A Community Literacy Plan for Kimberley BC
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The Community Profile

Kimberley is located in the southeast corner of B.C., about 30 minutes north of Cranbrook. Kimberley’s population enjoys views overlooking the fertile and beautiful Kootenay River Valley and the Rocky Mountains to the east. Approximately 6,927 people (2004 census data) live in Kimberley, which lies within District E of the Regional District of East Kootenay. Outlying communities within this district include Meadowbrook, Wasa, St. Mary’s Lake, Ta-Ta Creek, Skookumchuck and Sheep Creek and cover an area of 4,266 square kilometers. The total population of this District is 8,943. The major employers in Kimberley are Tembec Industries (Cranbrook), Rocky Mountain School District, Kimberley Alpine Resort and the City of Kimberley.

Kimberley is developing into a tourist/resort town since the Cominco mine shut down four years ago. Several golf courses have been developed and the local ski hill has been expanded to promote and market this area as a year round tourist destination spot. There is a high level of transience with this shift of employment and a marked decrease in the number of full time, high paying jobs available. Forestry is another major source of employment and was 11% of the income dependency in 2000. Kimberley is also considered a retirement town with wonderful outdoor recreation.

According to EDI mapping, 24% of children are “ever at risk” in Kimberley. Twenty percent of all the school-aged children receive assistance from the local food bank. In 2001, 19.7% of the population aged 25-54 had not completed high school as compared to the BC–wide 17.2%. The local median total income for Kimberley in 2000 was $29,775, a little below the provincial average; however, with the main industry in Kimberley, Cominco mining, being shut down, many believe that the next census will show a decrease in average income.

The Process

The launch meeting was held November 1 at Blarchmont School in Kimberley. 51 people were invited; 26 attended. Gavin Perryman, planning consultant, was hired to lead the meeting and facilitate the discussion. The group created a list of current literacy assets in our community and identified some issues and challenges for literacy. We also generated a list of dreams for the next five years and identified the next steps, which included continuing to provide opportunities for many different voices in the communities to express their perspectives, concerns, and hopes. The group decided to support the Kimberley Community Literacy Advisory Committee (financial management) and the North Star Dream Team in furthering the planning process and championing literacy in the Kimberley area. A report on the first meeting was prepared and emailed to everyone on the invitation list, inviting further comments and participation in the process.
The Community Members involved in the Literacy Now initiative:

<table>
<thead>
<tr>
<th>Name</th>
<th>Occupation/ literacy interest</th>
<th>Launch session</th>
<th>Task Group</th>
<th>Advisory meeting</th>
<th>North Star Dream Team meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim Roberts</td>
<td>Literacy Coordinator – CBAL</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X treasurer</td>
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<tr>
<td>Terri Fergus</td>
<td>Public Health Nurse</td>
<td>X</td>
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<tr>
<td>Patty Thygesen</td>
<td>Public Health Nurse; College Instructor</td>
<td>X</td>
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<tr>
<td>Eileen Dean</td>
<td>Employment Counsellor – Alpine Resources</td>
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<tr>
<td>Jan Mcginn</td>
<td>Infant Development Program</td>
<td></td>
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<td>X</td>
<td>-rep council</td>
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<tr>
<td>Mark Wilkins,</td>
<td>Principal, Blarchmont School</td>
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<tr>
<td>Michelle Miller</td>
<td>Community Links Worker Kimberley Elementary Schools</td>
<td>X</td>
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<tr>
<td>Coral Balcom</td>
<td>Family tutor, CBAL</td>
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<tr>
<td>Heather Smith</td>
<td>Kimberley Food Bank Director</td>
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<tr>
<td>Sylvie Golke</td>
<td>Librarian –Kimberley Public Library.</td>
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<tr>
<td>Donna McIver</td>
<td>Kimberley Public Library</td>
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<tr>
<td>Jim Duncan</td>
<td>Retired COTR</td>
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<tr>
<td>Ron McRae</td>
<td>Mayor, City of Kimberley, COTR</td>
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<tr>
<td>Laura Holmes</td>
<td>CAPC</td>
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<tr>
<td>Caron Cave</td>
<td>Citizen of Kimberley</td>
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<tr>
<td>Terry Oscarson</td>
<td>Principal Selkirk High school</td>
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<tr>
<td>George Watson</td>
<td>Director of Instruction School District 6</td>
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<tr>
<td>Mike Flowers</td>
<td>Campus Manager, COTR</td>
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<tr>
<td>Debbie Gourlay</td>
<td>Parent</td>
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<td>Regan Misuraca</td>
<td>Elementary Teacher</td>
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<tr>
<td>Debra Krantz</td>
<td>Elementary Teacher</td>
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<tr>
<td>Wilma McRae</td>
<td>Teacher</td>
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<tr>
<td>Linda Douglas</td>
<td>Lee Haskell Center, Selkirk Planning</td>
<td>X</td>
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<tr>
<td>Pegg Davidson</td>
<td>Special Education Coordinator School district #6</td>
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<td>X –rep council</td>
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<tr>
<td>Doreen Sharpe</td>
<td>Teacher</td>
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<tr>
<td>Sharon Gilbert</td>
<td>Learning Assistant Teacher McKim</td>
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<tr>
<td>Mike Carey</td>
<td>Summit Services</td>
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<tr>
<td>Wendy Hetherington</td>
<td>Speech and Language Services</td>
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<tr>
<td>Lori Tedrick</td>
<td>Parent and Pac rep.</td>
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<tr>
<td>Hanne Hulgaard</td>
<td>Lee Haskell Youth Center</td>
<td>X</td>
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<tr>
<td>Richard Rogers,</td>
<td>Parent and Reading Instructor</td>
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<tr>
<td>Brenda VanDelft</td>
<td>DPAC</td>
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<tr>
<td>Michelle Negrin</td>
<td>Summit Services, Kimberley Family Center</td>
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Principles of collaboration, universal access, respect, and open communication were developed and maintained:

CBAL has been built on nine grounding principals that include:

- providing opportunities for all community members to be included in literacy programs
- networking and cooperating with interested individuals, groups, programs, organizations, and businesses
- fostering and building partnerships that support literacy and life long learning
- maintaining a learner focused approach in the planning, delivering and evaluation of programs

The Literacy Now planning sessions were prefaced by the following guidelines:

- **Build the strengths of the mainstream learning programs and resources that continue to allow children, young people, and adults to become literate, and to develop a joy in literacy activities such as reading, writing, and participating in their community**

- **Create learning programs and resources to support those children, young people, and adults who have not been, or are not, well served by these mainstream learning programs**

- **Embed learning and literacy activities in all community settings, for example: libraries, community service agencies, sports programs, and churches**

- **Link literacy as an essential and vital aspect of community health to other community planning and acting processes, public, private, and non profit**

Actions coming directly and immediately out of the Literacy Now planning process have allowed us to include more community members in literacy planning, raise awareness of literacy issues and solidify our vision as a community into useable and specific actions.

The Community Literacy Inventory

Please see Appendix A for discussion of services for various age groups currently available.

At the initial planning session, people brainstormed about the aspects of the community related to literacy development that they are proud of and feel are working well. This is what they identified:

- Strong connections between: parents, the schools, the community, the library, the college, and community agencies

- More passionate and diverse groups of people prepared to engage in literacy work

- Successes and strengths in supporting the learning and literacy development of most children and young people
A community with the energy, will, passion, skills, opportunities, and untapped resources to do more work together

We plan, innovate, and act best together by building incrementally and wisely on the literacy assets that already exist in the community. In Kimberley, people pointed to, for example:

- Family literacy programs: Books for Babies; Baby Goose; Parent Child Mother Goose; Kids Club; family tutoring program working with children and young people, and their families, after school and in people’s homes
- Family literacy partnerships, for example: Books for Babies involving the teachers and public health, literacy community events with the library
- The tenacity of the people concerned with family literacy, keeping programs going and creating new initiatives, with very limited funding
- Every two years an early childhood resource fair, an opportunity for parents and the community to discover the resources that exist, and to learn more about parenting and child development
- Library children’s and teen collections, and children’s programs: story time and summer reading
- The library’s current plan to sit down with the schools and see what can be done together
- Play groups involving mothers, fathers, and young children, self generated
- One-To-One tutoring programs in all of the elementary schools
- The Community Links coordinator, connecting parents to schools, providing an outreach into the community
- New opportunities under the Ready, Set, Learn initiative to connect preschool aged children and their families to the elementary schools
- Extensive work within all of the schools on literacy issues: book fairs; ordering of Scholastic books; SMART reading materials and approaches; school growth plans; professional development opportunities for teachers; caring, dedicated, positive, innovative, and enthusiastic teachers and staff
- Children able to take books home from the school libraries
- The elementary schools act as community schools, open to community use
- The focus in the middle school on reading to acquire information, learn, explore, and comprehend
- The focus in the high school on reading and literacy
- An alternate high school program, co-located with an infant/toddler child care centre
- Strong parent involvement in the schools (for example: as volunteers, with the parent advisory councils, and supporting their own children’s learning), reflecting, in part, the school district’s commitment and open-ness to parent involvement
- Strong connections between the schools and the community
- Extensive and well connected learning and literacy resources for children aged 0 to Grade 7, where there is a broader understanding of what literacy encompasses
- The work of the North Star Dream Team in pulling people together and focusing on the development of a family literacy resource centre
- The youth centre, an opportunity to work with youth on learning and literacy issues, still in existence despite the funding challenges
- Strong partnerships between the college and the school district regarding adult learning opportunities
A rich history within the community of volunteerism and partnering together
Retired people in the community who could become tutors
Strong and consistent funding support from the Columbia Basin Trust for family literacy programs
The Columbia Basin Alliance for Literacy, and its Regional Literacy Coordinators

The Gaps

At the initial planning meeting, people identified the aspects of literacy development that still require work and improvement. This is what they said:

- Not everyone in the community knows about the literacy programs and resources that exist
- Resources (for example: funds, volunteers, and staff) are being squeezed
- Current programs are not big enough to meet the needs and interests of the community
- There is not enough outreach to teens, young parents, parents, adults, people who are falling between the cracks
- The community is in transition, economically, demographically, and socially
- Societal trends (for example: television, the internet, and busier lifestyles) do not make it easy to promote literacy, and the joy in reading

In addition, the following challenges and issues were identified:

- The lack of resources, particularly funding, for current programs (for example: family tutoring), to meet the needs and demands in the community
- Not everyone in the community is fully aware of the programs and resources that exist
- Parents are asking for help, but cannot be referred to programs because they are full
- There are parents who are isolated, struggling with many issues, poor, not comfortable with the schools, feeling excluded, and not able to reach out and find the programs and resources that they might need
- The library would like to attract more children and teenagers as regular library users
- The library needs to broaden its ESL collections and programs
- There are no teacher librarians in the schools any longer
- There are children who are falling between the cracks, falling behind. By the time they reach middle school, if they do not have the necessary literacy skills, they fall even further behind. Middle school teachers do not necessarily have the professional backgrounds to teach basic reading
- Some of these children and young people, out of frustration, turn to acting out and at risk behaviours, and/or drop out
- School staffing resources (for example: learning assistance teachers) are being reduced
- The community is much more transient. More children and young people are coming into the schools from other communities without the backgrounds they need to be successful
While the community has extensive resources for children aged 0 – Grade 7, and their parents, there are much fewer resources for teenagers, teen parents, and adults.

The high school needs to make more connections with the community.

The youth centre is struggling for funding.

There are adults who are isolated, struggling with many issues, poor, not comfortable with school and college programs, feeling excluded, and not able to reach out and find the programs and resources that they might need.

The services for these people are fewer, and less connected together.

Adults often lose the literacy skills that they developed in school.

