participants need to know about literacy programs and resources so they can participate.

The broader community needs to know about literacy programs and resources before they can become involved as supporters.

2. C COMMUNITY MEMBERS MUST BE ABLE TO ACCESS LITERACY PROGRAMS AND RESOURCES.

Potential participants of all ages need to be able to access the literacy program or resource. We need to work on removing social, emotional and economic barriers to participation across our diverse region. Low-literacy also needs to be addressed as a possible barrier to accessing other services. Literacy is a social justice issue because without it individuals cannot access a just share of the benefits of society.



Task Group Meeting November 2007

3. A RANGE OF LITERACY PROGRAMS AND RESOURCES MUST BE AVAILABLE TO COMMUNITY MEMBERS.

Many literacy and learning resources exist in our region. There are opportunities to maintain and further expand these literacy assets at all age levels. We want to continue to develop early learning opportunities for children and families. There are specific gaps in early literacy programming in Summerland and the Similkameen that need to be addressed. There are opportunities to better link schools and communities in literacy and learning initiatives and to have programs that are responsive to youth's needs and interests. We found that workplace literacy¹ is not currently addressed. There are opportunities to better support seniors' literacy and learning needs, particularly focusing on health literacy² and intergenerational programs. This need is well supported by our demographic profile.

Generally, we found that many good literacy programs and supportive programs exist, but we need to make sure these programs are consistently available in all our communities. We can work towards sustainable, consistent programming through better coordination and communication. There are many opportunities to build on existing partnerships. Long-range planning is critical.



Liam and Sophie reading in Penticton

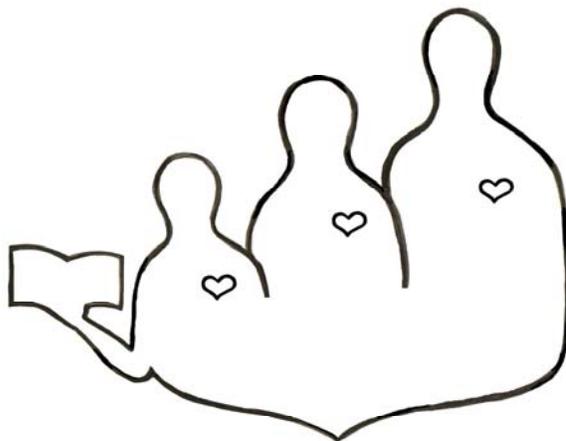
¹ workplace literacy - literacy programs geared towards employment, sometimes situated at an employer's site.

² health literacy - the capacity to obtain, process and understand basic health information and services needed to make appropriate health decisions.

ACTION PLANNING

Community members began the action planning process at the follow-up community meetings. On November 28th our Task Group met to review the follow-up community meetings and the focus areas chosen. A smaller group of Task Group members continued work on the action planning. Individual Task Group members gave guidance as the draft action plan was developed. Several Task Group meetings were held in January to refine our action plan.

We invited all Task Group members, community partners, supporters and other interested community members to a celebration of our literacy planning success held on January 24th. Bound and electronic copies of the plan were distributed.



“One Love” by Rea, Osoyoos Secondary Student

THE ACTION PLAN

The three overarching regional goals have been broken down into sub-goals and actions. While the plan has been conceived for the region, the actions will take different directions in each community; there are also some actions that are specific to individual communities.

LONG TERM GOALS AND ACTIONS

GOAL #1 - COMMUNITY MEMBERS MUST BE AWARE OF LITERACY ISSUES AND LITERACY PROGRAMS AND RESOURCES.

“If we are to have a concerted effort for all ages it is essential that someone have the time and resources to not just coordinate, but to provide this leadership to make it happen.”

Community Partner

“Stabilize financial support.” Literacy Service Provider

A - Provide structures to implement the community literacy plan.

- 1) Hire a coordinator to coordinate the action plan's implementation.
- 2) Continue to hold regular Task Group meetings, communicate with community supporters and build partnerships within and outside traditional literacy stakeholders.

B - Improve awareness, coordination and communication among service providers.

- 1) Build a stronger literacy referral system by ensuring that all community service providers (health, education, social support) are knowledgeable about available literacy services.
- 2) Advocate for stable literacy funds that are shared by literacy services.
- 3) Continue to network and communicate with federal, provincial and regional literacy organizations to capitalize on available literacy research and programming.
- 4) Provide literacy training opportunities to service providers so that literacy can be built into existing programs, services and community activities.

“We need still to raise public awareness of literacy needs and of how we can all help with raising community literacy.”

Community Partner

C - Increase community awareness of the importance of literacy and available resources.

- 1) Improve community understanding of literacy issues and the need for long-term commitment.
- 2) Promote opportunities for community involvement as supporters and/or participants.

GOAL #2- COMMUNITY MEMBERS MUST BE ABLE TO ACCESS LITERACY PROGRAMS AND RESOURCES.

“Remove barriers – no matter how many wonderful free programs there are, when poverty is an issue, literacy doesn’t even appear on the radar.”

Community Partner

A - Increase access to and involvement in literacy and learning.

- 1) Reduce the stigma around low literacy.
- 2) Encourage organizations and businesses to publish materials in plain language that allows all people to access services.
- 3) Address barriers to participation: social-emotional, transportation, work schedules, economic, etc.
- 4) Continue to develop the outreach of regional programs into communities and homes.
- 5) Integrate literacy and learning opportunities into a setting where people already feel comfortable and have few barriers to participation.

GOAL #3 - A RANGE OF LITERACY PROGRAMS AND RESOURCES MUST BE AVAILABLE TO COMMUNITY MEMBERS.

“The availability in the community of reading material and literacy resources should be stressed, including programs such as Library at your Door, Babytime at libraries, Roots of Empathy, Books for Babies and workshops for parents.”

Community Partner

A - Maintain and extend successful literacy programs for babies and young children.

- 1) Improve access to early literacy opportunities.
- 2) Advocate for speech and language services in all communities.
- 3) Promote high quality, accessible childcare as a way to support early literacy success for children.
- 4) Promote parent education about supporting children’s early literacy and learning.
- 5) Link families with their local schools as centres for learning for all ages.
- 6) Continue to explore hub possibilities for early childhood services.

“A powerful reading memory I have was from when I was 10 turning 11. I had just finished the first Harry Potter book, in which Harry is taken to the wizarding school. I found the book to be so interesting and real that when I turned 11, I was so disappointed I didn’t receive ‘the letter’.”

Grade 11 student

B - Maintain and extend successful literacy programs for elementary school-age children.

- 1) Support school district literacy goals through community partnerships and involvement.
- 2) Increase parents’ confidence to support their child’s learning.
- 3) Continue consistent family literacy programs.

“Tortured. In classrooms there are always new students or students that have trouble with what is going on in the class. The inner torture they feel if they are not helped and accepted is excruciating! It will build and build with time and soon they will become so withdrawn that they are almost impossible to reach. Their own mind is telling them they “can’t” and so they “don’t”. Their talent is wasted.”

Grade 11 student

C - Maintain and extend successful literacy programs for youth aged 12-19.

- 1) Support school district literacy goals through community partnerships and involvement.
- 2) Focus on youth interests as a means of developing and supporting youth literacy skills.

D - Maintain and extend successful literacy programs for adults.

- 1) Advocate and support libraries in increasing their literacy programs and resources.
- 2) Promote adult literacy and learning programs and resources.

E - Maintain and extend successful literacy programs for seniors.

- 1) Build on intergenerational literacy programs.
- 2) Provide programs to address seniors’ health concerns linked to literacy.
- 3) Bring learning opportunities to where seniors are already meeting.
- 4) Improve seniors’ access to technology.

“We need to have employers ‘buy in’ to the importance of literacy.” Community Partner

“I lost a job because I couldn’t spell and because of my reading.”

Adult Literacy Student

F - Develop employer/employee workplace literacy.

- 1) Raise employers’ awareness about the benefits of increasing workplace literacy levels.
- 2) Explore possibilities for workplace based literacy programming.
- 3) Explore ways to be involved and support re-training opportunities available to workers.
- 4) Ensure students are aware of and possess the literacy and numeracy skills needed in trades and business.

“We need to link healthy communities with meeting literacy needs.”- Community Partner

G - Improve health literacy by supporting the capacity of all individuals to obtain, process and understand basic health information and services needed to make appropriate health decisions.

- 1) Build understanding in the medical and broader community about the connections between health and lifelong learning.
- 2) Provide information about literacy programs to medical professionals so they can refer patients.
- 3) Recognize and support the importance of physical, social and emotional health to early literacy and learning.
- 4) Advocate for patient information that is accessible through the use of plain language and other initiatives.

APPENDIX A – SHORT TERM ACTION PLAN

The community identified the highest priorities to begin our work. The action plan with success statements follows.



"I am carrying books home from the school library." Ben, age 6, Okanagan Falls

GOAL #1 - COMMUNITY MEMBERS MUST BE AWARE OF LITERACY ISSUES AND LITERACY PROGRAMS AND RESOURCES.