Poverty is a hidden issue in the community, for children, teenagers, young parents, families, and adults.

There are nutrition issues in the community, for children, teenagers, and adults.

The community is in transition, for example: the closure of the mines, the development of the ski hill, the low housing costs that attract lower income people and families from faraway, increased transience ….

There are not enough men and fathers involved in literacy work.

Children are being pressures by their parents and society at large to do more and more, often ending up being spread too thin.

Societal influences such as television, sports, busy lifestyles, over structured programs for children, fast food eating habits, the internet, and computer games increase the challenges in supporting learning and literacy development.

People who love to read are becoming a minority group within society.

The Existing Links Among Current Literacy Services

The Community Literacy Advisory Committee has been meeting since 1996 to plan and implement literacy actions. This committee is linked through the Community Literacy Coordinator to the North Star Dream Team, which is currently supported by Success By Six to develop a strategic plan for services for Early Childhood. Elements of the Literacy Now plan and the Success By Six plan are complementary and the two plans are supportive of each other. The Success By Six strategic plan is included here in Appendix D.

Recently the Parent Advisory Committee (PAC) of Selkirk High School did a study of reading skills with the students at Selkirk High School. This study has the potential to inform actions of the Community Literacy Advisory Committee and others. The results of the study are included here in Appendix E.

Choosing Areas of Need

On November 29, 22 community members met again to distill the above information into a set of priorities for literacy development in Kimberley. They identified the following priorities:

1. Create a central place (or places where there is access to several services) where parents and children can go, feel welcomed and learn in a variety of ways. This might take the form of a community school; expanded family center; or family literacy center or a combination of these.
2. Reach out to isolated individuals and families who are not currently accessing services and programs. Some people are not comfortable in group programs and it may be necessary to get to know people individually before they can feel safe and comfortable about participating.

3. Provide literacy and learning programs where people already feel comfortable and safe. This is related to the second dream of reaching out to where people already are instead of expecting them to come to something.

4. Celebrate literacy and learning. Create an understanding of Kimberley as a learning community.

5. Document, with strong cost/benefit arguments, the importance of working on prevention of illiteracy.

6. Find and/or develop sustainable funding for literacy initiatives.

Recognizing that all of the priorities are important and interconnected, it was determined that numbers one, two and three were most important and that the community plan would initially focus on these.

Some task groups were set up to explore some specific areas around these priorities.

1. To start talking about the need to reach out to isolated people, a meeting with the Kimberley Food Bank was held to discuss the needs of families and linking them to a literacy program. Several steps were planned with the outcome being a literacy-cooking program for families with preschoolers who are accessing the food bank. A pilot project was developed and successfully implemented. The pilot provided a concrete example about the priority related to reaching out to people.

2. The North Star Dream Team had already begun the process of thinking about developing the priority of linking different community agencies and programs together at a central co-location. It is working with the early childhood initiative Success by Six to develop a strategy for the 0-6 population.

3. People discussed the need to provide more literacy support to the youth in our community. The School Planning Council at Selkirk High School conducted a reading survey of all the students from Grades 9-12. Using the data collected, the committee is continuing to work with students to focus upon fostering increased participation in reading activities and of increasing the number of students reading. In addition to the work at the high school, the youth task group had two meetings with the Lee Haskell Youth Center staff and board member to explore the literacy needs of the youth. The outcome was the development and implementation of a drop-in literacy support program for the youth attending the center two days after school. This pilot provided more information about the literacy needs of our youth and gave us some of their perspective.

4. One other task group meeting was set up to begin the dialogue of what after-school programming in Kimberley would need to look like to meet the needs of school-age children. The task group realized that further discussion about a broad-spectrum of after school programs would need to include the city council and school personnel, particularly as developing after school programs could be linked to the co-location/community school concept. The group agreed that it would be important to continue to
offer the after school program at Blarchmont School and extend this program to other schools when funding is available, as programs are needed and as schools are able to participate.

The Community Literacy Advisory Committee and the North Star Dream Team continued to meet to discuss actions related to each of the three priorities identified as most important. They developed a plan that they recognize is fluid and will depend upon many factors including levels of funding and changes in government, business and community life.

**The Plan**

**Priority # 1**
Create a central place (or places where there is access to several services) where parents and children can go, feel welcomed and learn in a variety of ways. This might take the form of a community school; expanded family center; or family literacy center or a combination of these. This priority will require the development of relationships and synergy between professionals.

**Rationale:**
- There needs to be more and better communication between people who are running programs.
- Participants need to see faces of workers particularly at transition times.
- Allow for the sharing of resources and making programs more easily accessible, including music lessons, assessment, counseling, early childhood and after school programs.
- Allow for the possibility of making transitions more easily for families – to connect them from one program to another ie: Tree house to Mother Goose to Kindergarten to Family Literacy and Resource Place etc.
- Information and assessment services available in the same place could help to create more bridges and access to people and programs
- It seems to make sense to utilize a building such as a school for community use
- There is a need for after school programs and schools have gyms, books, etc
- This might allow schools to stay open and use existing space more fully. It could also bring informal learning closer to the formal learning system; make parents more comfortable in the school setting; and provide a cohesive array of services easily accessible to families.
- Co-location would allow for linking with other community partners re funding
- People are frustrated in Kimberley trying to find the services they need when they are located all over the city
- People can have assessment, counseling, music lessons, recreation – so many possibilities exist if we have the facility
- Need to create a safe place that is comfortable – a school can be a neutral place to provide this.

**Opportunities:** Current school closure discussions could incorporate possibility for preschools, other early childhood programs, and after school programs to take place in school buildings.
- School administrators are just beginning discussions about the possibility of preschools in school buildings.
- Currently the food bank, Treehouse Treasures and Mother Goose happen at the Anglican Church – closer relationships are possible as a result.
- The Health Care Centre has considerable unused space, including a large kitchen.
- The Youth Centre has available space and is looking for ways to use this and stay financially viable.
- Human Service Worker high school students have to do practicums – these could be performed at schools or co-located programs.
- There is currently a small after-school program happening at one of the schools – this could be expanded.
- The City of Kimberley has received a draft from B.C. transit for transportation services for Kimberley – it is being reviewed – so this might be a way to address some of the busing issues, which will affect after school programs.
- Food Bank provides service to many people and is willing to expand to providing meals, community kitchens, cooking classes etc.

The community recognized that this priority requires an appropriate facility, which could be largely a matter of opportunity, potentially depending on school and municipality planning. Even so, there are actions which could move the community in the direction of this priority.

<table>
<thead>
<tr>
<th>Actions</th>
<th>How</th>
<th>Who</th>
<th>Success Statements</th>
<th>Measurement</th>
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</thead>
<tbody>
<tr>
<td>Create better communication links among professionals, services and programs.</td>
<td>Continue with Community Literacy Advisory Committee meetings. ECD Team completes strategic plan and continues to meet. Kimberley Community Meetings.</td>
<td>Community Literacy Coordinator. Representatives of Community Agencies with an interest in Early Childhood Development. Local Community Agencies.</td>
<td>There is wide-spread information about community programs, service agencies refer to each other, and professionals in the community talk with each other regularly.</td>
<td>Two or three Community Literacy Advisory Committee Meetings take place each year. ECD Team meets on a regular basis. The ECD strategic plan for Kimberley is completed. The ECD strategic plan for the region is completed. Community Agencies are represented at the meetings.</td>
</tr>
<tr>
<td>Look into possibility of moving current community programs into a school with space or that might be closing.</td>
<td>Raise the possibility of community programs in the schools at the current community meetings about school closures. Discuss with principals and staffs regarding which community programs would be most appropriate to incorporate into schools.</td>
<td>North Star Dream Team. School personnel Community Literacy Coordinator. Community Literacy Coordinator.</td>
<td>Community programs take place in schools and are widely supported. Community programs take place collectively in one place in an ongoing way.</td>
<td>The Parenting and Family Literacy program created and continues successfully. The After School Program at Blarchmont school continues and is extended to other schools. One to One continues</td>
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<tr>
<td>Task</td>
<td>Steps</td>
<td>Participants</td>
<td>Notes</td>
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<tr>
<td>Develop new community-supported programs in the schools.</td>
<td>Continue to apply for funding grants.</td>
<td>All</td>
<td>and is expanded to other schools.</td>
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<td></td>
<td>Build on the use of Community Links funding to develop after school programs.</td>
<td>School personnel</td>
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<td>Develop Homework Clubs as part of after-school programs.</td>
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<td></td>
<td>Discuss how the Roots of Empathy program could be more widely implemented.</td>
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<td>Explore the potential of having hockey players read with children at the homework club and after-school program, as well as in the One-to-One program.</td>
<td>Community Literacy Coordinator, principals and hockey players</td>
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<td>Explore the possibility of high school work experience students assisting elementary school students.</td>
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<tr>
<td>Co-locate community programs in available space if schools are not an option.</td>
<td>Discuss with The Food Bank and programs at the Anglican Church regarding how these could be built upon or if they could move to another space for co-location</td>
<td>North Star Dream Team Community Literacy Coordinator, Food Bank Directors</td>
<td>Links are created between various organizations and local programs to develop collaborations.</td>
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<td></td>
<td>Explore with municipality and community groups about possibilities at the hospital.</td>
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<td>Parenting and Family Centre is created at another location if a school is not available.</td>
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<tr>
<td></td>
<td>Meet with interested individuals to discuss potential programs and activities.</td>
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<td>There are a number and various collaborations between program and community partners.</td>
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<td>Include city council, school personnel and Ministry for Children and Families in discussions about further plans.</td>
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<td>Extend current programs to other schools when funding is available, as</td>
<td></td>
<td>Community Literacy Coordinator Community Links Coordinator</td>
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Programs are needed and as schools are able to participate.

Priority #2: Reach out to isolated individuals and families who are not currently accessing services and programs.

Rationale:
- Some people are not comfortable in group programs
- Isolated people have difficulty learning about services in the community
- It may be necessary to get to know people individually before they can feel safe and comfortable about participating in programs and services

Opportunities:
- Current family tutoring program could be expanded
- Supported child care works with individual children
- Family Advancement Workers work with individual families
- Community Links workers in the schools have the capability to meet individual families
- Outreach worker at Lee Haskell and possible youth outreach worker through MCFD
- Canadian Mental Health working on a mentoring program for youth
- IDP works with individual families with children up to three years old
- could provide supportive transition services for parents from o-6 year programs such as Tree House Treasures to programs at schools that involve parents.
- There are homeschoolers and DESK resources.