A. PROVIDE STRUCTURES TO IMPLEMENT THE COMMUNITY LITERACY PLAN.

<i>How</i>	<i>Who</i>	<i>Resources</i>	<i>Projected Date</i>
1) Hire a coordinator to coordinate the plan's implementation.	Task Group	Literacy Now implementation funding, explore cost sharing possibilities	Spring 2008
2) Continue to hold regular Task Group meetings, communicate with community supporters and build partnerships within and outside traditional literacy stakeholders. <ul style="list-style-type: none"> a) Participate in interagency committees such as, Spirit of BC, Early Learning Steering Committee, Communities for Kids and others b) Continue to develop a culture of communication between groups where it becomes habit to talk with each other. Ensure that those affected by a program and those doing something similar in the region are involved in the conversation from an early stage c) Participate in interagency professional development, including opportunities for participants to talk to each other about what they do. Teachers need to become more aware of how literacy is supported in the community d) Possibly hold annual literacy forum in the South Okanagan-Similkameen 	<p>Keep in regular contact with people and organizations working to promote learning and literacy via email, phone and in person</p> <p>Task Group and Community Partners (participation will evolve as the plan unfolds)</p>	<p>Openness and energy and meeting time</p>	<p>TG meet monthly</p> <p>CP meet quarterly (or as needed)</p>

<i>We will know that we have been successful when...</i>	<i>Gathering Information</i>
<p>A community literacy coordinator has been hired and is working on the actions in this plan</p> <p>Groups continue to meet and support the plan's implementation through specific actions</p>	<p>Keep a record of meetings and minutes</p>

B. IMPROVE AWARENESS, COORDINATION AND COMMUNICATION AMONG SERVICE PROVIDERS.

<i>How</i>	<i>Who</i>	<i>Resources</i>	<i>Projected Date</i>
<p>1) Build a stronger literacy referral system by ensuring that all community service providers (health, education, social support) are knowledgeable about available literacy services.</p> <p>Produce, maintain, update and distribute copies of SO-S Literacy Assets Inventory (edited in a more useable format) in various media formats</p>	<p>Coordinator will rewrite</p> <p>Distribution to literacy and related service providers. Announce availability through the media and online</p>	<p>Coordinator time</p> <p>Printing costs, plus yearly expense for updated versions</p>	<p>Spring 08</p>
<p>2) Advocate for stable literacy funds that are shared by literacy services.</p> <p>a) Discussion items at meetings may include:</p> <ul style="list-style-type: none"> • Role of SO-S Literacy Now (ad hoc group, society, charitable foundation) • Identify potential sponsors and begin process of collaboration on funding • Explore fundraising options for community literacy support, including funding sources that have championed literacy <p>b) Ensure all communities are involved in allocating Literacy Now implementation funding</p> <p>b) Write an Issue Alert to 2010 Legacies Now about the need for stable and adequate funding</p>	<p>Task Group, Community Partners, Service Groups</p> <p>Coordinator</p>		<p>On-going</p>
<p>3) Continue to network and communicate regularly with federal, provincial and regional literacy organizations to capitalize on available literacy research and programming</p> <p>4) Provide literacy training opportunities to service providers so that literacy can be built into existing programs, services and community activities.</p> <p>a) Consider expanding the Early Literacy Mentoring Project in SD53, or similar programs</p>	<p>Coordinator, Task Group, Community Partners</p>	<p>Provincial network of community literacy coordinators, Regional Literacy director, Literacy BC, ABC Canada</p>	<p>On-going</p>

<i>We will know that we have been successful when...</i>	<i>Gathering Information</i>
All literacy inventories are distributed within 4 months of printing	Keep track of how many requests are made
Service providers request updated versions because they are so useful	
The literacy plan and inventory is placed on a minimum of 3 community websites, such as School District, Chamber of Commerce, Communities for Kids	Keep track of the inventory on various community websites
Stable literacy funding is available throughout the region and literacy service providers work collaboratively so all programs are supported	Keep minutes at meetings that include funding discussions

C - INCREASE COMMUNITY AWARENESS OF LITERACY AND LEARNING ISSUES AND RESOURCES.

<i>How</i>	<i>Who</i>	<i>Resources</i>	<i>Projected Date</i>
<p>1) Improve community understanding of literacy issues and the need for long-term commitment.</p> <p>2) Promote opportunities for community involvement as supporters and/or participants.</p> <p>a) Invite the community to the Literacy Now planning Celebration.</p> <p>b) Circulate electronic copies of the Literacy Now plan to supporters and contacts (150). Bound copies to Task Group members, libraries, schools, mayors/council, public ministries and others who request</p>	Planning Coordinator	Literacy Now Planning Funds	January 2008
<p>c) Develop literacy marketing and media plan to advertise literacy and promote learning, paying particular attention to non-print based media such Shaw Cable and radio. Consider ways to connect different languages and cultures</p> <p>d) Increase community awareness of the positive story about what is already being done to promote literacy and learning</p> <p>e) Help people value the ways they already use literacy and various types of reading material (e.g. manuals, magazines, etc.)</p>	Coordinator to develop and implement a long-range marketing plan in consultation with marketing specialist	Advertising space, coordinator's hours, marketing expertise.	Upon hiring coordinator

GOAL #2 - COMMUNITY MEMBERS MUST BE ABLE TO ACCESS LITERACY PROGRAMS AND RESOURCES.

A - INCREASE ACCESS TO AND INVOLVEMENT IN LITERACY AND LEARNING.

<i>How</i>	<i>Who</i>	<i>Resources</i>	<i>Projected Date</i>
1) Reduce the stigma around low literacy.			On-going
a) Market literacy learning as multifaceted, constantly evolving and lifelong			
b) Invite people who have participated in adult literacy programs to talk to others about their experience - provide training for presenters	Coordinator, Adult literacy instructors at the college, learning centres, tutors, students	Presenter honorarium	Begin Winter 09
c) Consider writing, technology, numeracy as possible access points, as these seem to be areas where it is easier to admit weaker skills. Offer programs in these areas	College Continuing Education, Learning Centres, Writing Out Loud facilitator	Additional funding for programs	On-going
d) Explore offering Audrey Gardener's appreciative inquiry and building community capacity course	Offered to coordinator and other interested literacy professionals. Explore offering in partnership with other Literacy Now Okanagan regions		Research in Spring 08
2) Encourage organizations and businesses to publish materials in plain language that allows people to access services.	Coordinator in consultation with plain language experts	Printed materials to hand out	On-going
a) The principles of plain language will be modeled and included in Literacy Now written materials and presentations	Interested communications people from business and organizations	Coordinator hours for support to organizations and businesses about plain language	Workshops begin in fall '08
b) Support businesses and organizations as they address this issue in their brochures, newsletters and other written information			

<p>3) Address barriers to participation.</p> <ul style="list-style-type: none"> a) Write an Issue Alert to Legacies 2010 regarding the socio-economic issues that are barriers to participation b) Continue to participate in the Measuring Up initiative, which helps BC communities assess and improve how accessible and inclusive they are for people with disabilities and for the whole community c) Acknowledge that social and emotional barriers are often the most inhibiting to participation. Continue to work on developing a sensitive, supportive culture. Consider the metaphors used. Look for ways to support service providers to avoid dichotomizing and labeling d) Offer family literacy programs in the evenings or on weekends e) Offer free childcare for those attending literacy programs f) Offer transit/taxi vouchers, help people make carpool connections, volunteer drivers, school buses g) Offer a meal or snack with literacy programs as done at StrongStart, CAPC h) Advocate for community, provincial and federal support for affordable housing, nutrition, transportation, childcare i) Offer personal assistance/scribing filling out forms through service providers or develop literacy assistance services that are available in easy to access locations similar to income tax clinics, paying particular attention to supporting seniors 	<p>Coordinator</p> <p>Coordinator, committee</p> <p>Coordinator, Task Group, Community Partners and Supporters, service providers</p>	<p>Coordinator's time</p> <p>Funding, promote partnerships to access funding</p>	<p>Spring 08</p> <p>Spring 08</p> <p>On-going</p>
<p>4) Continue to develop the outreach of regional programs into communities and homes.</p> <ul style="list-style-type: none"> a) Include outreach to young children's homes b) Continue to communicate with smaller communities about their literacy needs 	<p>Service Providers</p> <p>Coordinator, Task Group</p>	<p>Funding</p>	<p>On-going</p>

<p>5) Integrate literacy and learning opportunities into a setting where people already feel comfortable and have few barriers to participation.</p> <p>a) Develop participant comfort by bringing the literacy program/event to new settings and/or having low risk, low commitment events in traditional settings (e.g. family dinners with storytelling)</p>			
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<p><i>We will know that we have been successful when...</i></p>	<p><i>Gathering Information</i></p>
<p>Literacy service providers report that they have had an increase in clients from self-referral or referrals from other agencies/services/employers</p> <p>Business and service providers report they have re-written documents using plain language</p> <p>Service providers report increased broad community participation</p> <p>Barriers to participation are reduced</p>	<p>Ask community, service providers, businesses</p>

GOAL #3 - A RANGE OF LITERACY PROGRAMS AND RESOURCES MUST BE AVAILABLE TO COMMUNITY MEMBERS.

A - MAINTAIN AND EXTEND SUCCESSFUL PROGRAMS FOR BABIES AND YOUNG CHILDREN

<i>How</i>	<i>Who</i>	<i>Resources</i>	<i>Projected Date</i>
<p>1) Improve access to early literacy opportunities, particularly in Summerland and the Similkameen.</p> <p>a) Advocate for a StrongStart, or similar program, at Cawston Elementary, which could become a hub for intergenerational literacy programs and services</p> <p>b) Build on the already existing weekly Mom’s Morning Out in Summerland to include a parent education component with guest presentations</p> <p>c) Offer early language programs like Mother Goose or a Hanen program in Summerland</p> <p>d) Ensure that public libraries are user friendly for children (i.e. small stools for children’s use while checking out books)</p>	<p>SD 53 and community supporters</p> <p>Coordinator, service providers (library, public health, C for K, volunteers) Libraries</p> <p>Contact Senior Speech Pathologist at IH for a list of people trained. Coordinator</p> <p>Libraries</p>	<p>Space needs to be made available by bringing in a new or used portable, or by school extension.</p> <p>Funding for trained service provider</p>	<p>By September 2008</p> <p>On-going</p> <p>September 08 or sooner</p> <p>On-going</p>
<p>2) Advocate for speech and language services in all communities, particularly a speech and language pathologist for Summerland.</p>	<p>Coordinator, Task Group</p>	<p>SLP needs to be available</p>	<p>On-going</p>
<p>3) Promote high quality, accessible childcare as a way to support early literacy success for children.</p> <p>a) Write an Issue Alert to Legacies 2010 regarding the need for quality, affordable daycare</p>	<p>Coordinator, Task Group and others involved in ECE (SD, College, private post-secondary training, CCRR)</p>		<p>On-going</p>

<ul style="list-style-type: none"> b) Advocate for provincial licensing minimal standards that better support early literacy development c) Lobby for quality ECE training programs that include early literacy and fair pay for ECE providers 			
<p>4) Promote parent education about supporting children’s early literacy and learning.</p> <ul style="list-style-type: none"> a) Offer programs like: Mother Goose, You Make The Difference (and other Hanen programs), LAPS, library programs, Storysacks Canada, HIPPPY (or other outreach into homes) consistently b) Look for ways to include some parental break/socializing time in literacy programs. Parents were clear in recent surveys that they need this 	Trained service providers	Funding for trained service provider	On-going
<p>5) Link families with their local schools as centres for learning for all ages.</p> <ul style="list-style-type: none"> a) Use initiatives like PALS, Ready, Set, Learn and StrongStart as starting points b) Work on cultivating a common environment for all families and children beyond specific service mandates to a narrowly-defined client population. Consider EDI findings about the significant number of vulnerable children scattered through “middle-class” neighbourhoods 	SD and literacy partners		On-going
<p>6) Continue to explore hub possibilities for early childhood services by participating in the early childhood hub committee initiated by PDCRS.</p>	Coordinator, service providers		Forum was held Nov 07 and ongoing in 08

<i>We will know that we have been successful when...</i>	<i>Gathering Information</i>
Existing programs continue to involve the community and support early literacy development	Ask parents and service providers
Early literacy programming gaps are filled	Monitor participation
EDI results show fewer vulnerable children	EDI – Clyde Hertzman

B - MAINTAIN AND EXTEND SUCCESSFUL PROGRAMS FOR ELEMENTARY SCHOOL-AGE CHILDREN.

<i>How</i>	<i>Who</i>	<i>Resources</i>	<i>Projected Date</i>
<p>1) Support school district literacy goals through community partnerships and involvement.</p> <p>a) Organize community support for an after school book club for elementary students (particularly requested at Kaleden library)</p> <p>b) Strengthen the consistency of school 1 to 1 reading programs and other programs that support students struggling with literacy</p> <p>c) Value and support multiple literacies</p>	Libraries, students volunteers, coordinator, service clubs, arts and culture groups, local authors	Time	On-going
<p>2) Increase parents' confidence to support their child's learning.</p>	SD, Classroom teachers, DPAC and PACS		
<p>3) Support existing family literacy programs in schools and in the community.</p>			

<i>We will know that we have been successful when...</i>	<i>Gathering Information</i>
<p>Students' literacy levels improve - see School District Literacy plans</p> <p>Families and the community are well informed and involved in supporting literacy in multiple ways</p>	<p>School District assessments</p> <p>Monitor programs and participation</p>

C - MAINTAIN AND EXTEND SUCCESSFUL LITERACY PROGRAMS FOR YOUTH AGED 12-19.

<i>How</i>	<i>Who</i>	<i>Resources</i>	<i>Projected Date</i>
<p>1) Support school district literacy goals through community partnerships and involvement.</p> <p>a) Continue to develop school environments that foster caring relationships, which support student learning and make teaching literacy cross-curricular.</p> <p>b) Support late intervention literacy programs.</p> <p>c) Continue to develop connections between youth involved with MCFD and learning centres, college, alternate schools, in hopes that it may plant seeds for future re-entry into education</p> <p>2) Focus on youth interests as a means of developing and supporting youth literacy skills.</p> <p>a) Value the role of technological and other literacies</p> <p>b) Consider creating a youth driven planning council to consider literacy directions (radio, media projects, graphic novels, screen play writing).</p>	<p>MoE, SD, Libraries, College, MCFD, youth, service providers, community</p>	<p>Funding</p>	<p>On-going</p>

<i>We will know that we have been successful when...</i>	<i>Gathering Information</i>
<p>Youth feel their literacy needs are being met</p> <p>Students' literacy levels improve - see School District Literacy plans</p>	<p>Focus groups</p> <p>School District assessments</p>

D - MAINTAIN AND EXTEND SUCCESSFUL LITERACY PROGRAMS FOR ADULTS.

<i>How</i>	<i>Who</i>	<i>Resources</i>	<i>Projected Date</i>
<p>1) Advocate and support libraries in increasing their literacy programs and resources.</p> <p>a) Support libraries in serving transient populations</p> <p>2) Promote adult literacy and learning programs and services.</p> <p>a) Focus areas may be: the links between literacy and English as a Second language instruction, family literacy, valuing and supporting multiple literacies</p>	<p>Libraries, Coordinator, Task Group, volunteers, service providers</p>		<p>On-going</p>

<i>We will know that we have been successful when...</i>	<i>Gathering Information</i>
<p>The literacy needs of adults are being met (including workplace literacy and health literacy)</p>	<p>Focus groups</p> <p>Ask service providers</p>

F - MEET EMPLOYER AND EMPLOYEE NEEDS FOR WORKPLACE LITERACY

<i>How</i>	<i>Who</i>	<i>Resources</i>	<i>Projected Date</i>
<p>1) Raise employers' awareness about the benefits of increasing workplace literacy levels.</p> <p>a) Presentations about literacy issues, specifically as they affect business, local literacy services, opportunities for support and involvement made available as requested, recommended by Task Group, or solicited by coordinator</p>	<p>Coordinator and Task Group, in partnership with the Chamber of Commerce and businesses</p>	<p>Coordinator planning and presentation time</p>	<p>Fall 08</p>
<p>2) Explore possibilities for workplace based literacy programs.</p> <p>3) Explore ways to be involved and support re-training opportunities available to workers.</p> <p>a) Facilitate the development of partnerships between education providers and employers (key business leaders/larger companies may be a starting point)</p> <p>b) Explore offering literacy and learning programs in the workplace and tailoring the curriculum to meet the specific literacy and numeracy needs of the workplace. Run pilot programs based on best practice in workplace literacy</p> <p>c) Employers provide some kind of merit or incentive for employees that upgrade education</p> <p>d) Encourage employers to support family literacy programs for employees and their children. Employers support their employees attending family literacy events</p> <p>e) Promote positive public recognition for employers who support literacy</p>	<p>Coordinator, Chamber of Commerce, business and employers, literacy service providers, See Conference Board of Canada, Canadian Adult Literacy Research Directory and other Literacy BC links</p> <p>SD, Employers</p> <p>Coordinator, Media</p>	<p>Community Adult Literacy Analysis (2001) includes research about workplace literacy in the Okanagan. Most findings and recommendations are still relevant. Focus on making connections with employers that led to action.</p>	<p>On-going</p> <p>Pilot program in 08</p> <p>On-going</p>

<p>4) Ensure students are aware of and possess the literacy and numeracy skills needed in trades and business.</p> <p>a) Continue to develop links between schools and the world of work. Talk to employers/business about what literacy skills are needed and communicate this information to students through industry presentations and workshops</p> <p>b) Provide opportunities for students to gain work experience, job shadow, be mentored by trade/business professionals</p> <p>c) Instructors help trades students connect with available literacy tutoring and student support services</p>	<p>Coordinator, Chamber of Commerce, business and employers, literacy service providers, See Conference Board of Canada, Canadian Adult Literacy Research Directory and other Literacy BC links</p>	<p>Volunteer tutors coordinators</p>	<p>On-going</p>
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F - MEET EMPLOYER AND EMPLOYEE NEEDS FOR WORKPLACE LITERACY *con't*

<p><i>We will know that we have been successful when...</i></p>	<p><i>Gathering Information</i></p>
<p>Employers participate in business literacy presentations</p> <p>At least 2 workplace literacy pilot programs are in place and feedback is positive</p> <p>Business and employers become community partners in ensuring that the needs for literacy and skills development in their employees are being met</p> <p>Trades students access the literacy support they need</p>	<p>Keep track of the number of businesses that participate</p> <p>Employer and employee response through interviews/surveys</p> <p>Instructor and student feedback</p>

G - IMPROVE HEALTH LITERACY BY SUPPORTING THE CAPACITY OF ALL INDIVIDUALS TO OBTAIN, PROCESS AND UNDERSTAND BASIC HEALTH INFORMATION AND SERVICES NEEDED TO MAKE APPROPRIATE HEALTH DECISIONS.

<i>How</i>	<i>Who</i>	<i>Resources</i>	<i>Projected Date</i>
<p>1) Build understanding in the medical and broader community about the connections between health and lifelong learning.</p> <p>a) Have a Literacy Now booth at the South Okanagan Health Fair. Include information about literacy programs: StrongStart Centres, Learning Centres, Okanagan College, Literacy tutors, libraries, South Okanagan Immigrant Community Services (SOICS) and a brochure about the connections between literacy and health</p> <p>b) Have brochures for patients (written in plain language) available in medical settings that explain the links between health and literacy and give information about literacy programs and services</p> <p>c) Capitalize on the already established Get Active Penticton Workplace Wellness Network, and Act Now in Osoyoos to promote the role workplaces play in physical activity, healthy lifestyles and literacy and learning. Make similar connections with other recreation departments in the region. Use recreation guides as a place to advertise literacy programs</p>	<p>Coordinator to organize materials, display and attend the fair</p> <p>Coordinator to distribute and maintain</p> <p>Coordinator, Recreation Departments and their business networks</p>	<p>Spirit of BC grant, Literacy Now SD support</p> <p>Coordinator time and printing costs</p>	<p>February 2 and 3, 2008</p> <p>Avail. Fall 08</p>
<p>2) Provide information about literacy programs to medical professionals so they can refer patients.</p> <p>a) Distribute Literacy Now health brochure targeted to medical professionals to Doctors' offices, clinics, public health, and hospitals. Brochure to also include information about local literacy programs</p>	<p>Coordinator to develop and distribute brochure</p>	<p>Printing costs</p>	<p>Fall 08</p>
<p>b) Host informational workshops/meetings for medical professionals</p>	<p>Coordinator to organize materials, display and attend the fair</p>	<p>Meeting costs</p>	<p>Fall 08</p>

<p>3) Recognize and support the importance of physical, social and emotional health to early literacy and learning.</p> <p>a) Education providers and health providers continue to work cooperatively on projects such as Ready, Set, Learn</p> <p>b) Expand Books for Babies to include Next Step 6, 12, 18 month books in all communities. Use Public Health as a link from Books for Babies to other family literacy programs and adult literacy programs, since a desire to help their own children is a powerful motivator</p> <p>c) LEAP (Literacy, Education, Activity and Play) BC resources and training is provided to early childhood educators and parents. Includes MOVE and HOP</p> <p>d) Healthy living components are included in PALS, StrongStart or other early literacy programs. Using LEAP as a resource</p>	<p>SD Public Health Nurses</p> <p>Service club financial support Public Health Literacy service providers</p> <p>Train the trainers at: CCRR, OSNS, Teepee Tots in Keremeos</p> <p>School Districts and PALS partners StrongStart Preschool and childcare programs</p>	<p>Provincial support through LEAP BC (a 2010 Legacies Now initiative)</p>	<p>On-going</p> <p>Local trainers have attended the workshop and are awaiting provincial direction about where to offer</p>
<p>4) Advocate for patient information that is accessible through the use of plain language and other initiatives.</p> <p>a) Research the British Columbia Health Literacy Network (HLN), Literacy BC, The Centre for Literacy of Quebec- Health Literacy Project for other possibilities for improving health literacy</p>	<p>Interior Health communications department, TG Coordinator Interior Health Prevention Services</p>		<p>On-going</p>

G - IMPROVE HEALTH LITERACY BY SUPPORTING THE CAPACITY OF ALL INDIVIDUALS TO OBTAIN, PROCESS AND UNDERSTAND BASIC HEALTH INFORMATION AND SERVICES NEEDED TO MAKE APPROPRIATE HEALTH DECISIONS.