<table>
<thead>
<tr>
<th>Actions</th>
<th>How</th>
<th>Who</th>
<th>Success Statements</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand the current Family Tutoring program</td>
<td>Apply for grants for this program</td>
<td>Community Literacy Coordinator</td>
<td>The Family Tutoring program can accept all referrals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Get letters of support to assist funding applications.</td>
<td></td>
<td>Families are linked to appropriate support agencies and programs.</td>
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<tr>
<td></td>
<td>Link with other family support programs.</td>
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</tr>
<tr>
<td>Build on the work of the schools’ Community Links program, as well as, community advancement workers, CAPC, Infant Development and the Aboriginal worker</td>
<td>Talk with Family Advancement Workers</td>
<td>School personnel Community Literacy Coordinator</td>
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<tr>
<td></td>
<td>Hold meetings of family service providers</td>
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<td></td>
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</tr>
<tr>
<td>Consider the Selkirk High School reading study and support actions to address areas of concern arising</td>
<td>PAC and School Planning Council discuss outcomes of study and potential interventions.</td>
<td>Selkirk PAC School Planning Council Community Literacy Coordinator</td>
<td>High school students have increased literacy skills.</td>
<td></td>
</tr>
</tbody>
</table>
| Explore and develop adult literacy opportunities. | Meet with potential supporting services in the community. | Develop computer access at the Family Resource Centre | Community Literacy Coordinator  
Family Resource Centre staff  
College |
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<tr>
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</tr>
<tr>
<td>Develop a plan for addressing high school literacy issues.</td>
<td>Adults have access to education, training and literacy assistance from outside of the formal systems in places where they are already comfortable.</td>
<td>The Family Resource Centre is linked to the co-location concept and/or has integrated literacy components, potentially connected to computer access.</td>
<td></td>
</tr>
<tr>
<td>Research successful reading interventions undertaken by other high schools.</td>
<td>place to address these</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
| Explore the potential of service providers to be involved in literacy development, for example, the RCMP | Explore and develop adult literacy opportunities. | Develop computer access at the Family Resource Centre | Community Literacy Coordinator  
Family Resource Centre staff  
College |
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</thead>
<tbody>
<tr>
<td>Provide information about literacy programs and possible volunteer opportunities. Invite to sit on advisory committee and North Star Dream Team</td>
<td>Adults have access to education, training and literacy assistance from outside of the formal systems in places where they are already comfortable.</td>
<td>The Family Resource Centre is linked to the co-location concept and/or has integrated literacy components, potentially connected to computer access.</td>
<td></td>
</tr>
<tr>
<td>Priority #3: Provide literacy and learning programs where people already feel comfortable and safe. This is related to the second dream of reaching out to where people already are instead of expecting them to come to something.</td>
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<tr>
<td>Rationale:</td>
<td></td>
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<tr>
<td>• It is often most effective to integrate services and programs into those places where people are already comfortable</td>
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<tr>
<td>Opportunities:</td>
<td></td>
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<tr>
<td>• Many people come to the Food Bank – there is currently a small, well-used library and book exchange there. The Food Bank could be providing information about other programs.</td>
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</tr>
<tr>
<td>• Lee Haskell Youth Centre used to have a homework club which should be revived. There is a real need for one to one tutoring, support with writing and reading. Other youth learning options could be offered. Need for material to read that is relevant to youth interests and lives.</td>
<td></td>
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<tr>
<td>• Selkirk High School has just done a survey with the students about their reading habits. The results will be shared.</td>
<td></td>
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<tr>
<td>• There is a desire to bring relevant youth programs to the middle and high school – climbing walls, ping pong, fooz ball, as well as interesting academic and trades-related programs.</td>
<td></td>
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</tr>
<tr>
<td>• The Public Library provides a story time for preschoolers during the school year and has a summer reading program for school-aged children.</td>
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</tr>
</tbody>
</table>
- McKim School has brought in more high interest/low vocabulary books and recognizes strong correlation between behavioral problems/suspensions and low reading levels.
- Elementary Schools have One-to-One reading programs; there is an after school homework club at Blarchmont; and Roots of Empathy at Blarchmont and McKim.
- There is an adult learning center in the same building with the college.
- There is a pre-natal program.
- There is technology which can read to those who have sight or learning problems.
- Computers could be incorporated into places where people are like the Food Bank – someone would need to be available to assist and instruct in the use of the technology.
- There is computer internet service available for families at the Family Centre on Friday afternoons; however, it is not used as there is no one-to-one support.

<table>
<thead>
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<th>Who</th>
<th>Success Statements</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue the gently used book drive currently organized by Kimberley Community Literacy for the Christmas food hampers – provides books for the food Bank lending library.</td>
<td>Boxes for collecting books set out during the pre-Christmas season  Community members donate books, which are collected for distribution  The Food Bank puts books into Christmas hampers and gives away excess books throughout the year—maintains a small give-away library.</td>
<td>Community Literacy Coordinator  Community Literacy Advisory Committee  Food Bank staff</td>
<td>There is a variety of books in everyone’s home.</td>
<td>At least 1600 children’s, youth and adult books per year are given out through Christmas hampers and the Food Bank.</td>
</tr>
<tr>
<td>Develop a program at the Food Bank</td>
<td>Plan a program to have preschoolers and their parents cooking together with a focus on learning about and using healthy food choices, supporting the parent-child relationship and fostering early literacy skill development through hands-on activities, stories, and songs.  Program to take place for 2 hours a week for four weeks  Create a partnership with the Food Bank, Public Health Nurse, dieticians, Kimberley Community Literacy. The Food Bank will supply the food, Public Health and Kimberley Community Literacy will provide</td>
<td>Community Literacy Coordinator  Food Bank personnel  Public Health</td>
<td>Clients of the food bank have access to literacy support.</td>
<td>An Alphabet Soup program is offered once or twice a year.</td>
</tr>
<tr>
<td>Task</td>
<td>Facilitators</td>
<td>Community Literacy Coordinator</td>
<td>Youth Centre Staff</td>
<td>Notes</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------------</td>
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<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Provide a literacy support program at the Lee Haskell Youth Centre</td>
<td>Meet with Lee Haskell staff and board members to discuss literacy needs of the youth attending the centre. Design a drop-in program that would be facilitated by a literacy tutor to consistently support and help with homework, reading and writing skills. To operate 2 times a week. Apply for grants to allow for operation.</td>
<td>Youth are attending and benefiting from a literacy support program.</td>
<td>An after school literacy support program occurs after school two times a week for several months a year.</td>
<td></td>
</tr>
<tr>
<td>Find a relevant youth program for the middle and high school</td>
<td>Talk with owners of Grace’s Place Talk about potential for this in “community school” with school personnel Develop social space as well as a learning space for activities such as journaling. Explore potential support at places where adult groups currently meet.</td>
<td>PAC Community Literacy Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop support for adults in transition at a place where adults are currently comfortable and spending time, such as Grace’s Place, a local coffee shop.</td>
<td></td>
<td>Community Links Coordinator College of the Rockies Grace’s Place staff Alpine Employment Staff Community Literacy Coordinator</td>
<td>Adults in isolation who are in transition have support in places where they already go such as the Legion, alpine Services, Community Living Services, Mental Health</td>
<td>Literacy support for adults occurs in a number of places throughout the community.</td>
</tr>
</tbody>
</table>
Appendix A
Description of Services Available in Kimberley
# Literacy Resources and Services in Kimberley

<table>
<thead>
<tr>
<th>Birth to 5 years</th>
<th>K-Grade 3</th>
<th>Grades 4-7</th>
<th>Grades 8-9</th>
<th>Grades 10-12</th>
<th>Young Adults</th>
<th>Adults</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother Goose</td>
<td>1-1 Reading program</td>
<td>1-1 Reading program</td>
<td>Lee Haskell Youth Center</td>
<td>Lee Haskell Youth Center</td>
<td>School District #6 Cont. Education</td>
<td>Alpine Resources</td>
<td>Seniors Helping Seniors</td>
</tr>
<tr>
<td>Baby Goose</td>
<td>Roots of Empathy</td>
<td>Cruise-Inn Homework Club</td>
<td>School District #6</td>
<td>School District #6</td>
<td>College of the Rockies</td>
<td>College of the Rockies</td>
<td>Library</td>
</tr>
<tr>
<td>Family Tutoring</td>
<td>Family Tutoring</td>
<td>Family Tutoring</td>
<td>Library</td>
<td>Library</td>
<td>Family Tutoring</td>
<td>Summit Services Family Center</td>
<td>Food Bank</td>
</tr>
<tr>
<td>Cap C Tree house</td>
<td>School District #6</td>
<td>Lee Haskell Youth Center</td>
<td>Roots of Empathy</td>
<td>Lee Haskell Youth Center</td>
<td>1-1 Volunteer training</td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Alphabet Soup</td>
<td>Library</td>
<td>Library</td>
<td>Library</td>
<td>Library</td>
<td>Library</td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Library Story Time</td>
<td>School District #6</td>
<td>Food Bank</td>
<td>Food Bank</td>
<td>Library</td>
<td>Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books for Babies</td>
<td>Gym School</td>
<td></td>
<td></td>
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</tbody>
</table>
SERVICES AVAILABLE IN KIMBERLEY (FROM THE SUCCESS BY SIX PLAN)

KIMBERLEY PUBLIC HEALTH NURSING

Mostly birth to age 5
- baby visits,
- immunization
- referral to other programs

Public Health Nurses (PHNs) provide services to families with children 0 – 6 years of age in two main areas, Family Health and Communicable Disease prevention. All services are free and are universal. Public Health Nurses are in the unique position of having contact with virtually all families during the first years of their children’s lives.

In the realm of Family Health, prenatal classes are available for those who are interested. PHNs are also available to see women prenatally on an individual basis when needed. PHN’s visit all families after a baby is born. Intensive support is offered for the postpartum period and ongoing support and information is available through the child’s preschool years. PHNs also refer to other services when necessary and often serve as the point of entry for families to the health care system.

Childhood immunizations occur primarily between birth and eighteen months of age. Therefore, PHNs have frequent contact with most families during this period and offer a wide range of information and support regarding topics such as parenting, child development, speech and language, dental and nutrition for children.

Public Health Nursing is located at the Kimberley Health Center. Services are available for all families and no referral is necessary.

EAST KOOTENAY INFANT DEVELOPMENT PROGRAM (0-3 YEARS):

- Family centered approach – goals are based upon parent & child’s needs
- Open referral – anyone can refer to the program
- Informal / formal developmental assessments
- Toy & equipment lending library
- Resource for other community organizations
- Integrated case management
- Connecting to other services / other families

COMMUNITY ACTION PROGRAM FOR CHILDREN (CAP-C) (0-6 YEARS)

- Referrals / Mentoring
- Access to a range of services
- Life support groups
- Informal education plans for child
- Implementing goals for whole family
- Coordinate services for family
- Connecting to other families with similar interests
- Parent connections
- CAP-C Family Drop In Program

HELPING HANDS FOOD BANK partnering with:

- Kimberley Community Literacy, Columbia Basin Alliance for Literacy
- Selkirk Secondary High School – breakfast program and Storm card (that's a lunch program)
- McKim Middle School breakfast program and Munchie cards (lunch program)
- Lee Haskell Youth Centre
- Social and Recreational program for Handicapped adults – they run a weekly cooking program

KIMBERLEY COMMUNITY LITERACY, COLUMBIA BASIN ALLIANCE FOR LITERACY

supports the development of literacy and pre-literacy skills for children and adults.

- Offers free supportive literacy programs for families
- Connects families to other resources
- Promotes literacy awareness in the community
- Mother Goose
- Baby Goose (partnership with Public Health Nursing)
- Family Tutoring
- 1-1 Reading Program in the three Elementary Schools
- Alphabet Soup (partnership with the Food Bank)
- Roots of Empathy
- Cruise-In - Homework Club at Blanchmont (partnership with Community Links)
- What’s Up – Lee Haskell Literacy Support Group

EAST KOOTENAY CHILD CARE RESOURCE AND REFERRAL

There are some spaces available but very few are available full time. It is especially difficult for families with more than one child needing care and families generally don't have more than one or two choices open to them. Therefore if the needs/values, etc of the family don't mesh with the one or two daycares available the family doesn't have much choice.

KIMBERLEY PUBLIC LIBRARY

We have a STORY TIME program for tots which runs from mid-September until mid-June of each year. The age group is 3-5 year olds. Two sessions/week are held Wednesday and Thursday from 10:00 to 10:30 am. Registration is limited to 18 children per session. These programs are well attended and children and parents alike seem to enjoy them.

We also have a summer reading club, but the age group is 6 - 10 year olds. This program runs for eight weeks, July and August of each year. Last year it was delivered in two sessions, the first session for 6 - 8 year olds and the second session for 8 to 10 year olds. One session ran on Wednesday and the other on Thursday. The summer reading club meets for one hour each week. Registration is also limited to 18 children/session.
CHILD AND YOUTH MENTAL HEALTH: Based on referrals

SUMMIT COMMUNITY SERVICES SOCIETY:

The Kimberley Family Centre is operated by Summit Community Services Society and most of the services listed are provided by Summit staff, but some services are offered by other agencies which rent and/or use space at the Family Centre.

Summit Community Services:

- Community Information Service
- Resource Centre (Lending library of child, family and individual resources)
- Family counseling
- Sexual assault/domestic abuse support and counseling.
- Sexual Abuse Intervention Program (for children and Youth who have disclosed abuse).
- Child and Youth Counseling.
- Family Advancement/Family Support programs.
- Parenting courses.
- Parent-teen Intervention Program.
- Seniors Helping Seniors.
- Special Services to Children Program.

Outside Agencies:

- Ministry for Children and Family Development:
  - Child and Youth Mental Health.
  - Youth Justice (Probation).

East Kootenay Addiction Services:

- Youth and adult addiction counseling.
- Volunteer Income Tax Program.
- Traveling Advocate (poverty, tenancy and social assistance issues advocacy).

In addition to the Family Centre in Kimberley and all the services Summit also provides an Infant-Toddler day care centre called First Steps; it is co-located with the Alternate School in Kimberley. The other Summit program in Kimberley is the Victim-Witness Service program at the RCMP Detachment to serve the needs of victims and witnesses of crime. Both of these programs serve young children, the V-W program serves people of all ages but youngsters are sometimes the recipients of direct service from this program.

Also a number of community groups use the group room at the Family Centre.
EAST KOOTENAY SUPPORTED CHILD DEVELOPMENT PROGRAM:
- For children who have a developmental delay or disability from birth to 12 years of age, who are attending a child care setting
- Consultant completes a support guide with caregivers to determine level of support needed
- Provide a support worker in a child care setting to help the child to participate in that setting
- Regional resource library
- Provide case coordination
- Referral onto other community service programs.
- Individual education plans

EARLY INTERVENTION SERVICES (SPEECH, PHYSIOTHERAPY AND OCCUPATIONAL THERAPY)
- Most of the Therapists who work with the preschool children are already employed by the School District providing services to children in the schools.
- They are available on a consultative basis to see preschool children in their homes or child care settings.
- Open referral
- Provide assessments and a program of goals & suggestions to parents & professionals involved with the child.
- Participate in multi disciplinary assessment teams.
- Link to the medical specialists at Sunny Hill or Alberta Children’s Hospital

AT HOME PROGRAM:
- Available for parents with medically fragile infants & children
- Extensive screening process to apply to the program
- Provides nursing respite & financial support to families whose child requires ongoing medical follow up treatment at Sunny Hill or Alberta Children’s Hospital

COMMUNITY LIVING BRITISH COLUMBIA

This program formerly under the Provincial Government and providing funding and services for the developmentally disabled children and adults, is currently in transition.
Appendix B
About Kimberley from Statistics Canada
**LOCAL HEALTH AREA 18 - GOLDEN**

**STATISTICAL PROFILE**

### 2005 POPULATION

<table>
<thead>
<tr>
<th>Location</th>
<th>Number</th>
<th>% of Region</th>
<th>Sq. Km</th>
<th>% of Region</th>
<th>Persons per Sq.Km</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golden, T</td>
<td>4,399</td>
<td>55.6%</td>
<td>11.0</td>
<td>0.1%</td>
<td>399.2</td>
</tr>
<tr>
<td>Rest of Region</td>
<td>3,515</td>
<td>44.4%</td>
<td>13620.4</td>
<td>99.9%</td>
<td>0.3</td>
</tr>
<tr>
<td>Total Region</td>
<td>7,914</td>
<td>100.0%</td>
<td>13631.4</td>
<td>100.0%</td>
<td>0.6</td>
</tr>
<tr>
<td>Total BC</td>
<td>4,254,522</td>
<td>0.2%</td>
<td>934169.4</td>
<td>1.5%</td>
<td>4.6</td>
</tr>
</tbody>
</table>

**NOTE:** BC Total Land Area for RD's is different to that of LHA's due to different accounting for water bodies.
AGE STRUCTURE

LOCAL HEALTH AREA 18 - GOLDEN
DEMOGRAPHIC PROFILE

GOLDEN GOLDEN B.C.

Population

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<tr>
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</thead>
<tbody>
<tr>
<td>0-17 years</td>
<td>1,793</td>
<td>22.7</td>
<td>17.2</td>
<td>20.2</td>
<td>17.3</td>
</tr>
<tr>
<td>18-24 years</td>
<td>851</td>
<td>10.8</td>
<td>8.9</td>
<td>9.8</td>
<td>8.3</td>
</tr>
<tr>
<td>25-64 years</td>
<td>4,543</td>
<td>57.4</td>
<td>59.7</td>
<td>56.2</td>
<td>57.4</td>
</tr>
<tr>
<td>65+ years</td>
<td>727</td>
<td>9.2</td>
<td>14.3</td>
<td>13.8</td>
<td>17.0</td>
</tr>
<tr>
<td>Total</td>
<td>7,914</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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Dependency Rate (%)

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<tbody>
<tr>
<td>Child</td>
<td>33.2</td>
<td>25.0</td>
<td>30.7</td>
<td>26.3</td>
<td></td>
</tr>
<tr>
<td>Elderly</td>
<td>13.5</td>
<td>20.8</td>
<td>20.9</td>
<td>25.9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>46.7</td>
<td>45.8</td>
<td>51.6</td>
<td>52.2</td>
<td></td>
</tr>
</tbody>
</table>

Population Growth

Annual Average Population Percent Change

| Last year | 1.3 | 1.3 |
| Last 5 years | 1.1 | 1.1 |
| Last 10 years | 0.6 | 1.3 |

Dependency Rate (%)

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</thead>
<tbody>
<tr>
<td>Child</td>
<td>33.2</td>
<td>25.0</td>
<td>30.7</td>
<td>26.3</td>
<td></td>
</tr>
<tr>
<td>Elderly</td>
<td>13.5</td>
<td>20.8</td>
<td>20.9</td>
<td>25.9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>46.7</td>
<td>45.8</td>
<td>51.6</td>
<td>52.2</td>
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</tbody>
</table>

ETHNIC IDENTITY

Total Visible Minorities

<table>
<thead>
<tr>
<th>Golden</th>
<th>Golden</th>
<th>B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>320</td>
<td>4.5</td>
<td>21.6</td>
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</tbody>
</table>

Visible Minority Population - 2001

<table>
<thead>
<tr>
<th>Region</th>
<th>Golden</th>
<th>Golden</th>
<th>B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest 3 Regions</td>
<td>59.0</td>
<td>48.9</td>
<td>48.6</td>
</tr>
<tr>
<td>Lowest 3 Regions</td>
<td>BC 21.6</td>
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<td></td>
</tr>
</tbody>
</table>

FAMILY STRUCTURE

Total Census Families - 2001

<table>
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<tr>
<th>Golden</th>
<th>Golden</th>
<th>B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,950</td>
<td>40.0</td>
<td>39.5</td>
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</table>

Families with Children

<table>
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<tr>
<th>Golden</th>
<th>Golden</th>
<th>B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Couples</td>
<td>910</td>
<td>77.8</td>
</tr>
<tr>
<td>Lone Parents</td>
<td>260</td>
<td>22.2</td>
</tr>
</tbody>
</table>

Unattached Individuals

<table>
<thead>
<tr>
<th>Golden</th>
<th>Golden</th>
<th>B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,200</td>
<td>1.9</td>
<td>1.8</td>
</tr>
</tbody>
</table>

Lone Parent Families as a % of Families With Children at Home - 2001

<table>
<thead>
<tr>
<th>Region</th>
<th>Golden</th>
<th>Golden</th>
<th>B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest 3 Regions</td>
<td>36.3</td>
<td>35.7</td>
<td>34.9</td>
</tr>
<tr>
<td>Lowest 3 Regions</td>
<td>BC 25.7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Aboriginal Identity - 2001

<table>
<thead>
<tr>
<th>Region</th>
<th>Golden</th>
<th>Golden</th>
<th>B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest 3 Regions</td>
<td>96.7</td>
<td>61.1</td>
<td>46.6</td>
</tr>
<tr>
<td>Lowest 3 Regions</td>
<td>BC 4.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prepared by: BC STATS
### INCOME LEVELS

<table>
<thead>
<tr>
<th>GOLDEN</th>
<th>B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Family Income 2000</td>
<td></td>
</tr>
<tr>
<td>All Census Families</td>
<td>59,266</td>
</tr>
<tr>
<td>Husband/Wife</td>
<td>63,373</td>
</tr>
<tr>
<td>Female Lone Parent</td>
<td>28,714</td>
</tr>
<tr>
<td>Income Distribution Among Families</td>
<td></td>
</tr>
<tr>
<td>&lt; $20,000</td>
<td>10.5</td>
</tr>
<tr>
<td>$20,000 - $79,999</td>
<td>68.2</td>
</tr>
<tr>
<td>$80,000+</td>
<td>21.3</td>
</tr>
<tr>
<td>Incidence of Low Income in Economic Families</td>
<td></td>
</tr>
<tr>
<td>9.1</td>
<td>13.9</td>
</tr>
<tr>
<td>Income Inequality Measure</td>
<td></td>
</tr>
<tr>
<td>Income Share of Bottom Half (poorest) of Households*</td>
<td>23.3</td>
</tr>
</tbody>
</table>

### HOUSING COSTS

<table>
<thead>
<tr>
<th>GOLDEN</th>
<th>B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Households (Occupied non-farm non-reserve) - 2001</td>
<td></td>
</tr>
<tr>
<td>% Renting</td>
<td>28.2</td>
</tr>
<tr>
<td>Gross Rent or Major Monthly Payment ($)</td>
<td></td>
</tr>
<tr>
<td>Tenants</td>
<td>565</td>
</tr>
<tr>
<td>Owners</td>
<td>680</td>
</tr>
<tr>
<td>% Paying 30% or More of Their Income on Housing Costs</td>
<td></td>
</tr>
<tr>
<td>Tenants</td>
<td>40.6</td>
</tr>
<tr>
<td>Owners</td>
<td>16.5</td>
</tr>
<tr>
<td>Total</td>
<td>23.2</td>
</tr>
</tbody>
</table>

### INCOME ASSISTANCE

<table>
<thead>
<tr>
<th>GOLDEN</th>
<th>B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Population Receiving IA Benefits* - September 2005</td>
<td></td>
</tr>
<tr>
<td>Total (0-64)</td>
<td>1.8</td>
</tr>
<tr>
<td>Children (0-18)</td>
<td>0.9</td>
</tr>
<tr>
<td>Youth (19-24)</td>
<td>0.7</td>
</tr>
<tr>
<td>By Duration</td>
<td></td>
</tr>
<tr>
<td>&gt;1 Year</td>
<td>1.2</td>
</tr>
<tr>
<td>&lt;1 Year</td>
<td>0.6</td>
</tr>
<tr>
<td>% of Income Assistance Caseload that are Single Parent Families*</td>
<td></td>
</tr>
<tr>
<td>10.6</td>
<td>17.3</td>
</tr>
<tr>
<td>% of Population 19-64 on Income Assistance* and are Employable</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>0.2</td>
</tr>
<tr>
<td>By Duration</td>
<td></td>
</tr>
<tr>
<td>&gt;1 Year</td>
<td>n.a.</td>
</tr>
<tr>
<td>&lt;1 Year</td>
<td>n.a.</td>
</tr>
</tbody>
</table>

*The proportion of each region's household income that accrues to households earning less than the median income. In a situation of perfect equality, the bottom half (poorest) households would receive 50% of the total income.