<i>We will know that we have been successful when...</i>	<i>Gathering Information</i>
<p>Health Fair attendees visit the Literacy Now booth</p> <p>Literacy brochures are continuously available in medical settings</p> <p>Medical professionals refer patients to suitable literacy programs</p> <p>Early literacy programs that include physical, social and emotional health are offered and accessed</p> <p>Medical information is accessible</p>	<p>Record information about Health Fair booth visitors</p> <p>Coordinator monitors</p> <p>Keep track of where referrals originate</p> <p>From early literacy service providers</p> <p>Check that patient information is in plain language and information is delivered in other accessible ways</p>

APPENDIX B – COMMUNITY PROFILE

Geography

The South Okanagan-Similkameen is located in south central British Columbia. It includes communities in the Southern Okanagan valley south of Peachland to the border with Washington State: Summerland, Penticton, Naramata, Kaleden, Okanagan Falls, Oliver, Osoyoos and in the Similkameen Valley: Keremeos, Cawston, Hedley and Princeton³. Kelowna, the largest centre in the Okanagan, is approximately 50 km to the north (via Highway 97), and Vancouver is approximately 425 km away to the west.

Community History

The history and culture of the South Okanagan-Similkameen is tied to the land. The Okanagan Valley was home to Aboriginal people for thousands of years before others arrived. The Okanagan Nation, an Interior Salish people who lived in the valley from the head of Okanagan Lake downstream to near the river's confluence with the Columbia River in present-day Washington, as well as in the neighbouring Similkameen Valley, numbered in the thousands at the time of contact with European settlers. They were hunter-gatherers, living off wild game and berries and roots for the most part but travelling north or south to fish or to trade with other nations. Europeans came at first to trade for furs in the early 19th century and then to establish cattle ranches, farms, orchards and mining operations.

The South Okanagan-Similkameen is a diverse landscape: orchards, vineyards, beaches, pine trees, rolling sage covered hills and desert. Although there are commonalities, the communities of the South Okanagan-Similkameen are equally diverse and each has a strong sense of place. The area presents many opportunities for collaboration between unique communities.

South Okanagan Communities (approx. pop. 79,000)

Summerland (pop. 11, 000), is located on the West side of Okanagan Lake directly across from Naramata and 18 km north of Penticton. Summerland is noted for orchards and vineyards and for its "Olde English Town" theme. Summerland is basically divided into two halves with Hwy 97 being the dividing point. There is the upper part where you will find the downtown and most services. The lower part is where you'll find various orchards, homes, beach areas, and the Trout Creek area.

Penticton (pop. 32, 000) is the largest city in the South Okanagan and is located between Okanagan and Skaha Lakes. The name Penticton is derived from a word in the Salish language, and it is roughly translated as "a place to stay forever". Penticton's primary economic strengths are tourism, wine production and fruit orchards and manufacturing. Penticton hosts many world famous events annually, among them the Canadian Ironman Triathlon, the Okanagan Wine Festival and the Penticton Peach Festival

Penticton Indian Reserve

Includes 194.51 square kilometers with a population of 1, 470.

Naramata (pop. 1800) is a small village located on the east shore of Lake Okanagan near Penticton. Naramata is home to local artisans, cottage industries, a heritage hotel, and a large retreat/conference center maintained by the United Church.

³ Princeton is not included in this Literacy Now plan.

Kaleden (pop. 1300) is a small community on the east side of Skaha Lake between Penticton and Okanagan Falls. Kaleden is made up of lake-view homes, many containing large orchards and vineyards. There was once a packinghouse here.

Okanagan Falls (pop. 2000) is a small community situated on Hwy 97. Located here are a hotel, legion, gas station, condominiums, various antique stores, a liquor outlet and a large new IGA grocery store.

Oliver (pop. 4300) is 19 km north of Osoyoos and has the largest concentration of both vineyards and commercial wineries in British Columbia. Large-scale settlement in the Oliver-Osoyoos area was enhanced after construction of an irrigation canal in 1921. The newly irrigated land was made available to veterans at modest prices. Many of the local orchards are now owned by more recent arrivals from Portugal in the 1950s and India in the 1980s.

Osoyoos (pop. 4700) is on British Columbia's southern border with Washington State. It includes the only hot desert in Canada. Osoyoos is a popular summer holiday destination and has gained an enviable reputation as the community of choice for retirees.

Osoyoos Indian Reserve includes 130.66 square kilometers and a population of 599.

Similkameen Communities

Hedley (pop. 300) In the early 1900s, Hedley's population peaked at over 1,000 people, primarily due to the gold mining industry. The Hedley Mining Museum displays artifacts and photographs from this era. Princeton is the closest neighbouring city, approximately 38 km west, while Keremeos is approximately 29 km east.

Lower Similkameen Indian Band includes the Lower Similkameen, Chopaka and Ashnola Reserves with a population of about 150 people. **Upper Similkameen Indian Band** includes 65 people living on the Chuchuwayha Indian reserve.

Keremeos (pop. 1300) is a village 40 minutes south of Penticton and the same distance east of Osoyoos and the American border. The name originated from the Similkameen native word "Keremeyus" meaning "creek which cuts its way through the flats" referring to Keremeos Creek, which flows down from the Upper Benchlands to the Similkameen River that runs by the village. Local legend claims the name means "the meeting of the winds" due to the often windy conditions experienced in the valley. Keremeos' main industries are horticulture, agriculture, ranching, and wine making, among others. Fruit stands are also a major component of the local economy, making it the self-titled "Fruit Stand Capital of Canada."

Cawston, (pop. 900) is a rural community outside of Keremeos in the south Similkameen Valley. The town boasts two fruit packing plants, the newest being built strictly for organic produce - a fast-growing segment of the area's agricultural economy.

Olalla (pop. 400) is a small retirement-oriented community located on Highway 3A between Keremeos and Penticton.⁴

Demographic Scan⁵ and Social and Economic Issues

⁴ Information sources for this profile include: local Chambers of Commerce and Visitors' Centres, Statistics Canada Community Profiles based on Census 2001 and 2006, BC STATS, Early Development Index (EDI), Composite Learning Index (CLI), School District Improvement Plans

⁵ Population data is from 2006. Other data is from the 2001 Census, unless otherwise noted. When possible, findings from the 2006 Census have been incorporated. Where rankings are given on socio-economic indices, a 1 indicates the worst region, while a 27 is the best.

RDOS Demographic Information

Regional District of Okanagan-Similkameen		
(incorporated March 4, 1966)		
Population 2006 Census		
City	Penticton	31,909
District	Summerland	10,828
Towns	Oliver	4,370
	Osoyoos	4,752
	Princeton	2,677
	Keremeos	1,289
Electoral Areas	A	1,921
	B	1,082
	C	3,899
	D	5,913
	E	2,010
	F	2,011
	G	2,308
	H	2,208
Total		77,177

Age Distribution and Family Structure

One in four people living in the regional district of Okanagan Similkameen is over 65, well above the Canadian average of one in seven. Penticton's median age during the 2006 Census was 47.9 compared to the provincial median of 40.8. The South Okanagan is aging faster than the provincial average. The median provincial age increased 2.4 years between 2001 and 2006, whereas the median age for Penticton increased by 5.6 years.

The oldest community in this region is Osoyoos, where the median age is 58.8 and 91% of the town's residents are over 15 years. The median age for the south Okanagan is more than 5 years older than its northern and central Okanagan counterparts.

The Okanagan Similkameen is ranked first of 27 regional districts in the elderly dependency rate. The elderly dependency ratio is the number of people aged 65 and older compared to the number of people of working age. The elderly population is highly dependent upon the working age population for contributions, directly and via taxation, to its pension plans, health care system, and income support through other government transfers.

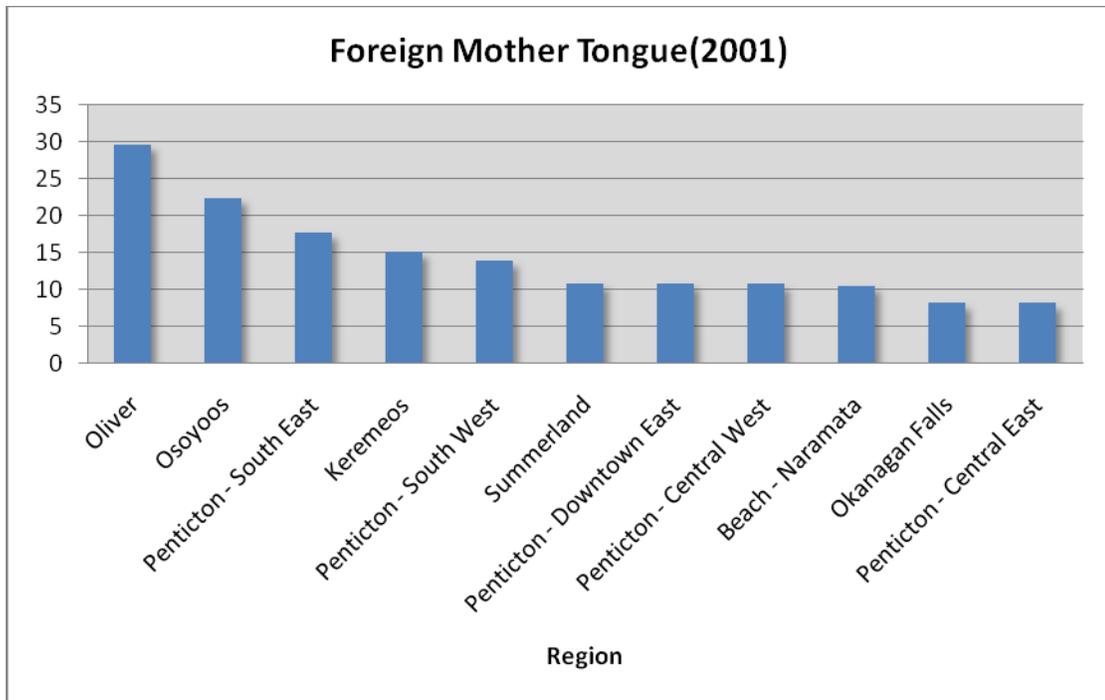
Penticton has struggled over the past 2 decades to create employment opportunities to attract and retain young families in the city. The number of working age residents between 15 and 64 has increased by nearly 1000 people since 2001, which makes up two-thirds of Penticton's population.