### INCOME DEPENDENCY

<table>
<thead>
<tr>
<th>GOLDEN</th>
<th>B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition of Total Income - 2000</td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td>80.7</td>
</tr>
<tr>
<td>Government Transfers</td>
<td>12.1</td>
</tr>
<tr>
<td>Other</td>
<td>7.2</td>
</tr>
<tr>
<td>Income Dependency 2000</td>
<td></td>
</tr>
<tr>
<td>Forestry</td>
<td>26%</td>
</tr>
<tr>
<td>Mining</td>
<td>0%</td>
</tr>
<tr>
<td>Fishing &amp; Trapping</td>
<td>0%</td>
</tr>
<tr>
<td>Agriculture</td>
<td>1%</td>
</tr>
<tr>
<td>Tourism</td>
<td>17%</td>
</tr>
<tr>
<td>Public Sector</td>
<td>16%</td>
</tr>
<tr>
<td>Income Dependency on Forestry, Mining &amp; Fishing* - 2000</td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td></td>
</tr>
<tr>
<td>58.0</td>
<td>51.0</td>
</tr>
</tbody>
</table>

*Heavy dependency on the primary sector increases the vulnerability of a region to swings in the economic cycle resulting in economic hardship.

Prepared by: BC STATS
### LOCAL HEALTH AREA 18 - GOLDEN
#### INDICATORS OF LABOUR MARKET ISSUES

#### LABOUR DEMAND

<table>
<thead>
<tr>
<th></th>
<th>GOLDEN</th>
<th>B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labour Force 2001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(% Distribution)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goods Primary</td>
<td>9.0</td>
<td>4.6</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>11.7</td>
<td>9.6</td>
</tr>
<tr>
<td>Construction</td>
<td>7.5</td>
<td>5.9</td>
</tr>
<tr>
<td>Services Non-Government</td>
<td>69.2</td>
<td>74.3</td>
</tr>
<tr>
<td>Government</td>
<td>2.8</td>
<td>5.6</td>
</tr>
<tr>
<td></td>
<td>100.2</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Occupational Structure (% Distribution)

| Management            | 9.0    | 10.8 |
| Professional Occupations |        |      |
| Business & Finance    | 0.7    | 2.5  |
| Natural & Applied Sciences | 0.9  | 3.2  |
| Health                | 1.6    | 2.6  |
| Social sciences excl. teachers | 1.0 | 2.1  |
| Teachers              | 3.4    | 3.7  |
| Art & Culture         | 0.5    | 1.4  |
| Total                 | 8.1    | 15.4 |

Technical Trades & Assorted Other High Skilled Occupations

|                           |        |      |
| Finance & Insurance Admin.| 1.7    | 1.5  |
| Techs In Natural & Appl. Sciences | 4.3 | 2.9  |
| Techs. In Health          | 0.6    | 1.3  |
| Paraprofs. in Soc Sci Educ etc | 1.0 | 2.2  |
| Techs In Art Culture & Rec. | 2.0   | 1.9  |
| Skilled Sales & Service   | 4.2    | 4.6  |
| Trades & Skilled Transp & Equip Ops. | 18.9 | 12.3 |
| Total                    | 32.7   | 26.8 |

Intermediate & Lesser Skilled Occups* | 50.2 | 47.0 |

* High Skilled Occupations in Primary Manufacturing and Protective Services could not be separated out so are included in Intermediate & Lesser Skilled Occupations.

#### LABOUR SUPPLY

<table>
<thead>
<tr>
<th></th>
<th>GOLDEN</th>
<th>B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Population 20+ With Post Secondary Qualifications - 2001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>38.3</td>
<td>50.4</td>
</tr>
<tr>
<td>With Post Secondary Certificate or Diploma</td>
<td>28.8</td>
<td>32.8</td>
</tr>
<tr>
<td>With University Degree</td>
<td>9.6</td>
<td>17.6</td>
</tr>
</tbody>
</table>

% Distribution by Field of Study - Population 15+

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>GOLDEN</th>
<th>B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational, Recreational &amp; Counseling</td>
<td>18.2</td>
<td>10.7</td>
</tr>
<tr>
<td>Fine &amp; Applied Arts</td>
<td>6.6</td>
<td>5.8</td>
</tr>
<tr>
<td>Humanities &amp; Related</td>
<td>2.0</td>
<td>6.4</td>
</tr>
<tr>
<td>Social Sciences &amp; Related</td>
<td>7.7</td>
<td>9.4</td>
</tr>
<tr>
<td>Commerce, Managmt &amp; Business Admin</td>
<td>14.1</td>
<td>21.1</td>
</tr>
<tr>
<td>Agricultural &amp; Biological Sciences/Tech</td>
<td>10.5</td>
<td>5.2</td>
</tr>
<tr>
<td>Engineering &amp; Applied Sciences</td>
<td>4.1</td>
<td>4.8</td>
</tr>
<tr>
<td>Engineering &amp; Applied Science Tech/Trades</td>
<td>23.8</td>
<td>20.8</td>
</tr>
<tr>
<td>Health Professions, Sciences &amp; Tech</td>
<td>9.5</td>
<td>12.0</td>
</tr>
<tr>
<td>Mathematics &amp; Physical Sciences</td>
<td>2.6</td>
<td>3.5</td>
</tr>
<tr>
<td>No Specialization &amp; All Other n.e.c</td>
<td>0.0</td>
<td>0.2</td>
</tr>
<tr>
<td></td>
<td>99.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

% of Population 20+ With a University Degree - 2001

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### UNEMPLOYMENT

<table>
<thead>
<tr>
<th>Employment Insurance Beneficiaries Sept. 2005</th>
<th>GOLDEN</th>
<th>B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Beneficiaries 19-64 Years of Age</td>
<td>173</td>
<td>69,249</td>
</tr>
<tr>
<td>Percent Female</td>
<td>52.0</td>
<td>64.2</td>
</tr>
<tr>
<td>Percent 19-24 Years Old</td>
<td>21.4</td>
<td>11.0</td>
</tr>
<tr>
<td>Total Beneficiaries as a Percent of Population 19-64</td>
<td>3.3</td>
<td>2.5</td>
</tr>
<tr>
<td>Sep '05</td>
<td>3.3</td>
<td>2.5</td>
</tr>
<tr>
<td>Jun '05</td>
<td>3.2</td>
<td>2.8</td>
</tr>
<tr>
<td>Mar '05</td>
<td>6.2</td>
<td>3.4</td>
</tr>
<tr>
<td>Dec '04</td>
<td>6.7</td>
<td>3.6</td>
</tr>
<tr>
<td>Sep '04</td>
<td>3.2</td>
<td>2.9</td>
</tr>
<tr>
<td>Most recent 4 quarter average</td>
<td>4.8</td>
<td>3.1</td>
</tr>
</tbody>
</table>

#### OTHER

<table>
<thead>
<tr>
<th>Labour Force 2001</th>
<th>GOLDEN</th>
<th>B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>80.7</td>
<td>70.7</td>
</tr>
<tr>
<td>Females</td>
<td>65.8</td>
<td>59.9</td>
</tr>
<tr>
<td>Total</td>
<td>73.6</td>
<td>65.2</td>
</tr>
<tr>
<td>% Full Year, Full Time Workers</td>
<td>40.1</td>
<td>47.4</td>
</tr>
<tr>
<td>% Self Employed</td>
<td>16.8</td>
<td>14.1</td>
</tr>
</tbody>
</table>

Average Employment Income - 2000

<table>
<thead>
<tr>
<th>Average Employment Income of Full-Year Full-Time Workers</th>
<th>GOLDEN</th>
<th>B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>40,794</td>
<td>50,159</td>
</tr>
<tr>
<td>Females</td>
<td>29,972</td>
<td>35,636</td>
</tr>
<tr>
<td>Ratio of Female to Male Income</td>
<td>73.5</td>
<td>71.0</td>
</tr>
</tbody>
</table>

Average Employment Income - 2000

<table>
<thead>
<tr>
<th>Average Employment Income of Full-Year Full-Time Workers</th>
<th>GOLDEN</th>
<th>B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>27,695</td>
<td>31,544</td>
</tr>
</tbody>
</table>

Prepared by: **BC STATS**
LOCAL HEALTH AREA 18 - GOLDEN
INDICATORS OF EDUCATION CONCERNS

GENERAL EDUCATION

% of Population Age 25-54 - 2001
Without High School Completion 26.2 17.2
Without Completed Post-Secondary 55.7 42.3

% of Population Age 15-24 - 2001
Attending School Full-Time 39.2 53.8

25-54 Year Olds Without Completed Post-Secondary

PROVINCIAL EXAMS

Grade 12 Provincial Exam Non Completion Rate - Avg 2002/03-2004/05
Math 72.7 67.8
Chemistry 78.2 79.3
English 38.2 33.5

Students Enrolled in Grade 12 Who Did Not Write or Pass The Grade 12 Provincial English Exam - Avg 2002/03-2004/05

HIGH SCHOOL

% of 18 Yr Olds Who Did Not Graduate Avg 2003-2005
10.1 24.4

% of 18 Yr Olds Who Did Not Graduate Avg 2003-2005

TEST SCORES

Assessment Results (% of Students Below Standard)
Reading - Avg 2002/03-2004/05
Grade 4 26.4 21.0
Grade 7 21.9 22.3
Avg Gr 4 & 7 24.2 21.6
Writing - Avg 2002/03-2004/05
Grade 4 14.8 7.4
Grade 7 15.8 13.9
Avg Gr 4 & 7 15.3 10.6
Math - Avg 2002/03-2004/05
Grade 4 17.8 12.6
Grade 7 20.1 17.0
Avg Gr 4 & 7 18.9 14.8

% of Students Below Standard in Math - Grades 4&7 - Avg 2003-05

Prepared by: BC STATS
LOCAL HEALTH AREA 18 - GOLDEN

INDICATORS OF CRIME

SERIOUS CRIME

GOLDEN B.C.

Serious Crime Rate - Avg 2002-2004

<table>
<thead>
<tr>
<th></th>
<th>GOLDEN</th>
<th>B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violent</td>
<td>0.8</td>
<td>2.9</td>
</tr>
<tr>
<td>Property</td>
<td>8.5</td>
<td>12.6</td>
</tr>
<tr>
<td>Total Serious</td>
<td>9.2</td>
<td>15.5</td>
</tr>
</tbody>
</table>

Number of Serious Crimes Per Police Officer 8.9 11.6

Serious Juvenile (Age 12-17) Crime Rate - Avg 2002-2004

<table>
<thead>
<tr>
<th></th>
<th>GOLDEN</th>
<th>B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violent</td>
<td>0.0</td>
<td>2.6</td>
</tr>
<tr>
<td>Property</td>
<td>2.4</td>
<td>2.9</td>
</tr>
<tr>
<td>Total Serious</td>
<td>2.4</td>
<td>5.6</td>
</tr>
</tbody>
</table>

Serious Violent Crime Rate - 2002-2004

Serious Property Crime Rate - 2002-2004

SERIOUS DRUG CRIME

Indicators of Serious Drug Crime - Avg 2002-2004

Non-Cannabis Drug Offences 182.1 175.2

(Offences per 100,000 Pop)

Juvenile (12-17) Non-Cannabis Drug Charges 47.6 46.4

(Illicit Drug Deaths - 2004 0.0 6.2

(Deaths per 100,000 Pop 19-64)

Non-Cannabis Drug Offences - Avg 2002-2004

OTHER INDICATORS OF CRIME

GOLDEN B.C.

Crime Rate - Avg 2002-2004

Motor Vehicle Theft 4.2 9.1

Spousal Assault 1.9 2.2

NOTE: Crime Rate = # of Offences (Charges for Juveniles) Per 1,000 Population unless otherwise noted.