Only 46.3 percent of families have children living at home compared to the BC average of 60.5 percent. Of families with children 30.4% are headed by a lone parent, 5 percent higher than the average. Keremeos (16%) and the city of Penticton (18.9%) have the most lone-parent families as a percentage of all families in the region.

It is important to note that populations in South Okanagan-Similkameen communities increase by as much as 5 times during the summer months due to tourists and itinerant agricultural workers.

Ethnic Background

Visible Minorities make up 5.2 percent of the population, which is much lower than the provincial average of 21.6%. The largest minority group is south Asians (2030) followed by Japanese (445) Chinese (405) Filipino (140) and others (880). There are differences across the region. The percentage of the population with a mother tongue that is neither English nor French ranges from 29.48% in Oliver to 8.09% in the Central East part of Penticton.



The Aboriginal identity population is 2870. The percentage of the total population reporting any Aboriginal status ranged from 10.69% in Keremeos to 1.47% in Osoyoos.

Economic Situation

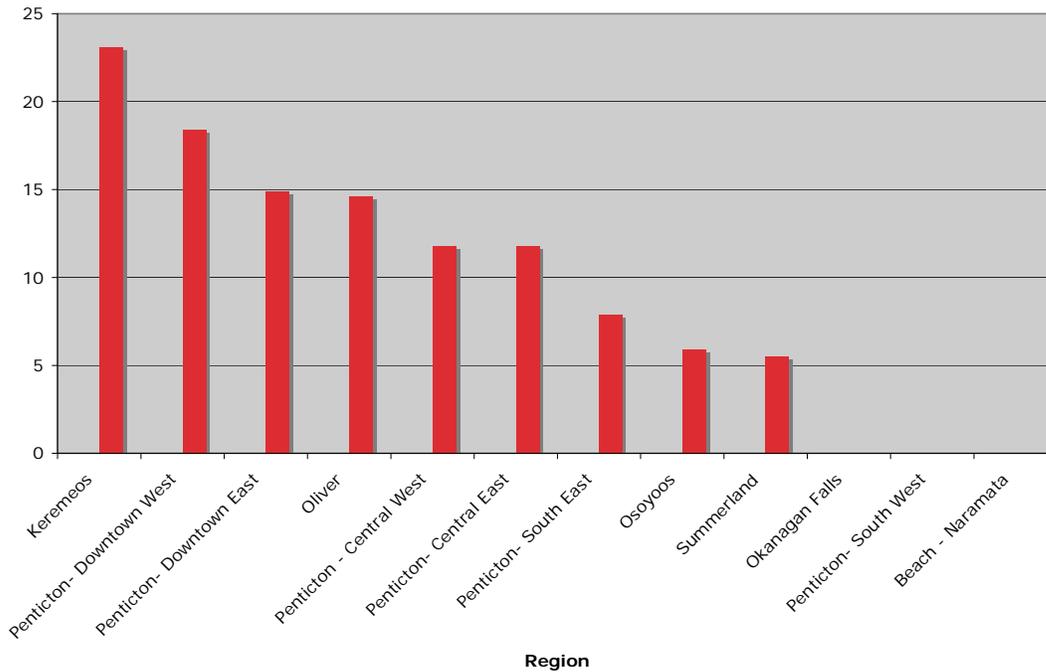
The average family income is \$51,435, which is \$13,386 less than the BC average of \$64,821. The median total income on the Indian Reserves in the area is much lower (\$15, 565 in Osoyoos and \$17,574 in Penticton). Lone parent families in the South –Okanagan Similkameen have an average income of \$29,665 compared to the BC average of \$33,829. The Okanagan-Similkameen is the second worst region in BC when evaluated by average employment income. Serving a low socio-economic population is one of the issues faced in the region.

Average Individual Income Based on 2003 Taxable Returns

Community	Average Income (\$)
Keremeos	29,603
Osoyoos	33,284
Oliver	33,331
Penticton	36,935
Summerland	38,389
BC Average	44,371

The unemployment rate among families with young children ranged from 23.1% in Keremeos to 0 in South West Penticton and in Naramata.

Unemployment Rate Among Families with Young Children (2001)



The overall occupational structure of the region in 2001 was quite similar to the provincial structure. However, 11.3% of workers were involved in primary goods compared to the BC average of 4.6%. Sales and service was the largest occupational category in all parts of the Okanagan Similkameen except Okanagan Similkameen G where occupations unique to primary industry were the largest category and the village of Keremeos where the largest occupational category was agriculture and other resource based industries.

The region had the 9th lowest (9th best) ranking on the 2006 Children at Risk indices and had the 7th lowest ranking on the Youth at Risk indices. Indices indicators include: income assistance, crime, health, children in care, and other.

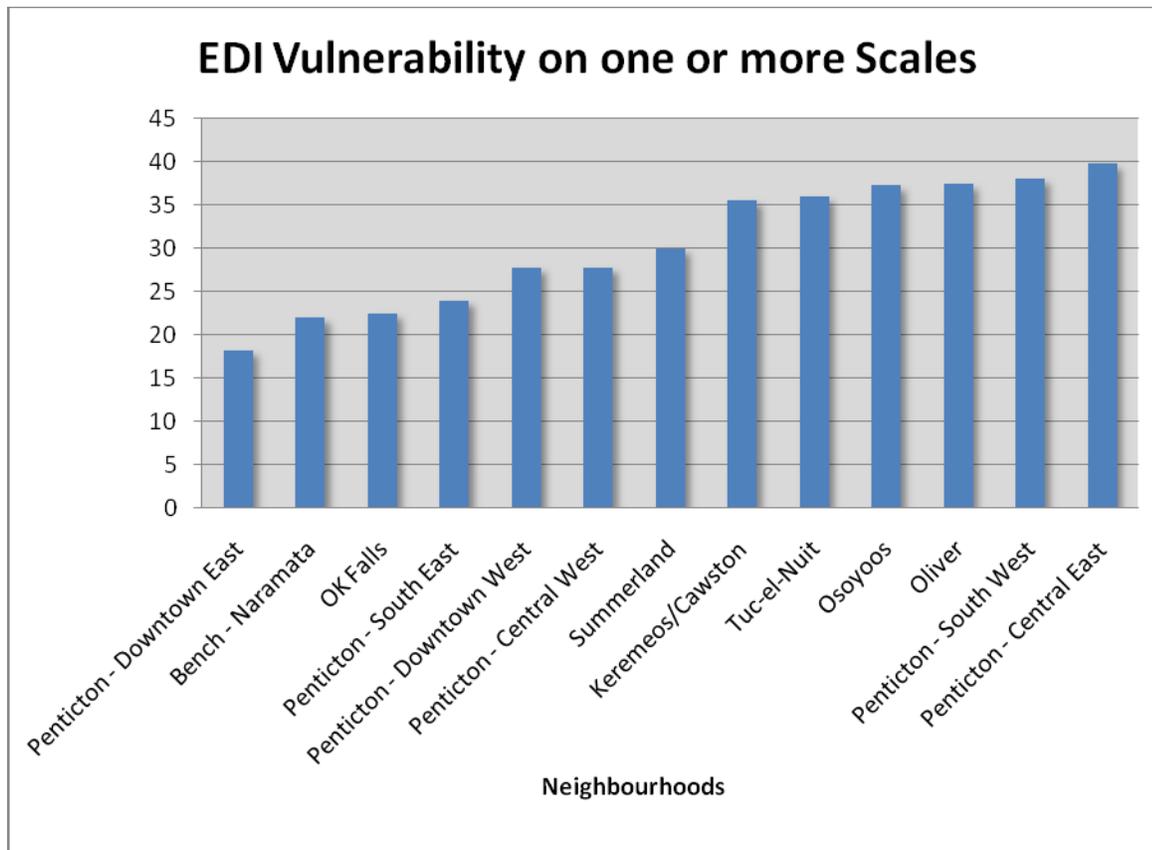
There is more seasonal unemployment in the Okanagan Similkameen. Total beneficiaries as a percentage of the population ranges from a low of 2.6% in September to 4.8% in December. The provincial average stays between 2-3% all year.

Housing

In 2001, 26% of owners and tenants were paying 30% or more on housing costs, which was similar to the provincial average. Housing costs have increased dramatically over the past 6 years, so it is very likely that the percentage paying more than 30% is much higher now. Agricultural land prices have also risen dramatically in the last 10 years. Insufficient affordable housing is an issue across the region.

Education

The Early Development Instrument (EDI), which assesses children’s development in kindergarten on five scales: physical health and well being, social competence, emotional maturity, language and cognitive development and communication skills and general knowledge, shows that the percentage of children vulnerable on one or more scales in the South-Okanagan Similkameen ranges from 18.2% to 39.8% in 2005/2006. The BC average is 25% vulnerable on one or more scales. Vulnerability increased in six neighbourhoods and decreased in 7 neighbourhoods over the last 3 years. A positive example is Penticton’s Downtown East, which improved by a statistically significant 15.2%.



The Foundational Skills Assessment (FSA) results for grade 4 and 7 reading; writing and math averaged between 2003 and 2006 were similar to the provincial average. Twenty percent of grade 4 and 7 students were below standard in reading.

Both School Districts within this region have experienced significant increases in Dogwood completion rates over the last five years. The rate in School District 53, which includes Hedley, Keremeos, Cawston, Osoyoos, Oliver and Okanagan Falls, improved from 67% to 81%. School District 67, which includes Summerland, Penticton, Naramata and Kaleden increased from 75% to 84%.

The grade 10 English non-completion rate was the second lowest in the province. However, the non-completion rate for grade 10 Science was 4.4% higher than average (36.2%) and 7.4% higher for Math (48.1%).

There are 566 Aboriginal students in SD 67 and over 300 in SD 53, with students representing Status On Reserve First Nations, Other First Nations, Métis, Inuit, and other off-reserve people of aboriginal ancestry. From 2000 to 2006 the Aboriginal student completion rate in SD 67 increased from 26% to 60% - a difference of 34%. There is an Aboriginal Education Enhancement Agreement in place for both School Districts. The relationships between local aboriginal communities and other education providers continue to develop in productive and respectful ways.