Prepared by: BC STATS
### GENERAL HEALTH

**Life Expectancy at Birth - Avg. 2001-2005**

<table>
<thead>
<tr>
<th>Local Health Area</th>
<th>Golden</th>
<th>B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average 2001-2005</td>
<td>81.9</td>
<td>80.8</td>
</tr>
</tbody>
</table>

**Life Expectancy at Birth - Average 2001-2005**

- **Years**
  - Golden: 81.9
  - B.C.: 80.8

**Potential Years of Life Lost Due to Natural Causes**

- **Per 1,000 Population**
  - Golden: 36.9
  - B.C.: 33.0

**Potential Years of Life Lost Due to Accidental Causes**

- **Per 1,000 Population**
  - Golden: 22.2
  - B.C.: 19.0

**Potential Years of Life Lost Due to Suicide/Homicide**

- **Per 1,000 Population**
  - Golden: 7.3
  - B.C.: 4.4

### PHYSICAL HEALTH

**Infant Mortality Rate (per 1,000 Live Births) - 2000-2004**

- **3.1**

**Potential Years of Life Lost (per 1000 Population) - Avg. 2000-2004**

- **Natural Causes**
  - Golden: 36.9
  - B.C.: 33.0

- **Accidental Causes**
  - Golden: 14.4
  - B.C.: 8.7

### MENTAL HEALTH

**Potential Yrs of Life Lost Due to Suicide/Homicide-Avg 2000-2004**

- **Per 1,000 Population**
  - Golden: 7.3
  - B.C.: 4.4

**Teen Pregnancies (per 1,000 Women 15-17) - 2002-2004**

- Golden: 16.1
- B.C.: 17.8

### ALCOHOL SALES*

**Per Capita Alcohol Sales - April 1/04 to March 31/05**

- **Dollars Spent**
  - Golden: 730
  - B.C.: 472

- **Litres Consumed**
  - Golden: 97
  - B.C.: 57

**% Distribution of Litres Sold**

- **Spirits**
  - Golden: 9.8
  - B.C.: 12.0

- **Wine**
  - Golden: 13.3
  - B.C.: 20.0

- **Beer/Cider**
  - Golden: 77.0
  - B.C.: 68.0

---

* Represents sales per resident population 19+, therefore high tourist areas will be overstated.

Prepared by: BC STATS
### INCOME ASSISTANCE

**GOLDEN** | **B.C.**
---|---
% of Children (<19 Yrs) Receiving Income Assistance* - Sept 2005  
Total | 0.9 | 3.7
>1 Year | 0.3 | 2.3
<1 Year | 0.7 | 1.4

*All Income Assistance recipients include the disabled but exclude Aboriginal persons on reserve.

% of Children 0-18 Receiving Income Assistance for More Than 1 Year - Sept 2005*

<table>
<thead>
<tr>
<th>Area</th>
<th>% Cnt 0-18</th>
<th>BC 2.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worst 3 Regions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rank=74 of 77 LHAs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Best 3 Regions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### HEALTH

**INFANT MORTALITY RATE (PER 1,000 LIVE BIRTHS) - AVG 2000-2004**

<table>
<thead>
<tr>
<th>Region</th>
<th>GOLDEN</th>
<th>B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.4</td>
<td>3.1</td>
<td></td>
</tr>
</tbody>
</table>

**HOSPITALIZATION RATES (PER 1,000 POPULATION 0-14) 2004-2005**

<table>
<thead>
<tr>
<th>Disease Category</th>
<th>GOLDEN</th>
<th>B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respiratory Diseases</td>
<td>20.4</td>
<td>11.0</td>
</tr>
<tr>
<td>Injury &amp; Poisoning</td>
<td>4.0</td>
<td>6.0</td>
</tr>
</tbody>
</table>

**INFANT MORTALITY RATE - 2000-2004**

<table>
<thead>
<tr>
<th>Region</th>
<th>Per 1,000 Live Births</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worst 3 Regions</td>
<td>Rank=58 of 78 LHAs</td>
</tr>
<tr>
<td>Best 3 Regions</td>
<td></td>
</tr>
</tbody>
</table>

### CRIME

**JUVENILE (AGE 12-17) CRIME RATES - AVG 2002-2004**

<table>
<thead>
<tr>
<th>Crime Category</th>
<th>GOLDEN</th>
<th>B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serious Violent</td>
<td>0.8</td>
<td>2.6</td>
</tr>
<tr>
<td>Serious Property</td>
<td>2.4</td>
<td>2.9</td>
</tr>
<tr>
<td>Total Serious Crime</td>
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**NON-CANNABIS DRUG CHARGES - AVG 2002-2004**

<table>
<thead>
<tr>
<th>Region</th>
<th>Per 100,000 Pop Age 12-17</th>
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<tr>
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<td>Rank=76 of 78 LHAs</td>
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<tr>
<td>Best 3 Regions</td>
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### OTHER

**% OF STUDENTS BELOW STANDARD IN READING - AVG 2002/03-2004/05**

<table>
<thead>
<tr>
<th>Grade 4 &amp; 7</th>
<th>GOLDEN</th>
<th>B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.3</td>
<td>24.2</td>
<td>21.6</td>
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**CHILDREN IN CARE RATE, DEC. 2005**

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<tr>
<th>Region</th>
<th>Per 1,000 Population Age 0-18</th>
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<td>Rank=43 of 78 LHAs</td>
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**TEEN PREGNANCIES (PER 1,000 WOMEN 15-17) - 2002-2004**

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<thead>
<tr>
<th>Region</th>
<th>Rate Per 1,000 Females Age 15-17</th>
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<tr>
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<td>Rank=47 of 78 LHAs</td>
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<td>Best 3 Regions</td>
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</tr>
</tbody>
</table>

Prepared by: **BC STATS**
LOCAL HEALTH AREA 18 - GOLDEN
INDICATORS OF YOUTH AT RISK

INCOME ASSISTANCE

- **% of Youth (Age 19-24) Receiving Income Assistance* - Sept 2005**
  - Total: 0.7 2.8
  - > 1 Year: n.a. 1.7
  - <1 Year: n.a. 1.1

- **% of Youth (Age 19-24) on Income Assistance and Single Parents**
  - n.a. 0.8

- **% of Youth (Age 19-24) on Income Assistance and Employable**
  - Total: n.a. 0.6

% of Youth 19-24 Receiving Income Assistance - September 2005

- **18 Year Olds Who Did Not Graduate Avg 2002/03-2004/05**
  - Total: 0.7 2.8

% of Youth (Age 19-24) Receiving Income Assistance Who Are Employable

- **% of 18 Yr Olds Who Did Not Graduate Avg 2002/03-2004/05**
  - Total: 0.7 2.8

**EDUCATION**

- **% of 18 Yr Olds Who Did Not Graduate Avg 2002/03-2004/05**
  - Total: 0.7 2.8

- **Employment Insurance Beneficiaries Age 19-24 - Sept 2005**
  - Total: 0.7 2.8

- **Grade 10 Provincial Exam Non-Completion Rate - 2004/05**
  - English: 24.0 23.6

**OTHER**

- **Per 1,000 Population Age 15-24**
  - Hospitalization Rates from Motor Vehicle Accidents - 2004/05:
    - BC 2.0

* All Income Assistance recipients include the disabled but exclude Aboriginal persons on reserve.

Prepared by: BC STATS
Appendix C
Community Literacy Planning Session Notes
Introduction
Over the past decade, as in many communities across the Columbia Basin, much has been done to further and expand literacy work in Kimberley. For example, family literacy programs have been initiated, connections have been built between schools and community organizations, the schools have focused much more attention on assessment and early intervention, and partnerships have been created between the college and the schools.

On the positive side, people in Kimberley pointed to:

- Strong connections between: parents, the schools, the community, the library, the college, and community agencies
- More passionate and diverse groups of people prepared to engage in literacy work
- Successes and strengths in supporting the learning and literacy development of most children and young people
- A community with the energy, will, passion, skills, opportunities, and untapped resources to do more work together

On the other hand, people are fully aware that:

- Not everyone in the community knows about the literacy programs and resources that exist
- Resources (for example: funds, volunteers, and staff) are being squeezed
- Current programs are not big enough to meet the needs and interests of the community
- There is not enough outreach to teens, young parents, parents, adults, people who are falling between the cracks
- The community is in transition, economically, demographically, and socially
- Societal trends (for example: television, the internet, and busier lifestyles) do not make it easy to promote literacy, and the joy in reading

The question, now, is what needs to be done next to further:

- Build the strengths of the mainstream learning programs and resources that continue to allow children, young people, and adults to become literate, and to develop a joy in literacy activities such as reading, writing, and participating in their community
- Create learning programs and resources to support those children, young people, and adults who have not been, or are not, well served by these mainstream learning programs

- Embed learning and literacy activities in all community settings, for example: libraries, community service agencies, sports programs, and churches

- Link literacy as an essential and vital aspect of community health to other community planning and acting processes, public, private, and non profit

The planning session, funded by Literacy Now, and organized through the Columbia Basin Alliance for Literacy, was a first step in beginning to address these questions by bringing diverse people, organizations, and groups together.

**Current Literacy Assets**

We plan, innovate, and act best together by building incrementally and wisely on the literacy assets that already exist in the community. In Kimberley, people pointed to, for example:

- Family literacy programs: Books for Babies; Baby Goose; Parent Child Mother Goose; Kids Club; family tutoring program working with children and young people, and their families, after school and in people’s homes

- Family literacy partnerships, for example: Books for Babies involving the teachers and public health, literacy community events with the library

- The tenacity of the people concerned with family literacy, keeping programs going and creating new initiatives, with very limited funding

- Every two years an early childhood resource fair, an opportunity for parents and the community to discover the resources that exist, and to learn more about parenting and child development

- Library children’s and teen collections, and children’s programs: story time and summer reading

- The library’s current plan to sit down with the schools and see what can be done together

- Play groups involving mothers, fathers, and young children, self generated

- One-To-One tutoring programs in all of the elementary schools

- The Community Links coordinator, connecting parents to schools, providing an outreach into the community

- New opportunities under the Ready, Set, Learn initiative to connect preschool aged children and their families to the elementary schools
- Extensive work within all of the schools on literacy issues: book fairs; ordering of Scholastic books; SMART reading materials and approaches; school growth plans; professional development opportunities for teachers; caring, dedicated, positive, innovative, and enthusiastic teachers and staff
- Children able to take books home from the school libraries
- The elementary schools act as community schools, open to community use
- The focus in the middle school on reading to acquire information, learn, explore, and comprehend
- The focus in the high school on reading and literacy
- An alternate high school program, co-located with an infant/toddler child care centre
- Strong parent involvement in the schools (for example: as volunteers, with the parent advisory councils, and supporting their own children’s learning), reflecting, in part, the school district’s commitment and open-ness to parent involvement
- Strong connections between the schools and the community
- Extensive and well connected learning and literacy resources for children aged 0 to Grade 7, where there is a broader understanding of what literacy encompasses
- The work of the North Star Dream Team in pulling people together and focusing on the development of a family literacy resource centre
- The youth centre, an opportunity to work with youth on learning and literacy issues, still in existence despite the funding challenges
- Strong partnerships between the college and the school district regarding adult learning opportunities
- A rich history within the community of volunteerism and partnering together
- Retired people in the community who could become tutors
- Strong and consistent funding support from the Columbia Basin Trust for family literacy programs
- The Columbia Basin Alliance for Literacy, and its Regional Literacy Coordinators

This list is not meant to be exhaustive. It is only a first step in developing a full inventory of the people, programs, resources, and partnerships that exist to support learning and literacy development.
**Issues and Challenges**

In the discussions at the Kimberley planning session, people pointed to a number of related issues and challenges, including:

- The lack of resources, particularly funding, for current programs (for example: family tutoring), to meet the needs and demands in the community

- Not everyone in the community is fully aware of the programs and resources that exist

- Parents are asking for help, but cannot be referred to programs because they are full

- There are parents who are isolated, struggling with many issues, poor, not comfortable with the schools, feeling excluded, and not able to reach out and find the programs and resources that they might need

- The library would like to attract more children and teenagers as regular library users

- The library needs to broaden its ESL collections and programs

- There are no teacher librarians in the schools any longer

- There are children who are falling between the cracks, falling behind. By the time they reach middle school, if they do not have the necessary literacy skills, they fall even further behind. Middle school teachers do not necessarily have the professional backgrounds to teach basic reading

- Some of these children and young people, out of frustration, turn to acting out and at risk behaviours, and/or drop out

- School staffing resources (for example: learning assistance teachers) are being reduced

- The community is much more transient. More children and young people are coming into the schools from other communities without the backgrounds they need to be successful

- While the community has extensive resources for children aged 0 – Grade 7, and their parents, there are much fewer resources for teenagers, teen parents, and adults

- The high school needs to make more connections with the community

- The youth centre is struggling for funding

- There are adults who are isolated, struggling with many issues, poor, not comfortable with school and college programs, feeling excluded, and not able to reach out and find the programs and resources that they might need

- The services for these people are fewer, and less connected together
Adults often lose the literacy skills that they developed in school

Poverty is a hidden issue in the community, for children, teenagers, young parents, families, and adults

There are nutrition issues in the community, for children, teenagers, and adults

The community is in transition, for example: the closure of the mines, the development of the ski hill, the low housing costs that attract lower income people and families from faraway, increased transience …..