The percentage of the population age 25-54 without high school completion was 22.2, slightly higher than the BC average. There were large discrepancies across the region. The percent of the population 20 years and older without high school completion ranged from 43.89% in Oliver to 20.82% in Naramata. Eight percent fewer residents of the Okanagan Similkameen had post secondary qualifications, 43.2% compared to 50.4%. Only 9.2% of residents had university degrees.

Providing accessible programming in rural areas is an issue in the region.

The Composite Learning Index (CLI) is a new source of information. It provides an annual measure of Canada's performance in a number of areas related to lifelong learning, organized into four pillars: know, do, live, be.

The 2007 CLI score in SD 67 was 81.9 and the average for SD 53 was 79.9. The Canadian average CLI score in 2007 was 76. The BC average was 82. See the CLI chart information, which follows the profile. The CLI is based on statistical indicators that reflect the different ways Canadians learn—in school, in the home, at work and within their community.

Crime

The indicators of crime statistics indicate that the Okanagan Similkameen crime rates were slightly lower than the provincial average. Our region ranked 18 of 27. Our serious crime rate dropped 5.4% between the average of 2000/02 and 2003/05, while the provincial crime rate dropped 0.9%, ranking 20 of 27 Regional districts.

Health

The Okanagan Similkameen ranks 4th worst on the index of health problems. 7.0 years of life lost due to suicide and homicide average 2001-2005 versus 4.3 and 14.7 potential years of life lost to natural accidental causes versus 8.6. One explanation may be the older average age in the region. There are 13.3 teen pregnancies per 1000 women aged 15-17, four less than the provincial rate.

APPENDIX C

REGIONAL LITERACY ASSETS

These are literacy resources that serve the South Okanagan-Similkameen region. Bold font listings are direct literacy assets, while regular font listings are used for more supportive assets that may present opportunities for further connections and linkages.

All Ages:

- **Aboriginal Community** – as an opportunity for connections and as a model of collaboration, specific Indian Band education programs are listed by community
- Interior Health –
 - Prevention Services: prenatal and postpartum, dental health, audiology services, school and youth programs, adult and seniors programs, educational resources
 - Population Health: injury prevention, chronic disease prevention and community action, community nutrition program
 - Mental Health and Addiction Services
 - Home and Community Care – home care nursing/support with personal care (other support for seniors available in the community \$\$)
- **Lower Similkameen Community Services Society (LSCSS)** – providing a variety of programs to support people of all ages, including a community resource directory
- **Media** – community and other newspapers, radio, local cable, internet, television (particularly, Knowledge Network, KidsCBC), film
- Museums
- Parks and Recreation – links between active living and life long learning
- Penticton and District Community Resources Society (PDCRS) – a multi-service organization providing programs and support for children, youth, families and individuals with developmental disabilities. Maintains a comprehensive community directory
- **People** – children, parents, extended families, service providers, seniors, community members
- Naramata Centre – “a place of learning, spiritual nurture and renewal” programs for all ages
- Okanagan School of the Arts – innovative programs and projects relating to creative literacy
- **Public Libraries** – offer resources for all ages, including programs for all from infancy through adulthood; support for literacy and ESL students and teachers; reader’s advisory, reference help and internet access for all; homebound delivery for shut-ins; and multicultural resources.
- **Raise a Reader** – an annual fundraiser for local literacy organizations using proceeds from special-edition newspapers.
- RCMP
- Religious Organizations
- **School District 53 and 67** – Literacy and numeracy are the central goals of K-12 education. Both School Districts have detailed Literacy and Numeracy Plans, which align with their District Improvement Plans/Achievement Contract and Aboriginal Enhancement Agreements and SD literacy committees. All teachers are seen as teachers of reading and supporting teachers in improving practices in reading, writing and numeracy is a priority, as is developing strategies and structures to support students struggling with reading, writing and numeracy. Both School districts have early and late literacy intervention programs,

Individual K-12 schools are listed as assets in the community where they are located. There are also home learners throughout the region. The school districts understand and respect the uniqueness of their schools and the communities they serve. All schools have things in common, but also use programs and strategies that address their specific needs. Where school literacy

programs include the community or happen outside of regular school hours, the asset is listed in the appropriate community asset table. These points of connection between classrooms and community present opportunities for further development.

Schools also engage families and the community through direct special literacy events such as, Family Literacy Day, Community Reading Day, District Science Fairs and other supportive school events, like theme dinners, family hockey, etc. which are valuable literacy assets, but too numerous to list here.

The Board of Education mandate has recently expanded to include literacy for all ages. Both districts serve young children through StrongStart Centres, a free school-based program, primarily focused on 3-5 year olds and their parents/caregivers. The Districts are involved in Ready, Set, Learn initiatives and in HELP BC and the EDI. SD53 has 2 preschool partnerships and an ECE literacy inservice program and is involved in Communities for Kids, as is SD 67. SD67 is finding that PALS (Parents as Literacy Supporters) is helping link ECEs and Elementary school teachers.

Adults are served through Learning Centres and distributed learning, which offer self-paced upgrading and graduation courses and personal interest courses to those over 16. Part of the expanded mandate is that school districts complete a district literacy plan. SD 53 and 67 are actively involved in the Literacy Now community literacy planning process as we look for ways to enhance and connect literacy development at all ages. Some examples of partnerships include: libraries, Okanagan College, MCFD.

- Service Clubs (such as: Kiwanis, Rotary, Legion, Women's Institute)
- Social Services (such as: Salvation Army, Soupeteria, Ministry of Children and Families, Veterans Affairs)
- **South Okanagan Immigrant and Community Services (SOICS/PDMS)** – offers a broad range of services for immigrants throughout the South Okanagan: settlement and labour market focused language skills, assessment, training and testing, community bridging services for newcomers, "Buddy" program currently in 5 schools in the South Okanagan, host/mentor program provides one-on-one tutoring, job shadowing opportunities, cross-cultural training and settlement support services, assistance with forms, employment services and interpretation and translation services.

Babies and Young Children:

- **Books for Babies** – all newborns in the province receive a book usually distributed through Public Health (in partnership with the library)
- **Child Care Resource and Referral (CCRR thru PDCRS)** – refers parents throughout the SO-S to screened non-licensed home or licensed home or group day cares that provide a safe, nurturing learning environment. Registered caregivers receive ECE consultation and support, participate in Pro-D, and access the CCRR resource library. Registered licensed childcare, preschool and before/after school care is listed under the community where it is located. Some childcare programs include more literacy activities than others.
- **Community Action Program for Children** – a national program through the Public Health Agency that serves pregnant women and children under 6 and their parents through programs relating to health, nutrition, parenting and literacy.
- Communities for Kids – in partnership with Success by 6 and Understanding the Early Years works with community members for the benefit of children aged 0-6. Maintains an on-line directory of services for children under 6.
- **Infant Development Program (based out of Penticton OBGC)** – serves children from birth to age three, who are at risk for, or who already have a delay in development.

- **Interior Health** – Prevention Services: infant and child programs, services and early intervention of communication disorders
- **Okanagan Similkameen Neurological Society (OSNS)** – early intervention programs: speech and language pathology, occupational and physiotherapy, early childhood education services (Kinderplace in Penticton), Autism Treatment Services, Psychosocial Services.
- **Ready, Set, Learn** – provincial program for 3 and 4 year olds and their parents at their local school, usually a workshop/presentation about ways to support school readiness, book for child/parent resource
- **Supported Child Development Program (PDCRS)** – supports the inclusion of children with special needs into early childhood education and care settings
- **South Okanagan Immigrant and Community Services (SOICS)** – child minding for children of students attending ESL, storytelling in English, language specific childcare subsidy access for immigrants, help with forms.

Children and Youth:

- Children's Showcase
- **Ministry of Education** – book given to children in K and 1 (grade 1 with corporate sponsorship)
- **Okanagan Boys and Girls Clubs (OBGC)** – provides programs for children, youth and their families that support physical, educational and social development.
- Rotary Okanagan International Children's Festival
- **Okanagan Young Writers and Poets Contest**
- **Private tutors**

Youth and Adults:

- Chamber of Commerce and the business community
- **En'owkin Centre**– Okanagan Language Program, Foundations in Indigenous Fine Arts, College Readiness Program, Aboriginal Artist Training (NAPAT)
- **Literacy Tutoring through Okanagan College or South Okanagan Community Literacy Program (everywhere except the Similkameen)**
- **Okanagan College** – Programs and courses include: foundational programs, special education, trades, technology, health, university, continuing studies and distance education. Student Services include: Aboriginal mentor, academic advising, disability services, financial awards, student success centre, library. The Speakers' Series in Penticton is free and open to the public.
- Private fee for service colleges
- **South Okanagan Immigrant and Community Services (SOICS)**– provides employment services to immigrants which includes the following topic areas: workplace culture, language of the workplace, cross cultural communication, resumes and cover letters, interview skills, labour market trend information, computer and other skills training opportunities, technical and employability skills required in Canadian workplaces, options for credential evaluations, employment needs assessment, individualized action plans, ongoing support to clients and their employers, follow-up cultural support, data base of employers who are hiring and on employment opportunities available within the community. Liaison and referral with other service providers and employers. Settlement Language training (ESL), assessment and testing. Pre-literacy to CLB 6.
- THEO BC – provides training, education and job placement services to mental health and disabled community
- **Work Zone** – provides service to unemployed individuals through employment counseling, job search support, and workshops, like computer basics, that increase employability.

Seniors:

- Seniors Centres – some offer clubs that support literacy more directly (e.g. computer, Scrabble)

LITERACY ASSETS BY COMMUNITY

1. Age-by-Age Literacy Assets by Community

Specific programs, including those that operate under regional organizations, are listed with the community in which they occur. Again, bold font indicates a more direct literacy asset.

NOTE: Only programs directed specifically towards seniors are listed under that heading, but many programs listed under adults could also apply to seniors.