There are not enough men and fathers involved in literacy work

Children are being pressures by their parents and society at large to do more and more, often ending up being spread too thin

Societal influences such as television, sports, busy lifestyles, over structured programs for children, fast food eating habits, the internet, computer games, … increase the challenges in supporting learning and literacy development

People who love to read are becoming a minority group within society

As with the list of literacy assets, this list of issues and challenges is not meant to be complete. It is a start, an indication that there is work to be done.

**Dreams for the Next Five Years - Kimberley as a Literacy Friendly Community**

In the discussions at the Kimberley community literacy planning session, people began the process of articulating broader dreams for the future that relate to learning and literacy. Dreams are what provide the energy and excitement to fuel people’s commitment to planning, innovating, and acting.

All parents would have easy access to the information they need about learning and literacy programs and resources, through, for example:

- Parent resource centers in each school
- School manuals and newsletters

All parents with preschool age children would feel welcomed into family literacy programs, and all parents with school aged children would feel welcomed into schools, through, for example:

- A staffed family literacy centre where everyone goes to learn about child development and parenting
- Places where parents can gather and talk together with child minding
- An expanded Family Centre where there is more than intervention services
- All schools acting as community schools: community use of the schools, co-located family programs, extended hours, publicly accessible computer labs, ….
- Use of school space for community programs such as child care
- Joint parent and children’s learning opportunities in the schools
- Community gardens linked to schools
- Literacy self assessment tools available everywhere

- Increased resources in Kindergarten to Grade 3, and stronger connections with the preschool and family literacy programs in the community, would ensure that children do not fall through the cracks

- Literacy and learning programs would be available where people already go, for example:
  - Support programs at the youth centre
  - Alphabet soup and literacy programs at the food bank
  - Connections between the arts and literacy
  - Connections between sports programs and literacy

- A much expanded family tutoring program would reach out to all children, young people, and families who are falling between the cracks

- Programs such as Roots of Empathy would reach every child and young person, helping them learn about the importance of learning and literacy, and preparing them for being parents later on in their lives

- An integrated community approach would be in place, involving all community organizations and public agencies, to reaching out to isolated families, teenagers, and adults, through, for example:
  - Each agency and organization identifying people and families who need help
  - Listening to the people who are not participating about what would work for them, and acting accordingly
  - Better awareness of all of the programs and resources that exist
  - A focus on helping people to feel a sense of belonging in the community, before trying to connect them with programs
  - Stronger connections with parents when their babies are just born
  - Play groups with trained facilitators
  - Kitchen table community development
  - Going out to people’s homes

- An all inclusive community initiative would be created to celebrate learning, reading, and literacy, through, for example:
  - The media
  - Community festivals
  - Developing Kimberley as a learning community
  - The arts
The community would admit there are families, children, teenagers, and adults who are poor, struggling, marginalized, and falling between the cracks, and take ownership of the need to act together, through, for example:
- Media articles
- Presentations to municipal council and other public bodies

The importance of working on prevention would be well documented, with strong cost/benefit arguments

**Next Steps**

There was agreement at the community literacy planning session in Kimberley to:

- Ensure that planning leads to acting
- Make the community more aware of the literacy strengths, challenges, and issues through the media, presentations to municipal council and other public bodies, and public forums
- Weave literacy and learning into the Official Community Plan and the community economic development plan
- Continue to create smaller partnerships
- Celebrate what has been accomplished

The next steps are to:

- Circulate the report from the first planning session, both to those who attended and to those who wanted to attend but could not
- Hold a facilitated follow up meeting on November 29 to set concrete and realistic priorities for action
Kimberley
Community Literacy Planning Session
Notes From Session 2
November 29, 2004

Purpose– To further our discussions around developing our community’s literacy dreams and to start the process of setting some priorities.

Categorized dreams and goals from the previous meeting:

1  Place(s) where parents and children can go, feel welcomed and learn in a variety of ways (community school; expanded family center; family literacy center)
   ➢ Family literacy programs
   ➢ Joint parent and children learning opportunities at schools
   ➢ Child care
   ➢ Classes and discussion groups for parents and other adults
   ➢ Computer lab
   ➢ Community gardens
   ➢ (Roots of Empathy may fit in here)

2  Literacy and learning programs happen where people already are
   ➢ Food bank
   ➢ Youth center
   ➢ Arts and sports

3  Reaching out to isolated individuals and families
   ➢ Comprehensive identification of people who need assistance
   ➢ Listening to what people say would be helpful
   ➢ More awareness of what exists
   ➢ Stronger connections with families who have newborns
   ➢ Going to people’s homes
   ➢ Family tutoring
   ➢ Play groups with trained facilitators

4  Celebrating literacy and learning
   ➢ The media
   ➢ Community festivals
   ➢ Kimberley as a learning community
   ➢ The arts

The importance of working on prevention would be well documented, with strong cost/benefit arguments. There was mutual agreement among those attending the meeting that these 5 categories are the priority dreams to focus on.

One more dream was added to the list: Sustainable funding
The group agreed that priorities one and three are most urgent starting places and will lead to the development of priority number two. There was discussion about what already exists related to these two priorities and what opportunities may be present in the near future that will facilitate these dreams.

1. Community School/Family Centre

- Desire to connect programs in one location, either at schools or some other central location.

Rationale:
- allow for the sharing of resources and making programs more easily accessible, including music lessons, assessment, counseling, early childhood and after school programs.
- allow for the possibility of making transitions more easily for families – to connect them from one program to another ie: Tree house to Mother Goose to Kindergarten to Family Literacy and Resource Place etc.
- information and assessment services available in the same place could help to create more bridges and access to people and programs
- it seems to make sense to utilize a building such as a school for community use
- there is a need for after school programs and schools have gyms, books, etc
- this might allow schools to stay open and use existing space more fully. It could also bring informal learning closer to the formal learning system; make parents more comfortable in the school setting; and provide a cohesive array of services easily accessible to families.
- co-location would allow for linking with other community partners re funding
- people are frustrated in Kimberley trying to find the services they need when they are located all over the city
- people can have assessment, counseling, music lessons, recreation – so many possibilities exist if we have the facility
- need to create a safe place that is comfortable – a school can be a neutral place to provide this.

Opportunities:
- Current school closure discussions could incorporate possibility for preschools, other early childhood programs, and after school programs to take place in school buildings.
- School administrators are just beginning discussions about the possibility of preschools in school buildings.
- Currently the food bank, Treehouse Treasures and Mother Goose happen at the Anglican Church – closer relationships are possible as a result.
- The Health Care Centre has considerable unused space, including a large kitchen.
- The Youth Centre has available space and is looking for ways to use this and stay financially viable.
- Human Service Worker high school students have to do practicums – these could be performed at schools or co-located programs.
- There is currently a small after-school program happening at one of the schools – this could be expanded.
- The City of Kimberley has received a draft from B.C. transit for transportation services for Kimberley – it is being reviewed – so this might be a way to address some of the busing issues, which will affect after school programs.
- Food Bank provides service to many people and is willing to expand to providing meals, community kitchens, cooking classes etc.

**Initial Actions:**
- Raise the possibility of community programs in the schools at the current community meetings about school closures.
- Discussions with principals and staffs regarding which community programs would be most appropriate to incorporate into schools.
- Discussions with food bank and programs at the Anglican Church regarding how these could be built upon or if they could move to another space for co-location.
- Discussions with municipality and community groups about possibilities at the hospital.
- Michelle Miller, Sonya Richter and Kim Roberts will work on the development of after school ideas.

2. **Reaching Out To Isolated Individuals and Families**

  - Desire to identify and reach out to isolated individuals and families

**Rationale:**
- Some people are not comfortable in group programs
- Isolated people have difficulty learning about services in the community
- It may be necessary to get to know people individually before they can feel safe and comfortable about participating in programs and services

**Opportunities:**
- Current family tutoring program could be expanded
- Supported child care works with individual children
- Family Advancement Workers work with individual families
- Community Links workers in the schools have the capability to meet individual families
- Outreach worker at Lee Haskell and possible youth outreach worker through MCFD
- Canadian Mental Health working on a mentoring program for youth
- IDP works with individual families with children up to three years old
- could provide supportive transition services for parents from o-6 year programs such as Tree House Treasures to programs at schools that involve parents.
- There are homeschoolers and DESK resources.

**Initial Actions:**
• Find out if there is a Big Brother and Sister program – possibility of using materials from BB and BS regarding mentoring
• Seek funds to expand family tutoring program
• Build on Community Links program
• Discuss the possibility of adding a literacy component to the Family Advancement Worker program

3. Literacy and Learning Programs Where People Are

➢ Desire to provide services in locations where people are already comfortable and feel safe

Rationale:
• Related to the second dream, it is often most effective to integrate services and programs into those places where people are already comfortable

Opportunities:
• Many people come to the Food Bank – there is currently a small, well-used library and book exchange there. The Food Bank could be providing information about other programs.
• Lee Haskell Youth Centre used to have a homework club which should be revived. There is a real need for one to one tutoring, support with writing and reading. Other youth learning options could be offered. Need for material to read that is relevant to youth interests and lives.
• Selkirk High School has just done a survey with the students about their reading habits. The results will be shared.
• There is a desire to bring relevant youth programs to the middle and high school – climbing walls, ping pong, fooz ball, as well as interesting academic and trades-related programs.
• The Public Library provides a story time for preschoolers during the school year and has a summer reading program for school-aged children.
• McKim School has brought in more high interest/low vocabulary books and recognizes strong correlation between behavioral problems/suspensions and low reading levels.
• Elementary Schools have One-to-One reading programs; there is an after school homework club at Blarchmont; and Roots of Empathy at Blarchmont and McKim.
• There is an adult learning center in the same building with the college.
• There is a pre-natal program.
• There is technology which can read to those who have sight or learning problems.
• Computers could be incorporated into places where people are like the Food Bank – someone would need to be available to assist and instruct in the use of the technology.
• There is computer internet service available for families at the Family Centre on Friday afternoons; however, it is not used as there is no one-to-one support.