KALEDEN LITERACY ASSETS IN OUR COMMUNITY

PRENATAL & PERINATAL	BIRTH TO 5 YEARS	KINDERGARTEN TO GRADE 3	GRADES 4-7	GRADES 8-9	GRADES 10-12	YOUNG ADULTS	ADULTS	SENIORS
Preschool	Library Storytime –	Veves Reading Event	Veves Reading Event			one-on-one tutoring and services for immigrants (thru SOICS)	Potential OK College tutoring	
Kaleden	Community Playschool	Summer Reading Club - Library	Summer Reading Club - Library		one-on-one		one-on-one tutoring and services for immigrants (thru SOICS)	
Little	Busy Bee's Family Child Care	Kaleden Elementary School	Kaleden Elementary School					
		Kid's Connection Out of School Care						
		Potential Buddy Program for immigrant children (thru SOICS)	Potential Buddy Program for immigrant children (thru SOICS)					

NARAMATA LITERACY ASSETS IN OUR COMMUNITY

PRENATAL & PERINATAL	BIRTH TO 5 YEARS	KINDERGARTEN TO GRADE 3	GRADES 4-5	GRADES 6-8	GRADES 9-12	YOUNG ADULTS	ADULTS	SENIORS
	Preschool Storytime – Library	Naramata Elementary School	Naramata Elementary School			one-on-one tutoring and services for immigrants (thru SOICS)	Potential for OK College tutoring	Seniors Centre
	Naramata Preschool	Summer Reading Club - Library	Summer Reading Club - Library				one-on-one tutoring and services for immigrants (thru SOICS)	
		Leapin' Lizard's Before and After school Care	Leapin' Lizard's Before and After school Care					
		Potential Buddy Program for immigrant children (thru SOICS)	Potential Buddy Program for immigrant children (thru SOICS)					

OKANAGAN FALLS LITERACY ASSETS IN OUR COMMUNITY

PRENATAL & PERINATAL	BIRTH TO 5 YEARS	KINDERGARTEN TO GRADE 3	GRADES 4-7	GRADES 8-9	GRADES 10-12	YOUNG ADULTS	ADULTS	SENIORS
Early	Literacy Mentoring Project (w/ ECE)	OK Falls Elementary	OK Falls Elementary	Youth Summer Prog. thru OBGC	Youth Summer Prog. thru OBGC	one-on-one tutoring and services for immigrants (thru SOICS)	Writing Out Loud	Seniors Centre
	StrongStart	OK Falls Out of School care	OK Falls Out of School care				Adult Literacy Collection at Library	
	Preschool Storytime - Library	Summer Reading Club - Library	Summer Reading Club - Library				South Okanagan Community Literacy Society	
	Toddler time - Library	Veas Reading Event					South Okanagan Community Literacy Program (literacy tutoring)	
	OK Falls Mini School	Potential Buddy Program for immigrant children (thru SOICS)	Potential Buddy Program for immigrant children (thru SOICS)				one-on-one tutoring and services for immigrants (thru SOICS)	
	Kids Castle Family	Literacy Kit for Ks (thru Rotary)						
	Little Stars Daycare	Summer Read and Rec'						
	Books at 6, 12, 18mo. (thru Lib. \$ from Legion)	Roots of Empathy						

OLIVER LITERACY ASSETS IN OUR COMMUNITY

PRENATAL & PERINATAL	BIRTH TO 5 YEARS	KINDERGARTEN TO GRADE 3	GRADES 4-7	GRADES 8-9	GRADES 10-12	YOUNG ADULTS	ADULTS	SENIORS
Prenatal classes thru IH	Library Storytime	Sen Pok Chin School	Sen Pok Chin School	Intensive Family Dev. Program (OBGC)	Intensive Family Dev. Program (OBGC)	Intensive Family Dev. Program (OBGC)	Intensive Family Dev. Program (OBGC)	Seniors Centre
	OIB Headstart Preschool and	4 Licensed Out of School Care	4 Licensed Out of School Care	Southern Okanagan Secondary	Southern Okanagan Secondary	OIB Tourism Training	OIB Tourism Training	
	OIB Inkameep Childcare	Oliver Elementary	Oliver Elementary	Youth Summer Prog. thru OBGC	WorkZone Work Zone	WorkZone		
	OIB Building Blocks (literacy outreach)	Tuc-el-Nuit Elementary (TEN preschool)	Tuc-el-Nuit Elementary		Youth Summer Prog. thru OBGC	ESL classes (thru SIOCS)	ESL classes (thru SOICS)	
	5 Licensed Family Child Care	Read and Rec' (OES and T-el-N)	Red Cedar Book club thru Library	Potential Youth Ambassador Program for immigrant youth (thru SOICS)	Potential Youth Ambassador Program for immigrant youth (thru SOICS)	OK Campus	OK Campus	
	Little Lambs Christian Preschool	1 to 1 Tutoring	1 to 1 Tutoring			Parenting Wisely	Parenting Wisely	

OLIVER LITERACY ASSETS IN OUR COMMUNITY

PRENATAL & PERINATAL	BIRTH TO 5 YEARS	KINDERGARTEN TO GRADE 3	GRADES 4-5	GRADES 6-8	GRADES 9-12	YOUNG ADULTS	ADULTS	SENIORS
	Literacy Parenting Skills (LAPS)	Roots of Empathy	DARE thru RCMP			SD Learning Centre	SD Learning Centre	SD Learning Centre
	Early Literacy Mentoring Project (w/ ECE)	Literacy Kits for Ks (thru Rotary)					Adult Literacy Library Collection	
	Baby Talk thru IH	South Okanagan Adventist Christian School					South Okanagan Community Literacy Society	
	StrongStart at OES	Potential Buddy Program for immigrant children (thru SOICS)	Potential Buddy Program for immigrant children (thru SOICS)				South Okanagan Community Literacy Program (literacy tutoring)	
	Next Step – books for 6, 12, 18 mo thru Kiwanis					one-on-one tutoring ESL and settlement services for immigrants (thru SOICS)	one-on-one tutoring ESL and settlement services for immigrants (thru SOICS)	
	Mother Goose thru IH							
	Preschool partnership at TeN							

OSOYOOS LITERACY ASSETS IN OUR COMMUNITY

PRENATAL & PERINATAL	BIRTH TO 5 YEARS	KINDERGARTEN TO GRADE 3	GRADES 4-7	GRADES 8-9	GRADES 10-12	YOUNG ADULTS	ADULTS	SENIORS
Prenatal classes thru IH	Osoyoos Child Care Centre	Osoyoos Child Care – Kids Klub	Osoyoos Child Care – Kids Klub	Osoyoos Secondary	Osoyoos Secondary	Learning Centre	Learning Centre	Seniors Centre
	Story Hour - Library	Osoyoos Elementary	Osoyoos Elementary		WorkZone	Work Zone	WorkZone	
	Babytime - Library	Summer Reading Club - Library	Summer Reading Club - Library	Youth Prog. @ Sonora thru OBGC	Youth Prog. @ Sonora thru OBGC		South Okanagan Community Literacy Program (literacy tutoring)	
	Next Step – books for 6, 12, 18 mo thru Kiwanis	1 to 1 Reading	1 to 1 Reading	Potential Youth Ambassador Program for immigrant youth (thru SOICS)	Potential Youth Ambassador Program for immigrant youth (thru SOICS)		South Okanagan Community Literacy Society	
	Tammy's Childcare	Summer Read and Rec'	DARE thru RCMP			one-on-one tutoring ESL and settlement services for immigrants (thru SOICS)	one-on-one tutoring ESL and settlement services for immigrants (thru SOICS)	
	Baby Talk thru IH	Good Shepard Christian School						

OSOYOOS LITERACY ASSETS IN OUR COMMUNITY

PRENATAL & PERINATAL	BIRTH TO 5 YEARS	KINDERGARTEN TO GRADE 3	GRADES 4-7	GRADES 8-9	GRADES 10-12	YOUNG ADULTS	ADULTS	SENIORS
	Mother Goose thru IH	Roots of Empathy						
	LAPS (Literacy and Parenting Skills)	Literacy Kit for Ks (thru Rotary)						
	Early Learning Centre at Osoyoos Elem							
	Potential Buddy Program for immigrant children (thru SOICS)	Potential Buddy Program for immigrant children (thru SOICS)						

PENTICTON LITERACY ASSETS IN OUR COMMUNITY

PRENATAL & PERINATAL	BIRTH TO 5 YEARS	KINDERGARTEN TO GRADE 3	GRADES 4-5	GRADES 6-8	GRADES 9-12	YOUNG ADULTS	ADULTS	SENIORS
Positively Pregnant (CAPC)	You Make the Difference (early language intervention program)	Veess Reading Event	Veess Reading Event	Integrated Family Dev. Prog. (OBGC and PDCRS)	Integrated Family Dev. Prog. (OBGC and PDCRS)	Integrated Family Dev. Prog. (OBGC and PDCRS)	Integrated Family Dev. Prog. (OBGC and PDCRS)	Library book delivery
Pre-Natal Classes (thru IH)	Baby Songs and Rhymes @ Queen's Park School	Summer Reading Club – Library & theme days	Summer Reading Club – Library & theme days	Alternate School (SD and PDCRS)	Alternate School (SD and PDCRS)	Nobody's Perfect Parenting (OBGC)	Nobody's Perfect Parenting (CAPC)	Penticton Seniors Drop In Centre (incl. French Conv. Club and Scrabble Club)
	Preschool Storytime – Library	Outmasquilxw cultural School	Outmasquilxw Cultural School	Circle of Strength (PIB)	Circle of Strength (PIB)	Adult Learning (PIB)	Adult Learning (PIB)	Penticton Recreation and Wellness Centre (incl. Learning in Retirement courses, Book Club)
CAP	C (Community Action Program for Children) Muffin Mix, Community Kitchen, Fam. Night, Fam. Special	Ecole Entre Lac	Ecole Entre Lac	R'Native Voices and Summer Services, Drug & Alcohol Outreach Worker thru Ooknakane	R'Native Voices and Summer Services, Drug & Alcohol Outreach Worker thru Ooknakane	OK College Classes & Student Services	OK College Classes & Student Services	Seniors on Seniors (SOS) Tech. Workshop@ Footprints to Tech.

PENTICTON LITERACY ASSETS IN OUR COMMUNITY

PRENATAL & PERINATAL	BIRTH TO 5 YEARS	KINDERGARTEN TO GRADE 3	GRADES 4-5	GRADES 6-8	GRADES 9-12	YOUNG ADULTS	ADULTS	SENIORS
	Baby Talk (thru IH)	7 licensed Out of School Care	7 licensed Out of School Care	3 Public Middle Schools	WorkZone Work Zone		WorkZone	Seniors Advocate
	StrongStart@ Queen's Park School	Breakfast for Learning (at Ooknakane)	7 Public Elem. Schools	7 licensed Out of School Care (to 12yrs)	2 Public High Schools	Ooknakane – Computer Lab, Family Literacy, Cultural Nights, Referrals	Penticton Writers and Publishers (PWAP)	Computer Club
	9 licensed Preschools	3 Independent Elementary Schools	Breakfast for Learning (at Ooknakane)	Penticton Museum Summer Programs	Penticton Museum Summer Programs	Okanagan College Literacy Tutoring	Okanagan College Literacy Tutoring	
	22 licensed Family Child Care Centres	Weekly cultural after school program (at Ooknakane)	Bare Bones Theatre School	Bare Bones Theatre School	Bare Bones Theatre School	Okanagan College Adult Basic Education	Okanagan College Adult Basic Education	Museum Brown Bag Lecture Series
	5 licensed Group Daycare	7 Public Elementary Schools	Weekly cultural after school program at Ooknakane	Peer tutoring	OK College Classes & Student Services	one-on-one tutoring ESL and settlement services for immigrants (thru SOICS)	one-on-one tutoring ESL and settlement services for immigrants (thru SOICS)	Penticton Museum Archives

PENTICTON LITERACY ASSETS IN OUR COMMUNITY

PRENATAL & PERINATAL	BIRTH TO 5 YEARS	KINDERGARTEN TO GRADE 3	GRADES 4-5	GRADES 6-8	GRADES 9-12	YOUNG ADULTS	ADULTS	SENIORS
Child	mindings for immigrant children thru SOICS	Volunteer Reading programs in schools (1 to 1, Read to Me)	Penticton Museum Summer Programs	DARE (thru RCMP)	Ellis Street School (youth on probation)		Friends of Penticton Museum	5 licensed Group Daycare
		Big Brother And Sisters Volunteer Reading @ Queen's Park	Volunteer Reading programs in schools (1 to 1, Read to Me)	Buddy & Youth Ambassador or program for Immigrant youth (thru SOICS 5 schools)	Buddy & Youth Ambassador or program for Immigrant youth (thru SOICS 5 schools)	Writing Out Loud (Queen's Park School, OBGC)	Writing Out Loud (Queen's Park School, OBGC)	Seniors Afternoon at the Art Gallery
		Sunday Family Art Project and Summer Programs at the Art Gallery	7 Licensed Out of School Care	Roots of Empathy Program		SD Learning Centre	SD Learning Centre	SD Learning Centre
		Books for Breakfast (Queen's Park)	Sunday Family Art Project and Summer Programs at the Art Gallery	QP Alumni Program		Sunday Family Art Project and Summer Programs at the Art Gallery	Sunday Family Art Project and Summer Programs at the Art Gallery	
		K Enrichment Prog. @ Edmonton Ave.	3 Independent Elementary Schools			Books for Breakfast (Queen's Park)	Books for Breakfast (Queen's Park)	

PENTICTON LITERACY ASSETS IN OUR COMMUNITY

PRENATAL & PERINATAL	BIRTH TO 5 YEARS	KINDERGARTEN TO GRADE 3	GRADES 4-5	GRADES 6-8	GRADES 9-12	YOUNG ADULTS	ADULTS	SENIORS
		Buddy program for Immigrant children (thru SOICS 5 schools)	Buddy program for Immigrant children (thru SOICS 5 schools)			Young Associates at the Art Gallery	Philosopher's Cafe	
						Parenting Wisely	Parenting Wisely	
							Museum Brown Bag Lecture Series	
						PALS	(parents as literacy supporters in all Elem. schools)	
							Penticton Museum Archives	
							Penticton Steps Out speaker series	
							Adult Literacy Tutoring thru OK College	

PENTICTON LITERACY ASSETS IN OUR COMMUNITY

PRENATAL & PERINATAL	BIRTH TO 5 YEARS	KINDERGARTEN TO GRADE 3	GRADES 4-5	GRADES 6-8	GRADES 9-12	YOUNG ADULTS	ADULTS	SENIORS
							SAFE - Schools and Family Enrichment @ Queen's Park	
							Ooknakane Computer Lab, Family Literacy, Cultural Nights, Referrals	
							Footprints to Tech.	

SIMILKAMEEN LITERACY ASSETS IN OUR COMMUNITY

PRENATAL & PERINATAL	BIRTH TO 5 YEARS	KINDERGARTEN TO GRADE 4	GRADES 5-7	GRADES 8-9	GRADES 10-12	YOUNG ADULTS	ADULTS	SENIORS
Duckie	Lucky Preschool - Keremeos	Rhyme and Rec' (Cawston)	Similkameen Sec.	Similkameen Sec.	Similkameen Sec.	SD Learning Centre	SD Learning Centre	SD Learning Centre
Prenatal thru IH	Mother Goose Style (thru IH)	1 to 1 Reading Program @ school	1 to 1 Reading Program @ school	Literacy Helping Teacher	WorkZone Work Zone Work Zone			Seniors Centre
CAPC	CAPC (Tumble Bumble, Bridge Gen. some prog. in Hedley)	Summer Reading Club thru lib.	Summer Reading Club thru lib.	Accelerated Reading Program			CAPC	
	Seven Dwarfs Daycare - Keremeos	Hedley Elementary (11 students)	DARE thru RCMP		ESL	classes (thru LSCSS)	ESL classes (thru LSCSS)	
	Keremeos Playschool	Read and Rec' (Cawston and Hedley)				Settlement services for Immigrants thru SOICS	Settlement services for Immigrants thru SOICS	
	Library storytime	Readers' Theatre thru Family Literacy Coord.						
	Tee Pee Tot Daycare - Cawston	Literacy Kit for K's (thru Rotary)						

SIMILKAMEEN LITERACY ASSETS IN OUR COMMUNITY

PRENATAL & PERINATAL	BIRTH TO 5 YEARS	KINDERGARTEN TO GRADE 4	GRADES 5-7	GRADES 8-9	GRADES 10-12	YOUNG ADULTS	ADULTS	SENIORS
	Roo	ts of Empathy						
	Ca	wston Elementary (Birthday books)						

Lower Similkameen Indian Band: Band school and literacy tutoring based on needs

Upper Similkameen Indian Band: Pre-school and parent program, other literacy programs based on needs/attendance. Future opportunities for literacy partnerships for after-school program.

SUMMERLAND LITERACY ASSETS IN OUR COMMUNITY

PRENATAL & PERINATAL	BIRTH TO 5 YEARS	KINDERGARTEN TO GRADE 3	GRADES 4-5	GRADES 6-8	GRADES 9-12	YOUNG ADULTS	ADULTS	SENIORS
	Preschool Storytime at Library	Vees Reading Event	Vees Reading Event	Summerland Middle School (Breakfast Prog.)	WorkZone	WorkZone Work	Zone Library	Library at your Door
	Parent-Child Rhymetime at Library	Boys and Girls Club - Child Care	Boys and Girls Club - Child Care	Youth Council (OBGC)	Youth Council (OBGC)	SD Learning Centre	SD Learning Centre	SD Learning Centre
	Mom's Morning Out	Boys and Girls Club – Drop-in and Recreation programs	Boys and Girls Club – Drop-in and Recreation programs	Youth Mental Health Worker (thru OBGC)	Youth Mental Health Worker (thru OBGC)	OK College Campus	OK College Campus	Seniors Centre
	10 licensed Daycares	Giant's Head School (Read to Me, Breakfast Prog.)	Giant's Head School (Read to Me, Breakfast Prog.)	Boys and Girls Club – Youth and Family Worker	Boys and Girls Club – Youth and Family Worker	Monthly	Book Club at Library	
	Glenfir Preschool	Trout Creek (1 to 1 Reading)	Trout Creek (1 to 1 Reading)	DARE thru RCMP	Summerland Secondary (Breakfast)	PALS	(parents as literacy supporters in all Elem. schools)	
Summerland	Montessori Preschool	Montessori School	Montessori School	Stellar Awards bookclub thru Library	Stellar Awards bookclub thru Library		Adult Literacy tutoring thru Ok College	

SUMMERLAND LITERACY ASSETS IN OUR COMMUNITY

PRENATAL & PERINATAL	BIRTH TO 5 YEARS	KINDERGARTEN TO GRADE 3	GRADES 4-5	GRADES 6-8	GRADES 9-12	YOUNG ADULTS	ADULTS	SENIORS
	Tumble time thru Baptist church	Glenfir School	Glenfir School	Glenfir School	Peer tutoring	Settlement services for Immigrants thru SOICS	Settlement services for Immigrants thru SOICS	
	Ready, Set, Go... Preschool	Ecole Entre Lac		SADI	SADI			
	Summerland Christian Playschool	Potential Buddy Program for Immigrant children (thru SOICS)	Potential Buddy Program for Immigrant children (thru SOICS)	Roots of Empathy	Jr. & Sr. Alternate Program			
				Youth Ambassador Thru SOICS	Youth Ambassador Thru SOICS			

GLOSSARY

Acronym	Definition
C FOR K	Communities for Kids
CAPC	Community Action Program for Children
CCRR	Child Care Resource and Referral
CLI	Composite Learning Index
CP	Community Partners
DARE	Drug and Alcohol Resistance Education
DPAC	District Parent Advisory Council
ECE	Early Childhood Educator
EDI	Early Development Index
ESL	English as a Second Language
FSA	Foundational Skills Assessment
HELP BC	Human Early Learning Partnership
HIPPY	Home Instruction for Parents of Preschool Youngsters
HLN	Health Literacy Network
HOP	Healthy Opportunities for Preschoolers
IH	Interior Health
LAPS	Literacy and Parenting Skills
LEAP	Literacy, Education, Activity and Play
LSCSS	Lower Similkameen Community Services Society
MCFD	Ministry of Children and Families
MoE	Ministry of Education
MOVE	Move with Me from Birth to Three
NAPAT	National Aboriginal Professional Artist Training Program
OAP	Old Age Pensioners
OBGC	Okanagan Boys and Girls Club
OK College	Okanagan College
OSNS	Okanagan Similkameen Neurological Society
PAC	Parent Advisory Council
PALS	Parents as Literacy Supporters
PDCRS	Penticton and District Community Resource Society
PDMS	Penticton and District Multicultural Society
PIB	Penticton Indian Band
Pro D	Professional Development
RDOS	Okanagan Similkameen Regional District
SADI	Summerland Asset Development Initiative
SAFE	Schools and Family Enrichment
SD	School District
SLP	Speech and Language Pathologist
SOICS	South Okanagan Immigrant and Community Services
SOS	South Okanagan Similkameen
SOS	Seniors on Seniors
TG	Task Group
THEO BC	Training for Health and Employment Opportunities