Initial Actions:
• Continue the gently used book drive currently organized by Kimberley Community Literacy for the Christmas food hampers – provides books for the Food Bank lending library.
• Discuss starting a One-to-One reading program at McKim School.
• Discuss implementing a literacy program or workshop at the pre-natal program, which will hook adults into reading to their children from birth and provide support to parents who might not be able to ready but are keen to learn at this point – high motivation to learn in order to read to their children.
• Explore the potential of developing the computer access at the Family Centre.

Next: The Community Literacy Advisory Committee and anyone interested in joining this group will work on a more detailed action plan.
SUCCESS BY SIX INITIATIVE

BRIEF OVERVIEW

Success by Six is an initiative not a program. It is dedicated to giving children ages 0-6 a good start in life. The initiative is focused on bringing the community together to ensure our community’s children are ready to succeed in school and life.

It alters the environment of the entire community to benefit a whole population of young children and their families. This is substantially different from operating programs.

The first six years of life are the most critical period of a child’s development. We know that when children receive the right care and nurturing in these first six years the results can be tremendous. As they grow into teens and adults, they are far less likely to drop out of school, abuse drugs, have health problems or become involved in crime.

Success by Six initiatives focus mostly on change in 3 areas:

- Increasing the access to services
- Raising the awareness of children’s issues and availability of services
- Influencing public policy for the benefit of young children and their families.

Success by Six is based on the belief that all sectors need to be involved and mobilized to support children’s early years. This includes government, business, community agencies, labour, health, education, Aboriginal communities, immigrant communities, and providers of early childhood services, municipal leaders and others.

Success by Six helps build community by supporting and strengthening services already in place and by providing additional funding to expand early childhood development in BC. The model is easily adaptable to meet local community need.
Identifies the following:

- The most critical periods for brain development happen by age six—early intervention is important and has higher rate of return.

- With the right care and nurturing in the first six years of life, children are less likely to drop out of school, abuse drugs, have health problems or become involved in crime in later years.

- Economic research shows that for every dollar invested in quality childcare, at least two dollars are saved in later social costs. For children in high-risk situations this payback can be as high as seven to one.

- Early childhood development benefits an entire community, not just one segment of the population because children of all walks of life need a good start in life.

- Research shows up to 25% of BC’s children are not ready to succeed in school by age six.

- Increasing numbers of working parents indicate that they are experiencing severe overload as they juggle work and parenting responsibilities.

- There is a growing need for:
  - Programs to assist parents to develop skills they need to provide the nurturing, stimulation and nutrition that are essential for their children to reach their potential.
  - Quality day care to help parents who are balancing work and family responsibilities.
  - Culturally relevant programs for Aboriginal and Immigrant children.
  - Improved access, including outreach services to isolated families and to children with special needs.

Kimberley research to date indicates that many of these ECD facts for BC are also relevant in Kimberley.
THE KIMBERLEY COMMUNITY LITERACY NOW PLANNING SESSIONS

2004

IDENTIFIED FIVE CATEGORIES OF KEY PRIORITIES.

1. To have a place where parents and children can go, feel welcomed and learn in a variety of ways (community school, expanded family centre, family literacy centre)

2. Reach out to isolated individuals and families:
   These first two were identified as being the most urgent starting places and will lead to the development of the third priority

3. Literacy and learning programs happen where people already are in touch with these services
   ➢ Food Bank
   ➢ Youth Centre
   ➢ Arts and Sports

4. Celebrating literacy and learning

5. The importance of working on prevention would be well documented, with strong cost/benefit arguments.

6. One more dream was added during further discussion:
   ➢ Sustainable funding

Note:
The full report with the specific focus for each priority is available upon request.
The report also includes Rationale and Opportunities for each priority.
THE EARLY DEVELOPMENT INITIATIVE MAPPING

2005

FOR SCHOOL DISTRICTS 5, 6, and 8

South East Kootenay, Rocky Mountain and Kootenay Lake

Indications for Kimberley:

Percent of Children entering the school system identified as “at risk” in Kimberley

12.61% Physical health and well being
8.11% Social Competence
8.11% Emotional Maturity
8.11% Language and cognitive development
9.01% Communications and general knowledge

24.32 percent of children are “ever at risk” in Kimberley according to the EDI Mapping

Note: The Food Bank reports that 21% of their children are 6 years of age and under
SERVICES AVAILABLE
at no cost to families
IN KIMBERLEY

For a more detailed description of specific services please see Appendix A

Included are:

   Early Intervention Speech and Language
   Supported Child Development Program
   Community Living Services
   Child Care Resource and Referral
   Pre-school Occupational Therapy (OT) and Physical Therapy (PT)
   At Home Program
   Infant Development Program
   Community Action Program for Children 0-6 years of age (CAP-C)
   Helping Hands Food Bank
   Public Health Nursing
   Child and Youth Mental Health
   Kimberley Public Library
   Summit Community Services
   Columbia Basin Alliance for Literacy, Kimberley Community Literacy Program
Issues and Gaps in Services
2005


- A need for a parks and recreation program in Kimberley
  NOTE: This has also been identified as a need of the EDI Indicator for Physical Health in Kimberley
- Day-care group for children 3-5
- A need for a water play area for toddlers
- Costs of programs is a factor and a barrier
- Problem in finding out about the programs in the community
- Mother Goose Program is very good and parents would like to see it year round however lack of funding is an issue
- Library has story time for 4-6 yr old, parents would like to see something for 1-3 yr. old
- Transportation is a problem
- It would be valuable to have Better Babies program in Kimberley instead of travel to Cranbrook
- Parents would like to have more parent to parent contact
- A place for childcare while parents meet in another room for socializing, guest speakers...just need a location
- A Family Centre is a place to go when you have a problem (need counseling). There is a stigma of not being a “good” parent attached to this service
- Parents want a place for “healthy” families to meet
- Play equipment at Rotary Park is painted black which absorbs the sun, and makes it very hot - it burns the toddlers legs when they try to get on it
- Day-care is quite expensive
- Sports programs can be very expensive
- There is preschool skating and public skating...Times for arena skates are not well advertised
- Advertising for some sports is in the Daily Bulletin, which not all receive. Advertiser goes to every household...this is where the ads should be to reach more parents
- Parents would like to see more music programs in Kimberley

CAP-C change of mandate in 2003 was the elimination of outreach services for families to group work.

- Enhance parent skills and confidence
- Assist families in accessing community resources and services
- Liaison with existing family focused agencies
- Facilitate in children's development and learning through activities with the families
- Coordinate the development of parent support groups and activities
- Support off-reserve aboriginal and Métis families
- Strengthen and empower the family

Additions from the North Star Dream Team, 2005 include
- Recreation programs are organized by volunteers and are vulnerable to parent availability
- Parents have their children in differing day cares due to the age limits of each
- Travel distance between day cares creates logistical issues
- Costs
- Barriers around accessing “out of school” day care (financial, awareness, programs)
- Concern of available licensed day care
- Need to investigate and identify opportunities that provide development of physical health and well-being as indicated as a need in the EDI
- Gap in services for children ages 3-5 who are developmentally delayed or at risk for developmental delay
- Wait lists for children 0-5 for Infant Development Program and Supported Child Development Programs
Appendix E
Selkirk High School Study
Kimberley

North Star Dream Team

Strategic Plan
2005

For A

Kimberley Parenting and Family Place

Prepared by:
Pegg Davidson  Jan McGinn  Terri Fergus
Wendy Hetherington  Laura Holmes  Kim Roberts
Heather Smith  Mike Carey

Revised September 2005
INTRODUCTION

The North Star Dream Team is a group of agencies and individuals who have been meeting for the past three years to develop a shared dream – a supported and collaborative place for families in Kimberley.

The Team has researched services and programs available and identified gaps in service and needs. The Team has developed a plan to create a Parenting and Family Place. Some initial funding is allowing the Team to implement the first phase of this program in the Fall of 2005. This will be a drop-in program for families running two half days per week at Blarchmont School.

♦ The North Star Dream Team is now seeking to make this program known in the community, and through community awareness and support, apply for further funding through the Success by Six initiative. The Team’s goal is to gain financing to operate a full time Family and Parenting Centre for Kimberley Families.
NORTH STAR DREAM TEAM

WHO WE ARE AND THE KEY PLAYERS

Within our own community, the members of the Dream Team represent many of the groups with an interest in families. They are personally invested in the success of this project, and they will support the implementation of the project.

We will continue to draw upon the resources of our community for guest speakers, volunteers and other resources in order to fully integrate this project into the life of our community.

The members of the Dream Team include:

Pegg Davidson          Special Education Coordinator for the School District #6
Terri Fergus           Public Health Nurse in Kimberley
Laura Holmes           Community Facilitator Community Action Program for Children in
                        Kimberley—Coordinator of Treehouse Treasures
Jan McGinn             East Kootenay Infant Development Program—Consultant for Kimberley
Heather Smith          Kimberley Food Bank Coordinator
Wendy Hetherington    Preschool and in School Speech and Language Pathologist for School
                        District # 6
Kim Roberts            Community Literacy Coordinator in Kimberley, Columbia Basin
                        Alliance for Literacy
Mike Carey             Board Member, Summit Community Services Society
MISSION AND VISION STATEMENT

VISION

To promote a healthy community for families living in Kimberley.

MISSION STATEMENT:

To foster family development in the areas of:

- Physical Health and Well Being
- Social Competence
- Emotional Maturity
- Language and Cognitive Development
- Communication Skills
Our immediate goal is to focus on children 0-6 years of age.

To have a facilitated family drop-in place for parents and children 0-6 years of age, where parents can interact with their children. To be known as Kimberley Parenting and Family Place.

Develop a location for a family drop-in place (for activities) to:

♦ Operate 2 half days a week
♦ Provide opportunity for parent/child interaction to optimize childhood development
♦ Facilitate parent peer support in the development of their children’s learning
♦ Provide opportunity for children to develop socialization skills
♦ Support parents in the development of their children’s learning with parenting skills and child development programs
♦ Offer a resource for parents to learn about programs and participate in programs
♦ Provide outreach services for hard to reach families

Outcomes:

➢ Adult participants will have increased their skills in learning how to support the learning and literacy of their children.
➢ The emerging literacy skills of children will increase, thereby increasing their school readiness.
➢ Family relationships will be strengthened through structured interaction between family members.
To create a full time, encompassing centre which would:

- Include a variety of programs for families
- Employ an outreach worker available throughout the week
- Provide for family services in Kimberley being housed in one location including:
  - Day Care, Counseling, Outreach Workers, After-School Program, Mental Health people, Service agencies that need a space, Food Bank, recreational activities, Parenting Programs, Legal Aid, Speech and Language Services, Literacy Programs and Senior’s Programs

**Outcomes:**

- A philosophy of life long learning will be encouraged and self esteem fostered.
- Resources will be developed over the long term to meet the needs of families in Kimberley.
- Improved EDI results.
North Star Dream Team – Vision

Prevents Fragmentation
Promotes - Cooperation
- Collaboration
- Integration

3 Characteristics
1. Provides Childcare
2. Provides parents linkage to a range of community services
3. Collective voice
Phase I

Implementation Action Plan for Kimberley Parenting & Family Place

Phase II

Phase III

Linking with other ECD Partners – Survey of Parents needs for children Child Care Providers

Aboriginal Community Develop Partnerships with Interest groups’ Summit Community Services, School District, College, MCFD, Rotary & other Service Organizations

Hiring & funding applicants

Who will be the host agency to house the hub

Build the Hub – linking together community service programs

Complete Strategic Plan

Find funding to do Phase I of the project

Possibilities – CBT, Children First, MCFD, Parent’s Save Our Schools, Chamber of Commerce

Successful Plan to date

Seek School Board & Community support

Planning for Opening of Family Drop In Centre at Blarchmont for Fall 2005

Link with other

Learn from each other